



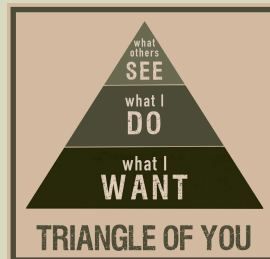
UNIT 1: GET FOCUSED

LESSON 1: VISION (a)

What do I want?

MAIN IDEA	Casting a vision for the kinds of relationships and reputations we want to have helps us focus on what matters most
ESSENTIAL QUESTIONS	• What are the qualities of a good friend? • What kind of friends do I want to <u>have</u>? • What kind of friend do I want to <u>be</u>?
OBJECTIVES	Students will: • Define the qualities of a good friend • Name their desires in regards to personal relationships and reputation • List their goals for their reputation (the kind of friend they want to be known as) • List their goals for relationships (the kind of friendships they want to have)

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 1 (20 min.) • Introduction: Start the video • Group Share: When cued in the video, allow students to share short answers to the following prompt: (Optional: Record answers in two clouds on the board) ◦ <i>What do you think of when you think of a GOOD FRIEND?</i> ■ <i>What are they LIKE?</i> ■ <i>What do they DO?</i> • VIDEO Teaching: Resume and finish the video Group Activity: (10 min) • Distribute Worksheet 1 • Instruct students to quietly and independently consider and answer the following prompt: ◦ <i>What do you WANT from your...</i> ■ <i>...relationships?</i> ■ <i>...reputation?</i> • Allow time for students to share their answers out loud as they are comfortable Personal Reflection: (10-20 min.) • On a separate sheet of paper, have students write a short letter to themselves, including the following: ◦ <i>This year, I want to focus on being the kind of person who _____</i> “ ◦ <i>At the end of this school year, I hope that I have friends who _____</i> “ • Distribute envelopes for students to enclose and seal their letters, writing their names on the outside • Collect and place the envelopes into a sealed container (Time Capsule) to revisit at the end of the school year • OPTIONAL: Allow students to decorate envelopes and/or Time Capsule with art supplies Independent Work: (OPTIONAL Homework) • Distribute Worksheet 2	• Video: LESSON 1 • Worksheets: 1-2 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>) • Sheet of Notebook Paper (<i>1 per student</i>) • Envelope (<i>1 per student</i>) • Container for classroom Time Capsule (shoebox, empty canister, etc.) • OPTIONAL: art supplies (markers, stickers, paint, etc.) to decorate the Time Capsule
	NEW TERMS
	• Relationships • Reputation • Character • Values • Community
	NEW TOOLS
	 <i>What I WANT most should determine what I DO which is what others will SEE</i>



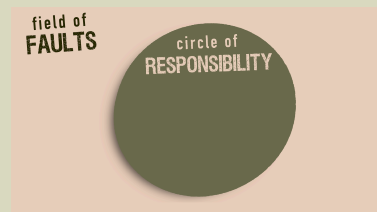
UNIT 1: GET FOCUSED

LESSON 2: AGENCY (a)

What can I control?

MAIN IDEA	Fault focuses on what we CAN'T do. Responsibility focuses on what we CAN do. Focusing on fault leaves us powerless. Taking responsibility gives us back our power.
ESSENTIAL QUESTIONS	• Does fault matter? • What does it mean to "take responsibility"? • What is the difference between fault and responsibility? • What part of my social life is in my control?
OBJECTIVES	Students will: • Define, compare, and contrast "fault" and "responsibility" • Identify what is in their control and what is not regarding relationships • Consider and assess a shift of thinking from "It's not my fault!" to "What can I do?" • Assess what is gained by this shift • Practice using the "Circle of Responsibility" to analyze and identify what they can do

LESSON PLAN

METHODS	MATERIALS
Review the MAIN IDEA from LESSON 1 (2-3 min.) • Having a vision for the kinds of relationships and reputations we want helps us to focus on what matters • Recall the TRIANGLE OF YOU Watch the VIDEO for LESSON 2 (18 min.) • Introduction: Start the video • Group Share: When cued in the video, allow students to vote and discuss ("Why?") for the following prompt: (Optional: Tally votes in 2 columns on the board) ◦ <i>Whose FAULT is it that Dante got a bad grade?</i> Olivia OR Dante • VIDEO Teaching: Resume and finish the video Group Activity 1: (10 min) • Distribute Worksheet 3 • Walk students through the first exercise as a group, allowing them to discuss and take turns responding: ◦ <i>Circle Of Responsibility For Dante & Olivia</i> Group Activity 2: (10 min.) • Using Worksheet 3, discuss the kinds of choices we can make to take back our "ability to respond" (responsibility) and read the examples together: ◦ <i>Examples Of Responses We Can Choose</i> • Instruct students to quietly and independently consider and add more examples to the 4 boxes • Allow students time to share their answers out loud Independent Work: (OPTIONAL Homework) • Distribute Worksheet 4	• Video: LESSON 2 • Worksheets: 3-4 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>) • Sheet of Paper (<i>1 per student</i>)
	NEW TERMS
	• Fault • Responsibility • Agency
	NEW TOOLS
	 THE CIRCLE OF RESPONSIBILITY Fault says: <i>Who should I blame?</i> Responsibility says: <i>What can I do to make it better?</i> Faults = <i>outside of my control</i> Responsibilities = <i>inside my control</i>



UNIT 2: GET CURIOUS

LESSON 3: CURIOUS ABOUT MYSELF (a)

What am I feeling?

MAIN IDEA	When we pause to notice and name our emotions, we can choose actions that might lead to a different reality
ESSENTIAL QUESTIONS	• What does it mean to be curious about myself? • What is the value in noticing and naming my emotions? • How do I experience emotions? • Is it possible to control my emotions? • What can I do when I'm feeling difficult emotions? • What can I do if an emotion feels too big to manage on my own?
OBJECTIVES	Students will: • Assess the value of emotions • Define "emotions" and "curiosity" • Build an emotional vocabulary list • Identify what is (<i>what I do</i>) and what is not (<i>what I feel</i>) in their control • Establish the benefit of pausing between feeling and doing • Apply the "Notice & Name" method to an emotion they are feeling
LESSON PLAN	
METHODS	MATERIALS
Review the MAIN IDEA from LESSON 2 (2-3 min.) • Focusing on fault leaves us powerless. Taking responsibility gives us back our power. • Recall the CIRCLE OF RESPONSIBILITY Watch the VIDEO for LESSON 3 (16 min.) • Introduction: Start the video • Group Share: When cued in the video, have students: ◦ <i>List as many emotions as you can on a sheet of paper in 60 seconds</i> (Optional: pause to allow students to share answers) • VIDEO Teaching: Resume and finish the video Group Activity: (15 min) • Distribute Worksheet 5 • Read through the scenario and discuss each possibility as a group, allowing students to take turns choosing words from the emotion wheel, and comparing ways each student might feel slightly different ◦ <i>Emotion Wheel Scenarios & Possibilities</i> Personal Reflection: (5 min.) • Ask students to consider: ◦ <i>Which of the possibilities in that scenario felt the most challenging or least pleasant for you, and why do you think it feels that way?</i> • Allow students to share their answers out loud as they are comfortable Independent Work: (OPTIONAL Homework) • Distribute Worksheet 6	• Video: LESSON 3 • Worksheets: 5-6 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	• Curiosity • Emotion • Action • Reality
	NEW TOOLS
	THE POWER OF *PAUSE* <i>When I pause to notice and name my EMOTIONS, I can choose ACTIONS that will lead to a different REALITY</i>



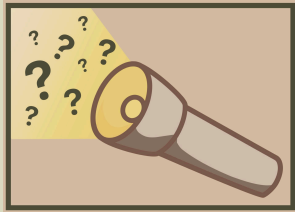
UNIT 2: GET CURIOUS

LESSON 4: CURIOUS ABOUT MYSELF (b)

What am I feeling?

MAIN IDEA	When we pause to notice & name difficult emotions, we create space to discern & decide on a path forward
ESSENTIAL QUESTIONS	• What happens in my body, thoughts, and actions when I pause to process an emotion? • Is it possible to change my emotions? • Is it possible to change the effect or outcome when I feel an uncomfortable emotion?
OBJECTIVES	Students will: • Identify and name emotions they might feel in certain scenarios • Analyze scenarios to determine what is and is not in their control • Determine possible actions to take when faced with a difficult emotion • Evaluate the benefits of pausing to process difficult emotions

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 4 (5 min.) • Quick review of lessons 1-3 • Intro Group Activity Group Activity: (40-45 min) • Distribute Worksheets 7-9 • See full activity instructions on Answer Key 7 ○ Divide students into pairs ○ Read the scenario together out loud. ○ EXERCISE A: Notice & Name ■ Review the EMOTION WHEEL ■ Think, Partner Pair, Group Share ○ EXERCISE B: Discern & Decide ■ Review the CIRCLE OF CONTROL ■ Think, Partner Pair, Group Share ○ EXERCISE C: Compare Emotions ■ Partner Pair, Share ○ EXERCISE D: Imagine A New Reality ■ Partner Pair, Share Personal Reflection: (5 min.) • Return to Worksheet 8 ○ EXERCISE E: Personal Reflection ■ Independent Response	• Video: LESSON 4 • Worksheets: 7-9 (<i>print 1 copy per student</i>) • Answer Key: Worksheet 7 (<i>instructor copy</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	• Discern • Decide
	NEW TOOLS
	 NOTICE & NAME (flashlight on me)



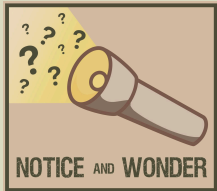
UNIT 2: GET CURIOUS

LESSON 5: CURIOUS ABOUT OTHERS (a)

What are they feeling?

MAIN IDEA	We can't see what is going on inside another person, but we can notice and wonder with empathy.
ESSENTIAL QUESTIONS	• What does it mean to be curious about someone else? • How can I know what someone else is feeling? • Why should I choose curiosity or wonder rather than judgment?
OBJECTIVES	Students will: • Define and contrast "self-awareness" and "self-consciousness" • Define and contrast "empathy" and "judgment" • Consider the "Iceberg analogy" (<i>what we can and cannot see</i>) • Assess the benefits of choosing curiosity over judgment • Analyze scenarios to complete a series of "I wonder" statements

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 5 (15 min.) • Introduction: Start the video • Group Share: When cued in the video, allow students to select answers for the Emotional Intelligence quiz (Optional: pause video after each image, allowing students to discuss and vote) • VIDEO Teaching: Resume and finish the video Group Activity: (15 min) • Distribute Worksheet 10 • Read through the scenario together out loud. • NOTICE ○ Instruct students to independently write down the things they can NOTICE ○ Allow time for students to share, discuss, and add more answers with the group • WONDER ○ Instruct students to independently write down the things they might WONDER ○ Allow time for students to share, discuss, and add more answers with the group Personal Reflection: (10 min.) • Distribute Worksheet 11 • Ask students to consider and respond to the prompt • Allow students to share their answers out loud if comfortable WITHOUT USING ANY NAMES Independent Work: (OPTIONAL Homework) • Distribute Worksheet 12 Enrichment: (OPTIONAL) • If time remains, you may choose to continue the Emotional Intelligence Quiz from Berkeley University that was used in the teaching video https://greatergood.berkeley.edu/quizzes/ei_quiz/take_quiz	• Video: LESSON 5 • Worksheets: 10-12 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	• Self-Awareness • Self-Consciousness • Empathy • Judgment
	NEW TOOLS
	 "We can't see what's under the surface"  NOTICE & WONDER (flashlight on others)



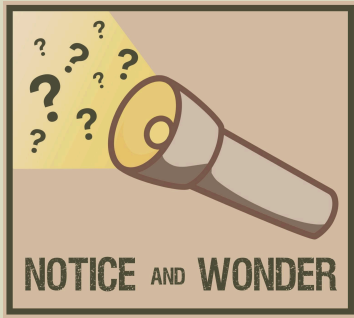
UNIT 2: GET CURIOUS

LESSON 6: CURIOUS ABOUT OTHERS (b)

What are they feeling?

MAIN IDEA	Shifting from judgment to wonder allows us to assume the best about others.
ESSENTIAL QUESTIONS	• How can I know what someone else is feeling? • Why should I choose curiosity or wonder rather than judgment? • When can judgment be helpful, and when is it harmful?
OBJECTIVES	Students will: • Analyze images and scenarios to complete a series of “I wonder” statements • Assess the benefits of choosing wonder over judgment • Analyze appropriate and inappropriate uses of judgment

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 6 (5 min.) • Quick review of lesson 5 • Intro Group Activity Group Activity A: (15-20 min.) • Divide students into 3 groups • Distribute Worksheet 13 • SCENARIO 1 ◦ Read the scenario together out loud ■ You might allow 3 students to stand up front and pose to “re-enact” the scene ◦ GROUP 1: complete the exercise for Sean ◦ GROUP 2: complete the exercise for Kelsey ◦ GROUP 3: complete the exercise for Kira ◦ Allow each group to share their answers and discuss with the whole class. Personal Reflection: (5 min.) • Distribute Worksheet 14 • Instruct students to complete Reflection A • Allow time for students to share their answers out loud Group Activity B: (15-20 min.) • REPEAT this process for SCENARIO 2 ◦ Distribute Worksheet 15 ◦ GROUP 1 = Teresa ◦ GROUP 2 = Jayden ◦ GROUP 3 = The Teacher Personal Reflection: (5 min.) • Return to Worksheet 14 • Instruct students to complete Reflection B • Allow time for students to share their answers out loud Enrichment: (OPTIONAL) • If time remains, you may choose to continue the Emotional Intelligence Quiz from Berkeley University that was used in the previous teaching video https://greatergood.berkeley.edu/quizzes/ei_quiz/take_quiz	• Video: LESSON 6 • Worksheets: 13-15 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	• Wonder
	NEW TOOLS
	 NOTICE & WONDER (flashlight on others)



UNIT 2: GET CURIOUS

LESSON 7: CURIOUS ABOUT MY ENVIRONMENT (a)

What's going on here?

MAIN IDEA	Every environment has a different tone. Sometimes we need to change our behavior to match the tone of the environment.
ESSENTIAL QUESTIONS	• What does it mean to be curious about my environment? • What is situational awareness? • How should I behave in certain environments? • How can I enter a new environment with confidence?
OBJECTIVES	Students will: • Define “perspective” and “situational awareness” • Recall the PAUSE & NOTICE method (pause to notice & name my own emotions, then notice & wonder about others’ emotions) • Analyze a series of environment changes and assess possible behaviors for those environments

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 7 (16 min.) Group Activity: (20 min.) • Distribute Worksheet 16 • Divide students into 2 groups and give each group one card from the deck. <i>DO NOT SHARE THE CONTENT ON YOUR CARD WITH THE OTHER GROUP YET</i> • Instruct each group to imagine and discuss what might be going on in the environment on their card, answering the questions for their group (A or B) and the first two questions at the bottom of the page (<i>leaving the final question to be discussed together</i>) • When all students have completed the task, invite them to share their answers; open up discussion to the whole class, and answer the final question together. • Distribute Worksheet 17 • Repeat the steps above for a second scenario <i>*Print additional copies of Worksheet 17 and repeat the steps above for additional scenarios as desired</i> Personal Reflection: (5 min.) • Ask students to consider the following prompt: ○ “Think of a time when you had to go from one environment into another that was very different from the first. How did you need to adapt your voice, body language, and actions as you moved from one space into the next? ○ OR if you didn’t adapt your behavior, what was the result? What might you have done instead?” • Allow time for students to share their answers out loud as they are comfortable. Independent Work: (OPTIONAL Homework) • Distribute Worksheet 19	• Video: LESSON 7 • Worksheets: 16, 17, 19 (<i>1 copy per student</i>) • Cards: Worksheet 18 (<i>print and cut out 1 set</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	• Situational Awareness • Perspective
	NEW TOOLS
	 DOORWAY VIBE CHECK (scan wide to explore the room)



UNIT 2: GET CURIOUS

LESSON 8: SITUATIONAL AWARENESS (a)

Did I miss something?

MAIN IDEA	Every situation contains good and bad; you can choose which you want to see more or less.
ESSENTIAL QUESTIONS	• How do I explore my environment with curiosity? • What does it mean to have a negativity bias? • How can I combat this bias? • Is it possible to change my perspective about a situation?
OBJECTIVES	Students will: • Recall the definition of situational awareness • Define “negativity bias” • Analyze scenarios to identify threats and opportunities • Explore daily gratitude (the 3-3-3 challenge) as a means to honing your positivity filter

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 8 (20 min.) • Introduction: Start the video • Group Share: When cued in the video, allow students to vote and discuss: ◦ Do you see gold & white or blue & black? ◦ Do you hear YANNY or LAUREL? • Teaching: Resume and finish the video Group Activity A: (20 min.) • Divide the class into two groups by distributing the red and blue squares of paper (allow each group to sit and work together) • Distribute Worksheet 20 • Read the scenario out loud as a group • Instruct each group to complete the exercise using only their color filter (red=threats, blue=opportunities) • OPTIONAL: Provide each group with a flashlight and colored cellophane or markers to apply as a “filter” • After completing the task, invite each team to share and discuss their answers with the class. • Distribute Worksheet 21 • Repeat the process, but this time, instruct the groups to switch and use the opposite color filter Personal Reflection: (5 min.) • Ask students to consider the following prompt: ◦ “Recall a time when you were dreading a situation. What kinds of things were upsetting? Looking back, what opportunities might there have been if you had chosen to see them?” • Allow time for students to share their answers out loud as they are comfortable. Independent Work: (OPTIONAL Homework) • Distribute Worksheet 22	• Video: LESSON 8 • Worksheets: 20-22 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>) • Blue & Red Paper: cut into small squares, enough for one square per student; half of the class gets red, and half gets blue • OPTIONAL: 2 flashlights, 2 sheets of red cellophane, and 2 sheets of blue cellophane large enough to cover the lens (or use dry-erase markers in red and blue to color the flashlight lenses)
	NEW TERMS
	• Negativity Bias
	NEW TOOLS
	NOTICE & FILTER



UNIT 2: GET CURIOUS

LESSON 9: INDIVIDUAL AWARENESS (a)

Friend or Foe?

MAIN IDEA	Our body language sends out signals to others whether we realize it or not; we can learn to read these signals.
ESSENTIAL QUESTIONS	• How do I know if someone is friendly or approachable? • Can I trust someone's body language to tell the truth about what they are feeling or thinking?
OBJECTIVES	Students will: • Develop a lexicon of body language • Analyze examples of body language to make conclusions about approachability

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 9 (15 min.) • Introduction: Start the video • Group Share: When cued in the video, instruct students to stand and move to the LEFT side of the room if their answer is YES, or the RIGHT side of the room if their answer is NO ◦ "Would you pet that dog?" (You might choose to pause and discuss why or why not for each image) • Teaching: Resume and finish the teaching Group Activity A: (20 min.) • Distribute Worksheet 23 • Continue to use the VIDEO for this exercise. ◦ As an image of a student comes up on the screen, pause the video to discuss the image using the questions on the worksheet. ◦ Continue playing the video to see another image, and repeat the process for as many images as time allows. • NOTE: You may choose to do this exercise as a whole class together, or you may choose to break the class into pairs and have them discuss together first before sharing their answers with the whole class. Personal Reflection: (5-10 min.) • Ask students to consider the following prompt and respond to the questions on Worksheet 23: ◦ "Recall a time when you found yourself standing alone in a space full of people you didn't know very well..." • Allow time for students to share their answers out loud as they are comfortable. Independent Work: (OPTIONAL Homework) • Distribute Worksheet 24	• Video: LESSON 9 • Worksheets: 23-24 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	• Facial Expression • Body Language
	NEW TOOLS
	 Which signals are you receiving?



UNIT 2: GET CURIOUS

LESSON 10: INDIVIDUAL AWARENESS (b)

Friend or Foe?

MAIN IDEA	Sometimes our signals are confusing to others, but we can learn to adjust them at the right times to make things clear.
ESSENTIAL QUESTIONS	• How do others know if I am friendly or approachable? • Can I change the signals I am giving off?
OBJECTIVES	Students will: • Examine facial expressions and body language in a “charades” style group game • Make conclusions about their body language, and explore ways to adjust for clarity

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 10 (5 min.) Group Activity: (30-40 min.) • Print and cut out cards on Worksheet 27 • Distribute Worksheets 25-26 ◦ Choose a student to draw a card. ◦ Have this student act out their <u>surface appearance</u> (A) as written on the card. ◦ Allow the class to <u>vote</u> FRIEND or FOE (Would you approach this student or walk away?) ◦ Discuss <u>Why or Why not?</u> ◦ Instruct the class to write <u>judgment statements</u> based on what they observed (“<i>They’re just...angry, moody, hyper, etc.</i>”) ◦ Allow time for students to share these initial thoughts with the class. ◦ Then, have the student-actor change their actions to reflect what they’re <u>actually feeling</u> (B) as written on the card. ◦ Instruct the class to write <u>curiosity questions</u> based on these new actions (“<i>I wonder if they’re feeling...sad, lonely, nervous, shy, etc.</i>”) ◦ Allow time for students to share these questions with the class. ◦ Have the student-actor tell the class what they <u>actually wanted</u> (C) as written on the card, and discuss the results as a class. ◦ Allow the class to share possible ways the character could adapt their behavior to invite what they really wanted, and have the student-actor imitate these suggestions. • Repeat with a new student actor for up to 8 rounds (<i>print additional worksheet copies for rounds 5-8</i>) Personal Reflection: (5 min.) • Ask students to respond on Worksheet 26: ◦ “<i>How did this game challenge the way you think about facial expression and body language?</i>” • Allow time for students to share their answers out loud as they are comfortable.	• Video: LESSON 10 • Worksheets: 25-26 (<i>1 copy per student</i>) • Cards: Worksheet 27 (<i>print and cut out 1 set</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	NEW TOOLS
	 Which signals are you sending?



UNIT 2: GET CURIOUS

LESSON 11: FINDING CLUES (a)

Wearing & Carrying

MAIN IDEA	The things people are wearing and carrying provide clues for topics to talk about.
ESSENTIAL QUESTIONS	• If I think someone is approachable, how should I approach them? • If I wanted to start a conversation with someone, how would I begin? • Where do I find things to talk about?
OBJECTIVES	Students will: • Consider the unique items others are wearing and carrying with curiosity • Create a list of “I wonder” questions based on what someone is wearing or carrying

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 11 (25 min.) • Introduction: Start the video • Group Share: When cued in the video, invite students to write as many questions as they can in five minutes. • Pause after the 5 minute timer ends and allow students to share a few of their answers out loud with the group. • Teaching: Resume and finish the teaching. Pause to distribute worksheets before beginning the exercise. Group Activity A: (15-20 min.) • Distribute Worksheet 28-29 • Continue to use the VIDEO for this exercise. ◦ As an image of a student comes up on the screen, pause the video. ◦ Instruct the students to write something they NOTICE the student is wearing or carrying in the central box of the graphic organizer/web. ◦ Have students write questions they might wonder about the item in the clouds around it. ◦ Invite students to share their answers out loud. ◦ Continue playing the video to see another image, and repeat the process for as many images as time allows. • NOTE: You may choose to do this exercise as a whole class together on a whiteboard for the first two images; then, allow students to complete the remaining images independently before sharing their answers. Personal Reflection: (5 min.) • Ask students to consider the following prompt and respond to the questions on Worksheet 29: ◦ “What is one piece of clothing you own that you think might invite an interesting conversation, and what would you share if asked about it?” • Allow time for students to share their answers out loud as they are comfortable. Independent Work: (OPTIONAL Homework) • Distribute Worksheet 30 **Invite students to wear or carry interesting items to the next class as part of a classroom game they will play**	• Video: LESSON 11 • Worksheets: 28-30 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	• Interrogate
	NEW TOOLS



UNIT 2: GET CURIOUS

LESSON 12: FINDING CLUES (b)

Wearing & Carrying

MAIN IDEA	Curiosity allows us to find the things we have in common, and to wonder about the things we don't yet know about someone.
ESSENTIAL QUESTIONS	• How do I find things to say that we both care about? • How do I offer clues about what's important to me?
OBJECTIVES	Students will: • Analyze & identify what might be important to someone based on their appearance • Practice observing then forming and asking curious, open-ended questions around an article of clothing or accessory • Create an avatar for themselves to invite interesting conversation

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 12 (7 min.) Group Activity 1: (20 min.) • Distribute Worksheet 31 • Tell students: ◦ <i>"Your mission today is to discover interesting stories or details behind the items your classmates are wearing or carrying by crafting thoughtful, curious questions."</i> • Invite one student to come to the front of the room. ◦ Allow 2 minutes for the class to silently observe and write any interesting items they notice the student is wearing or carrying. ◦ Invite students to share the items they noticed (red shirt, logo, necklace with pink stone, etc.) ◦ Ask the student in the front to choose one of these items they feel comfortable talking about. ◦ Allow the class to silently write as many thoughtful, kind, and curious questions about the selected item as they can in 3 minutes. ◦ Invite the class to take turns sharing their questions with the group. ◦ After several questions have been shared, allow the student in the front to share what they wish about the item (story behind it, how they got it, why it matters to them, etc.) • Repeat with a new student for a second round. Group Activity 2: (20 min.) • Distribute Worksheet 32 • Break students into pairs, and have them complete the same exercise as above for each other, taking turns sharing their observations and stories. • If time remains, switch partners and repeat. Personal Reflection: (in class or take home as project) • Distribute Worksheet 33 • Instruct students to create an avatar for themselves by adding interesting clothing and accessories to the body	• Video: LESSON 12 • Worksheets: 31-33 (<i>1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	NEW TOOLS



UNIT 3: CHOOSE KINDNESS

LESSON 13: KINDNESS (a)

...is the filter

MAIN IDEA	When you aren't sure of your next move, choose to move in kindness.
ESSENTIAL QUESTIONS	• Are there any bad questions or things I can't ask about? • What is kindness? • Why does kindness matter?
OBJECTIVES	Students will: • Define "kindness" and "cruelty" • Compare, contrast, and Identify examples of kindness and cruelty • Develop a lexicon of kindness

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 13 (33-35 min.) • Distribute Worksheet 34 • Introduction: Start the video • Group Share: When cued in the video, have students: ◦ <i>Define Kindness</i> (Optional: pause to allow students to share answers) • VIDEO Teaching: Resume the video • Group Share: When cued in the video, have students: ◦ <i>List the types of things a kind person DOES</i> • Group Share: When cued in the video, have students share items from their lists to create a collection titled, "WHAT WOULD KINDNESS DO?" on the board/poster ◦ <i>OPTIONAL: Create a fake name (like Keagan) to replace the word kindness (What would Keagan do?) Use this name when appropriate in classroom discussions around kindness.</i> • Teaching: Resume and finish the teaching. Group Activity: (10 min.) • Distribute Worksheet 35 • KINDNESS REWRITE ◦ Read the story together out loud, then invite students to silently reflect on the question: "Where would you insert kindness, and how might that change the ending of the story?" ◦ After a few minutes, invite students to share their thoughts out loud, choosing a moment and rewriting the ending together as a collaboration of everyone's ideas. Personal Reflection: (5 min.) • Ask students to consider the following prompt and respond to the questions on Worksheet 34: ◦ "Recall a time in your life when someone's kindness had a big impact on you..." • Allow time for students to share their answers out loud as they are comfortable. Independent Work: (OPTIONAL Homework) • Distribute Worksheet 36	• Video: LESSON 13 • Worksheets: 34-36 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>) • Chalk/White Board or Large Poster Paper
	NEW TERMS
	• Kindness • Cruelty
	NEW TOOLS
	 KINDNESS IS A HAND THAT LIFTS. CRUELTY IS A FIST THAT CRUSHES.



UNIT 3: CHOOSE KINDNESS

LESSON 14: KINDNESS (b)

...is the filter

MAIN IDEA	Every interaction is an opportunity to build someone up, or to tear them down.
ESSENTIAL QUESTIONS	- What does kindness look like in action? - How do I know if something I say or do is actually cruel?
OBJECTIVES	Students will: - Evaluate and determine “What Would Kindness Do?” in a series of scenarios - Reflect on moments as the giver and recipient of kindness or cruelty and identify the impact or consequences

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 14 (5 min.) Group Activity 1: (30 min.) - Divide the class into small groups of <i>up to 4 students</i> - Have someone from each group draw a square of red or blue paper out of a bowl/box/cup - Distribute Worksheets 37-38 to the RED groups - Distribute Worksheets 39-40 to the BLUE groups - Distribute Worksheet 41 Scenario Card 1 - Read SCENARIO 1 out loud as a group. - BLUE groups will insert a moment of <u>kindness</u> and complete the story with possible outcomes (revisit the “What Would Kindness Do?” board) - RED groups will insert a moment of <u>cruelty</u> OR <u>the absence of kindness</u> and complete the story with possible outcomes (snowball effect) - Allow each group to share their story/ending (OPTIONAL: <i>you might allow them to choose reading their story OR acting it out</i>) - Discuss the different outcomes, emphasizing the possibility that “A small act of kindness can change the entire trajectory of someone’s day.” - Have groups swap colors (blue is now red, red is now blue) and repeat the exercise with <u>Scenario Card 2</u> Group Activity 2: (10 min.) - Distribute one RED and one BLUE paper per student - Invite 2 students to come to the front. - Have one student draw from the GIVER deck and the other draw from the RECEIVER deck, then act out the scene together. - Instruct the rest of the class to vote FUNNY (blue) or CRUEL (red) by holding up the appropriate card. - Allow time to share why they voted this way, then have the RECEIVER share the answer. - If CRUEL, discuss ways the receiver can let others know it is hurtful, and reenact the scene - Repeat the exercise with 2 new students and new cards for as many rounds as time allows.	Video: LESSON 14 Worksheets: 37-42 (<i>print 1 copy per student</i>) Pen or Pencil: (1 per student) Blue & Red Paper: <i>cut into small 1” squares (1 square per small group) in equal amounts AND one 4” square of each color per student</i> Bowl/Box/Cup: <i>to hold small paper squares</i>
	NEW TOOLS
	METHODS (continued)
	Personal Reflection: (5 min. after each activity OR take home) - Distribute Worksheet 42: - A Moment of Kindness (<i>after Activity 1</i>) “Is there someone you can think of who could use a moment of kindness...?” - The Receiver Decides (<i>after Activity 2</i>) “Is there a running joke or nickname people use that really bothers you...?”



UNIT 4: CHOOSE COURAGE

LESSON 15: COURAGE (a)

...is the bridge

MAIN IDEA	Fear can stop us from getting what we actually want.
ESSENTIAL QUESTIONS	• What if I want to make friends, but I'm afraid to approach or talk to new people? • Is fear always a bad thing? • What is the purpose of fear?
OBJECTIVES	Students will: • Define "courage" and identify its characteristics • Analyze examples to identify opportunities hindered by fear (risk/reward analysis)

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 15 (14 min.) • Introduction: Start the video • Group Share: Instruct students to stand in the center of the room when prompted in the video. ◦ Instruct students to move to the <i>left</i> side of the room if they would answer YES and the <i>right</i> side if NO when a question is posed. ◦ OPTIONAL: If there is not space to move around, have students point to the <i>left</i> for YES and to the <i>right</i> for NO • Teaching: Instruct students to take their seats after the game to resume and finish the teaching. Group Activity 1: (20 min.) • Distribute Worksheet 43 • Break students into small groups • Read the short story out loud as a group: then, instruct each group to consider what might happen if she had chosen courage, and rewrite the ending of the story. • Allow time for each group to share their new endings with the class. Group Activity 2: (10 min.) • Distribute Worksheet 44 • Ask students to consider what Lila may have felt, what she was afraid might happen (risk), and what she might gain (reward) with each option, completing the chart together as a class. • Allow students to share their responses to the final questions, and discuss the results as a class. Personal Reflection: (5 min.) • Ask students to consider the following prompt and respond to the questions on Worksheet 44 ◦ "Recall a time when you were afraid, but you chose courage and pushed through..." • Allow time for students to share their answers out loud as they are comfortable. Independent Work: (OPTIONAL Homework) • Distribute Worksheet 45	• Video: LESSON 15 • Worksheets: 43-45 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	• Courage
	NEW TOOLS



UNIT 4: CHOOSE COURAGE

LESSON 16: COURAGE (b)

...is the bridge

MAIN IDEA	Courage is telling fear NO to obtain what we really want.
ESSENTIAL QUESTIONS	- How do I push through fear? - Are there ever times when I shouldn't push through my fear?
OBJECTIVES	Students will: - Develop strategies to overcome fear and take courageous action - Analyze and determine courageous actions in various scenarios - Analyze and identify appropriate times to choose safety as the best response

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 16 (7 min.) Group Activity 1: (15 min.) - Distribute Worksheet 46 - Practice 4-7-8 Breathing together - Provide the scenario from Worksheet 47 - Invite students to share responses for the 3 <u>Visualize</u> considerations - Invite students to share responses for the 3 <u>Positive Self Talk</u> considerations - Practice the <u>Power Pose</u> together - Remind students that we need to calm our bodies before we can bring our thinking brain back online. Then ask: - Which of these help calm your body? - Which help focus your mind/thoughts? - In which order might you use them? Group Activity 2: (10 min.) - Reference Worksheet 47 for instructions - Remind students that sometimes fear is telling us the truth, and the best response is safety - Discuss situations that warrant choosing safety and share possible safe responses - Invite students to play "What would you do?" - If space allows, play "4 Corners" style. - If not, assign numbers/signals to vote. - Allow time to share "why" and discuss after each example Group Activity 3: (15 min.) - Distribute Worksheets 48-49 - FACE YOUR FEAR - Break students into groups of 2-3 - Read the scenario out loud together - Instruct students to complete the worksheet and write a new ending as a group - Allow time to share and discuss together Personal Reflection: (5 min.) - Consider and respond to the prompt on Worksheet 49	Video: LESSON 16 Worksheets: 46, 48, 49 (1 copy per student) 47 (1 copy for the instructor) Pen or Pencil (1 per student)
	NEW TERMS
	NEW TOOLS
	COURAGE TOOL-KIT



UNIT 5: GET TALKING

LESSON 17: CONVERSATIONS (a)

What are they?

MAIN IDEA	We cannot make true friends without conversation.
ESSENTIAL QUESTIONS	• Why are conversations important? • What does it feel like to participate in a good conversation? • What is the difference between an interaction and a conversation?
OBJECTIVES	Students will: • Define and compare conversation and interaction • Compare positive and negative experiences they have had in conversations • Identify the qualities of a good conversation

LESSON PLAN

METHODS	MATERIALS
*PRE-WRITE ACTIVITY (5 min.) • Distribute Worksheet 50 as students enter the room and invite them to reflect and respond silently as they wait for the class to begin: ◦ <i>Think of a conversation you really enjoyed...</i> ◦ <i>Think about a conversation you didn't enjoy...</i> • OR - Write the questions on a chalk/white board and instruct students to reflect silently on a piece of paper Watch the VIDEO for LESSON 17 (20 min.) • Introduction: Start the video • Group Share: When cued in the video, invite students to share answers to write in a chart on the board: <u>GOOD conversations BAD conversations</u> • VIDEO Teaching: Resume and finish the video Group Activity: (15 min.) • Distribute Worksheet 51 • Divide the class into small groups of 2-3 students • Instruct students to read the first scene together with their group, looking for and discussing clues to help them decide if it is a <i>conversation</i> or an <i>interaction</i> • After a few minutes of small group discussion, invite each group to share their decision with the class and discuss the results together • Repeat with each additional scene until finished Personal Reflection: (5 min.) • Ask students to consider the following prompt and respond to the questions on Worksheet 51 ◦ <i>"Which do you find more comfortable to participate in, conversations or interactions...?"</i> • Allow time for students to share their answers out loud as they are comfortable. Independent Work: (OPTIONAL Homework) • Distribute Worksheet 52	• Video: LESSON 17 • Worksheets: 50-52 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>) • Piece of Paper (<i>1 per student</i>) • Chalk/White Board or Poster Paper
	NEW TERMS
	• Conversation • Interaction
	NEW TOOLS
	MAKE IT AWKWARD or MAKE IT AWESOME



UNIT 5: GET TALKING

LESSON 18: CONVERSATIONS (b)

What are they?

MAIN IDEA	Good conversations are kind and curious.
ESSENTIAL QUESTIONS	- What does a good conversation look like? - How do I know if something I say is perceived as awkward?
OBJECTIVES	Students will: - Practice identifying and responding to specific conversational behaviors by acting out scenarios - Analyze their own conversational behaviors to identify strengths and weaknesses

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 18 (6 min.) Group Activity 1: (20 min.) - Prep Worksheet 53 card decks for game play - Review the 3 ways to make a conversation awkward and 3 ways to make it awesome (see NEW TOOLS) - Divide the students into 2 teams - Invite 2 students from TEAM A to come up. - Invite one student to draw a card from the SCENARIO deck and one from the BEHAVIOR deck, then have them act out the scene - Instruct the remaining students to vote THUMBS UP for “Awesome” or THUMBS DOWN for “Awkward”. The team with the most correct votes wins the round - Call on students to identify the specific “Awesome” or “Awkward” <i>behavior</i> and discuss what went wrong, went well, or what could be done differently to make it more awesome - Repeat with a new set of cards for TEAM B - Alternate teams for as many rounds as time permits Group Activity 2: (20-25 min.) - Divide the students into 4 small groups - Distribute one strip from Worksheets 54-55 to each group - Instruct groups to complete the card together and write their own scene (allow 10 min. max) - Allow each group to choose 2 students to act out their scene for the class to vote “Awesome” or “Awkward”, identify the behavior, and discuss what went wrong and/or went well Personal Reflection: (5 min.) - Distribute Worksheet 56 - Ask students to complete the questionnaire, consider the following prompt, and respond to the questions: <i>“Which of the awkward/awesome responses do you find yourself doing most often...?”</i> - Allow students to share their answers out loud as they are comfortable if time allows	Video: LESSON 18 Worksheets: 53-55 (<i>print & cut 1 copy per instructor</i>), 56 (<i>print 1 copy per student</i>) Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	NEW TOOLS
	MAKE IT AWKWARD or MAKE IT AWESOME



UNIT 5: GET TALKING

LESSON 19: QUESTIONS (a)

How do I start?

MAIN IDEA	We can invite curious, kind, and courageous conversations by noticing, sharing, and asking questions.
ESSENTIAL QUESTIONS	- How do I start a conversation with someone? - Are there things I should or shouldn't do or say when starting a conversation?
OBJECTIVES	Students will: - Identify, compare, and contrast things that can drain a conversation and things that can fuel it - Practice the notice, share, ask framework in a group "Speed Dating" style activity

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 19 (18 min.) Introduction: Start the video Group Share: When cued in the video, have students move to the side of the room that reflects their comfort level in certain conversations (For a seated option, students can point in the direction they would choose.) VIDEO Teaching: Resume and finish the video Group Activity: (25 min.) - Break the students into pairs, facing each other (NOTE: <i>This activity is ideally played "Speed Dating" style with students on either side of a long table or row of desks, facing each other. After 4 minutes, a bell rings, and all students on one side of the table stand and move to repeat the exercise with a new partner</i>) - Distribute Worksheet 57 - Read the activity instructions and examples together - Instruct students to quietly NOTICE and WONDER about one thing their partner is wearing or carrying. After 1 min., have the students on one side (A) SHARE and ASK their partner about the thing they noticed. - Instruct the students on the <i>opposite</i> side of the table (B) to respond to the question thoughtfully, thank the other person for noticing, then SHARE and ASK about the thing <i>they</i> noticed - Instruct the first group (A) to respond thoughtfully and thank their partner for noticing, then move one seat to the right to begin again with a new partner. - Repeat for as many 4 minute rounds as time allows Personal Reflection: (5 min.) - Distribute Worksheet 57 - Ask students to consider and respond to the question: "Which parts of this activity were easier..." - Allow students to share their answers out loud as they are comfortable if time allows Independent Work: (OPTIONAL Homework) - Distribute Worksheet 58	Video: LESSON 19 Worksheets: 57-58 (<i>print 1 copy per student</i>) Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	- Share - Ask
	NEW TOOLS
	NOTICE & WONDER (<i>the thing I am curious about</i>) SHARE (<i>my experience with the thing</i>) ASK (<i>your experience with the thing</i>)



UNIT 5: GET TALKING

LESSON 20: MORE QUESTIONS (a)

Focus In & Open Up

MAIN IDEA	"Why" questions require a defense, but "how" or "what" questions invite a story.
ESSENTIAL QUESTIONS	- What makes some questions feel better than others? - What's the problem with most WHY questions? - How do I turn a WHY into a HOW or WHAT question?
OBJECTIVES	Students will: Explore tools for asking curious questions that solicit a response and not a defense

LESSON PLAN

METHODS	MATERIALS
BEFORE CLASS BEGINS - Review your secret identity card on Worksheet 59 Watch the VIDEO for LESSON 20 (14 min.) Introduction: Start the video Group Share: When cued in the video - - Invite students to ask you questions in order to find out a) more about your <i>secret identity</i> and b) what makes a <i>good question</i> in conversation - Answer according to the directions on the card VIDEO Teaching: Resume and finish the video Group Activity 1: (15 min.) - Break the students into 3 small groups - Assign one student in each group to be the <i>Guest</i>, and all other students to be the <i>Interviewers</i> - Read the topic from Worksheet 59 aloud, and give one copy of the tally card to each Guest - Explain that the goal is for the INTERVIEWERS to find out as much about the guest's experience of the prompt as they can by asking exactly 20 questions - Instruct GROUP A to <i>only ask and respond to yes/no</i> questions, GROUP B only <i>what & how</i> questions, and GROUP C only <i>why</i> questions - Instruct the GUEST to track the number of questions by checking a box on the card after answering each one, and to stop responding after 20 questions - Discuss and compare the results as a class: - Which groups were able to... - obtain more details/longer conversation - hear something unique or interesting - feel a connection to the responder - Which Guests... - felt comfortable or felt defensive - felt frustrated holding back details - shared something unique or interesting Group Activity 2: (15 min.) - Distribute Worksheet 60 and break students into pairs - Allow 3 min. for all students to quietly complete #1-2 - Allow 6 min. for Partner A to ask their questions of Partner B, completing #3-8 on their worksheet - Swap and allow 6 minutes for Partner B to do the same	Video: LESSON 20 Worksheets: 59-61 (<i>print 1 copy per student</i>) Pen or Pencil (<i>1 per student</i>)
	NEW TOOLS
	WHAT and HOW > YES/NO or WHY
	METHODS (<i>continued</i>)
	Personal Reflection: (5 min.) - Distribute Worksheet 60 - Ask students to consider and respond to the question: "What is a topic that most...?" - Allow students to share their answers out loud as they are comfortable if time allows Independent Work: (OPTIONAL Homework) - Distribute Worksheet 61



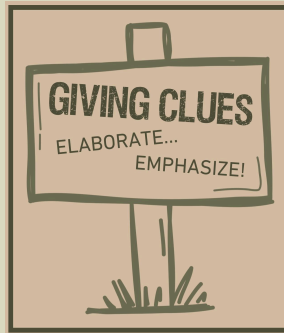
UNIT 5: GET TALKING

LESSON 21: GIVING CLUES (a)

How do I keep it going?

MAIN IDEA	Putting good clues in our answers provides an opportunity for others to notice and wonder about us.
ESSENTIAL QUESTIONS	- How do I keep a conversation from being one sided? - How do I invite others to ask me questions about the things I like?
OBJECTIVES	Students will: - Explore the tools of elaboration and emphasis - Develop a bank of clues they can offer when responding to commonly asked questions

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 21 (22 min.) Introduction: Start the video - Distribute Worksheet 62 - When cued in the video, instruct students to write 2 things true and one thing made-up about themselves, then turn their paper over - When cued in the video, pair students to take turns guessing their partner's truth/lie VIDEO Teaching: Resume and finish the video - PAUSE the video on the final slide to reference the questions in the Group Activity Group Activity: (25-30 min.) - Distribute Worksheet 63 - Break the students into 5 groups and assign each group a different question from the screen ROUND 1: - Instruct the students to write the question in the first blank - Then, instruct each student to write their own <i>short</i> answer to the question - Invite students to take turns sharing their answers with the group, then offer and receive feedback on ways to <i>elaborate</i> and <i>emphasize</i>, adding their favorites in the blanks ROUND 2: Repeat the exercise with a new question - If time allows, invite students to share their answers and improvements out loud with the whole class as they are comfortable Personal Reflection: (5 min.) - Return to Worksheet 62 - Ask students to consider and respond to the question: "What is one thing someone in your group said that made you <u>notice and wonder</u> that you would like to invite them to share more about?" - Encourage students to CHOOSE COURAGE and make a plan to start a conversation with this person. Independent Work: (OPTIONAL Homework) - Distribute Worksheet 64	Video: LESSON 21 Worksheets: 62-64 (<i>print 1 copy per student</i>) Pen or Pencil (<i>1 per student</i>)
	NEW TERMS
	- elaborate - emphasize
	NEW TOOLS
	 ELABORATE & EMPHASIZE



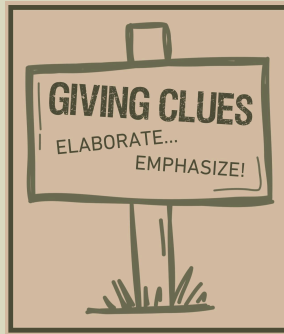
UNIT 5: GET TALKING

LESSON 22: GIVING CLUES (b)

How do I keep it going?

MAIN IDEA	We can achieve a balance of asking and responding by offering clues for others to follow.
ESSENTIAL QUESTIONS	• How do I change the subject in a conversation? • How do I transition naturally to topics I enjoy talking about?
OBJECTIVES	Students will: • Practice inserting clues for new topics in their responses • Practice identifying clues and generating new questions to explore further

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 22 (5 min.) Group Activity 1: (20 min.) • Prep Worksheet 65 card decks for game play • Invite 2 students to the front to play. • <i>Student A</i> will draw a QUESTION card, and <i>Student B</i> will draw a SECRET TOPIC card. • The goal of the game is for <i>Student B</i> to successfully change the topic by inserting clues in their responses. ◦ <i>Student A</i> will ask the question on their card. ◦ <i>Student B</i> will answer it, but must also try to include subtle clues about their secret topic. ◦ <i>Student A</i> should follow the clue by asking a new question to find out more (if stumped, they can ask the class to suggest questions) ◦ <i>Student B</i> will respond by offering more clues ◦ After 3 Q&As, <i>Student A</i> will say, "It sounds like you really enjoy talking about [insert guess]" ◦ If correct, <i>Student B</i> will say "YES". If incorrect, they will say "NO" and share their topic with everyone before ending the round. • Repeat with new players as many rounds as desired Group Activity 2: (15 min.) • Divide the students into pairs • Distribute Worksheet 65 • Review the principles of <u>elaborate</u> and <u>emphasize</u> • Instruct each pair to choose one topic from the list ◦ <i>Student A</i> will begin by asking the question. ◦ <i>Student B</i> will respond using the 3 answers provided, choosing 1 of the 3 to emphasize. ◦ <i>Student A</i> will try to identify which is the desired topic by following up with a related question, and <i>Student B</i> will respond again in turn, before turning the conversation back to ask the original question of <i>Student A</i>. ◦ <i>Student A</i> will respond using the 3 answers provided, choosing 1 of the 3 to emphasize. ◦ <i>Student B</i> will ask a follow up question, and <i>Student A</i> will give a final answer. • Switch roles and repeat with a new question	• Video: LESSON 22 • Worksheets: 65 (<i>print & cut 1 copy per instructor, 66-67 (print 1 copy per student)</i>) • Pen or Pencil (<i>1 per student</i>) • OPTIONAL: Markers, colored pencils, crayons, etc.
	NEW TOOLS
	 ELABORATE & EMPHASIZE
	METHODS (<i>continued</i>)
	Personal Reflection: (5-10 min.) • Using Worksheet 67 • Invite students to add words and pictures to the blank sign to advertise things they would enjoy talking about • OPTIONAL: Art extension - get out the markers, colored pencils, crayons, etc. and allow students to make them colorful • Allow students to share and explain their pictures with the class as they are comfortable if time allows



UNIT 5: GET TALKING

LESSON 23: GROUP CONVERSATIONS (a)

What if there are more than two of us?

MAIN IDEA	The basic principles of conversation are the same, no matter the size of the group, but the pacing and balance of your contributions will look different.
ESSENTIAL QUESTIONS	- How do I engage in a group conversation? - How is it the same as a one-on-one conversation? How is it different?
OBJECTIVES	Students will: - Compare and contrast the principles/tools of individual and group conversations - Practice entering and engaging in group conversations

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 23 (18 min.) Introduction: Start the video - When cued in the video, break students into groups of 5-7 people, instructing each group to stand in a circle (if your class has less than 10 students, do this exercise as one group). - Provide one ball to one student in each group, and instruct them to choose one other person in their group to toss the ball back and forth. - After 10 seconds, instruct them to include one other person from the group, now tossing the ball between the 3 of them. - Every 10 seconds, instruct them to add another student until everyone in their group is tossing a single ball around. - At this point, toss a new ball to one student in each group so that all groups are now tossing 2 balls amongst everyone in their group. - Every 10 seconds, add another ball to each group. If a group drops a ball, they are out. - The goal is to see how many balls your group can juggle without any hitting the ground. - Collect the balls and repeat the exercise as time allows. VIDEO Teaching: Resume and finish the video Group Activity: (25 min.) - Break students into groups of 5-7 people - Round One: - Provide one ball to <u>one</u> student in each group - Review the rule/goals and choose a topic from Worksheets 68-69, then follow the instructions - After 5 minutes, announce a new topic and repeat the exercise - Round Two: - Instruct each student to think of a topic they would like to talk about (or assign/choose from the list on Worksheet 69). Have them write this topic on a piece of paper and wad it up into a ball OR provide one ball to <u>every</u> student and tell them this ball represents their topic.	Video: LESSON 23 Worksheets: 68 (<i>print 1 copy per instructor</i>) 69-70 (<i>print 1 copy per student</i>) Pen or Pencil (1 per student) Stringy Balls or Paper: (1 per student) an assortment of small, soft balls, easy to toss and catch, but not super bouncy (<i>"Koosh" balls, yarn poms, or wads of paper work well for this exercise</i>)
NEW TERMS and TOOLS	
- analogy - disrupt - broad - shallow	
METHODS (continued)	
- Review the new rules/goals and choose one student from each group to begin with their topic - Repeat the exercise with a new set of topics (per student) as time allows Personal Reflection: (5 min.) - Distribute Worksheet 69 - Ask students to consider and respond to the question: <i>"What is the scariest or hardest part of group conversations for you?"</i> - Allow students to share their answers out loud as they are comfortable if time allows Independent Work: (OPTIONAL Homework) - Distribute Worksheet 70	



UNIT 5: GET TALKING

LESSON 24: DIGITAL CONVERSATIONS (a)

Does this work on my phone?

MAIN IDEA	Conversations can take different forms for different goals.
ESSENTIAL QUESTIONS	- Do these conversation tools work the same way in text conversations? - Is it ever a bad idea to text or video chat?
OBJECTIVES	Students will: - Compare the principles of individual conversations with digital conversations - Define and identify content v. context - Analyze various conversation goals to choose the best mode

LESSON PLAN

METHODS	MATERIALS
**Pre-cut voting cards or allow time for students to cut them out Watch the VIDEO for LESSON 24 (30 min.) Introduction: Start the video - Distribute Worksheet 71 - When cued in the video, pause and discuss as a group: <i>"Do you feel MORE or LESS connected to others by using digital tools for communication?"</i> - RESUME VIDEO - When cued in the video, instruct students to hold up the voting card that reflects their choice along with Cole & Selah VIDEO Teaching: Resume and finish the video Group Activity: (15 min.) - Distribute Worksheet 72 - Break the students into small groups of 4-6 people - Read the first scenario out loud to everyone. - Instruct the students to discuss in their group <u>which tool</u> they would choose to communicate: <i>text, call / Facetime, or talk in person</i> - and <u>why</u> they chose it - After a few minutes, invite each group to share their answers with the class and discuss the results together - Repeat the exercise with the next scenario for as many scenarios as time allows Personal Reflection: (5 min.) - Return to Worksheet 71 - Ask students to consider and respond to the question: <i>"When do you feel the least connected to your friends? ...most connected?...?"</i> - Allow students to share their answers out loud as they are comfortable if time allows Independent Work: (OPTIONAL Homework) - Distribute Worksheet 73	Video: LESSON 24 Worksheets: 71-73 (<i>print 1 copy per student; pre-cut voting cards, or allow time for students to cut them out before the video</i>) Pen or Pencil (1 per student) OPTIONAL: Scissors (1 per student)
	NEW TERMS
	- content - context
	NEW TOOLS
	 CHOOSE THE BEST MODE FOR YOUR MESSAGE



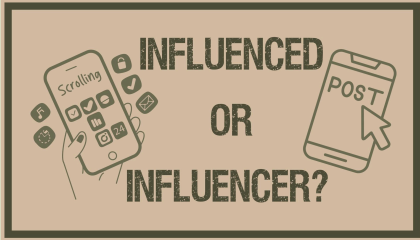
UNIT 5: GET TALKING

LESSON 25: SOCIAL MEDIA (a)

The Great Debate

MAIN IDEA	A good conversation should leave us feeling more connected, not less.
ESSENTIAL QUESTIONS	- Does social media help us feel more connected or less connected to others? - Is social media more helpful or more harmful to society? - How do I know when to take the conversation offline?
OBJECTIVES	Students will: - Examine the capacity of social media to make us feel more or less connected - Define the purpose and explore the tools of debate - Defend an affirmative or negative position in a classroom debate

LESSON PLAN

METHODS	MATERIALS
BEFORE WATCHING THE VIDEO - Distribute Worksheet 74 - Instruct students to take notes from the video lesson by filling in the blanks (they will need this information for today's activity) Watch the VIDEO for LESSON 25 (4 min.) Group Activity: (45-60 min.) **OPTIONAL - Consider extending this activity over 2 class periods, allowing one full period for prep and one for debate** - Distribute Worksheets 75-78 - Read "What is a debate?" together - Review the format and documents you will be using for today's debate (see the Answer Keys for examples) - Break students into 3 groups: - Assign a group of 2-6 students to argue the AFFIRMATIVE position - Assign a second group of 2-6 students to argue the NEGATIVE position - Assign all remaining students to serve as the panel of JUDGES - Allow 15-20 minutes for each team to privately discuss and prepare their arguments using Worksheet 77 - Instruct the Judges to use this time to review their role, responsibilities, and points system using Worksheet 78 (if time remains, they can discuss the motion together <i>without taking sides</i> while they wait) - Begin and complete the debate according to the format provided. You (the Instructor) will serve as Moderator - Discuss the results as a class if time allows, reminding students that BOTH positions have made valid points we can learn from and should continue to think about, <i>regardless</i> of the debate results or judge's opinions Personal Reflection: (5 min.) - Return to Worksheet 76 - Ask students to consider and respond to the question: "Which of the points made in today's...?" - Allow students to share their answers out loud as they are comfortable if time allows	Video: LESSON 25 Worksheets: 74-78 (<i>print 1 copy per student</i>) Pen or Pencil (<i>1 per student</i>) Piece of Paper (<i>for debate notes as needed</i>) A Timer/Timekeeping App (<i>1 per instructor</i>)
	NEW TERMS
	- debate - affirmative - negative - motion or proposition - claims - argument - persuade
	NEW TOOLS
	 SMART SOCIAL MEDIA: CONNECTED...?



UNIT 5: GET TALKING

LESSON 26: SOCIAL MEDIA (b)

Influenced or Influencer?

MAIN IDEA	Healthy social media use requires a balance of active participation and elimination.
ESSENTIAL QUESTIONS	• Are there healthy ways to use social media? How much is too much? • How can we experience more of the benefits and less of the negative outcomes? • Can we control what shows up in our social media feed?
OBJECTIVES	Students will: • Analyze and identify the ways social media can be used to influence us and others both positively and negatively • Consider the type of “Influencer” they want to be and what it might look like in action • Consider the influences they want to eliminate and time limits they may need to set

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 26 (22 min.) Large Group Activity: (10 min.) • Prepare Worksheet 79 voting paddles • Round One: <u>Influencer (active) or Influenced (passive)</u> ◦ Prepare Worksheet 80 deck of activity cards ◦ Distribute 1 voting paddle to each student ◦ Draw one card from the deck and read the activity out loud. On the count of 3, have students raise their paddle to indicate if they think this activity is active (you are influencing others) or passive (you are being influenced) ◦ Discuss. Repeat with a new card as time allows • Round Two: <u>Positive or Negative</u> ◦ Draw one card from the deck and read the activity out loud. On the count of 3, have students raise a “thumbs up” if they think it was a positive interaction, or “thumbs down” if neg. ◦ Discuss. Repeat with a new card as time allows Small Group Activity: (10-15 min.) • Break the students into small groups of 3-5 students • Draw one card from the deck and read the description out loud. Instruct the students to discuss with their group and decide if they would REACT (<i>like, dislike, share, etc.</i>), COMMENT, or SCROLL. After 1-2 min, invite each group to share their choice with the class • Discuss. Repeat with a new card as time allows Personal Reflection: (10 min.) • Distribute Worksheet 81 • Ask students to consider the ways they want to <i>be</i> influenced, and the ways they want to influence others. (<i>Allow students to share as they are comfortable</i>) • Encourage a discussion around healthy social media boundaries and time limits to create space for rest and promote contentment, or to pursue other interests Independent Work: (OPTIONAL Homework) • Distribute Worksheet 82	• Video: LESSON 26 • Worksheets: 80 (<i>print 1 instructor copy</i>) 79, 81-82 (<i>print 1 copy per student</i>) • Pen or Pencil (1 per student) • OPTIONAL Popsicle sticks (1 per student) to use as a handle for the voting paddles
	NEW TERMS
	• participation • elimination • active • passive • influenced • influencer
	NEW TOOLS
	 PARTICIPATE AND ELIMINATE SMART SOCIAL MEDIA: PARTICIPATE & ELIMINATE



UNIT 6: WHAT IF...?

LESSON 27: DOES IT NEED TO BE SAID (a)

...at all? ...by me? ...right now?

MAIN IDEA	Not everything needs to be said, I am not always the best person to say it, and now is not always the best time.
ESSENTIAL QUESTIONS	• How do I know when something is off limits in conversation? • How do I know if I'm the right person to say something? • How do I know if it's a bad time to say something?
OBJECTIVES	Students will: • Analyze and identify when to speak up, when to be silent, and when to tell an adult • Students will evaluate the relationship between honesty and kindness • Create and apply a flowchart to determine if something needs to be said in various

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 27 (18 min.) • Introduction: Start the video ◦ OPTIONAL: As Cole poses scenarios to Selah, you may choose to pause the video and allow discussion before hearing Selah's answers • VIDEO Teaching: Resume and finish the video Large Group Activity: (10 min.) • OPTIONAL: Create a flowchart on the board together ◦ Invite students to participate by asking, "<i>What should we consider next?</i>" at each level. The final chart should resemble Worksheet 83 • OR - Distribute Worksheet 83 and review it together Small Group Activity: (20 min.) • Prepare Worksheet 84 scenario card deck • Divide the class into groups of 2-3 students. ◦ Read a scenario card from the deck out loud. ◦ Instruct the students to discuss within their groups to decide if something should a) be said b) by them c) right now ◦ Encourage them to reference the flowchart ◦ After a few minutes, allow each group to share what they chose and explain why ◦ Discuss the results together ◦ If deciding to wait and say something later, invite them to consider if it would be more appropriate in person, text, or phone/Facetime ◦ Repeat with a new card as time allows Personal Reflection: (5 min.) • On a piece of paper (or on the back of Worksheet 83) ask students to consider and respond to the questions: ◦ "<i>Can you think of a time when you spoke out, but probably shouldn't have? What was the consequence or effect of your words?</i>" • Allow students to share as they are comfortable Independent Work: (OPTIONAL Homework) • Distribute Worksheet 85	• Video: LESSON 27 • Worksheets: 83-85 (<i>print 1 copy per student</i>) • Pen or Pencil (<i>1 per student</i>) • Piece of Notebook Paper (<i>1 per student</i>) • Chalk/White Board or Large Poster Paper
	NEW TERMS
	• authority • relationship
	NEW TOOLS



UNIT 6: WHAT IF...?

LESSON 28: FROM "HINT" TO "HEY STOP" (a)

How do I say THAT?

MAIN IDEA	Sometimes we need to change the way we communicate in order to be understood.
ESSENTIAL QUESTIONS	• What if it feels like I'm not being heard? • How do I make it clear that something is not ok? • How do I know when to give a hint and when to be direct?
OBJECTIVES	Students will: • Analyze scenarios to determine if sharing the whole truth creates more harm than good, and explore alternate ways to gently communicate the necessary details • Analyze examples to identify specific levels of directness in confrontation

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 28 (21 min.) • Introduction: Start the video ◦ When cued in the video, pause to vote and discuss: <i>"Do you prefer to give/receive hints or to be more direct in a conversation?"</i> • VIDEO Teaching: Resume and finish the video Group Activity 1: (10 min.) • Invite 2 students to the front of the classroom • Provide each student with a copy of a script from Worksheet 87-88, and have them act out the scene • Instruct the rest of the class to observe and answer; ◦ What hints did you notice from Student A? ◦ How far on the "Scale of Directness" did they go before Student B seemed to understand? ◦ How might things have gone differently if Student A had jumped right to being direct instead of using a series of gradual hints? • Repeat the exercise with new students for Scripts 2-4 Group Activity 2: (15 min.) • Distribute Worksheet 86; Break the students into pairs • Read the first scenario out loud, then invite each pair to discuss and decide if they would tell the whole truth or hold back unnecessary details to avoid hurt feelings • Have them circle their choice, then decide and write what they would say if they were in the situation. • After a few minutes, invite each group to share and discuss their answers with the whole class • Repeat with each additional scenario until complete. • If time remains, invite students to come up with their own scenarios and take turns challenging each other Personal Reflection: (5 min.) • Return to Worksheet 86 • Ask students to consider and respond to the question: ◦ <i>"Can you recall a time when someone..."</i> • Allow students to share aloud as they are comfortable Independent Work: (OPTIONAL Homework) • Distribute Worksheet 89	• Video: LESSON 28 • Worksheets: 87-88 (<i>print 2 copies</i>) 86, 89 (<i>print 1 copy per student</i>) • Pen or Pencil (1 per student)
	NEW TERMS
	• hint • directness • blunt • firm • boundary
	NEW TOOLS
	Hint --> Hey Stop! SCALE OF DIRECTNESS



UNIT 7: GET GOING

LESSON 29: FROM THE TOP

Course Review

MAIN IDEA	Having a clear map of the journey makes it easier to take a step in the right direction.
ESSENTIAL QUESTIONS	- How does all of this fit together? - What are all the tools we've collected?
OBJECTIVES	Students will: - Review the principles and tools of this course by playing an interactive board game - Create a "Trail Map" to represent the journey from <i>wanting</i> to <i>having</i> better conversations and deeper friendships

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSON 29 (4 min.) COURSE REVIEW GAME: (40-45 min.) PRE-PREP all game pieces FinalReviewGame.pdf - Divide the class into 2-5 teams to play as a class with 1 game board and 1 set of pieces (<i>OR - split the class into table groups of 2-5 students and provide one game board and set of pieces for each table to play independently</i>) GAME PLAY: - Place a totem for each team at the trailhead. - The first team rolls the die and moves forward. - If the circle is light green, they must answer a REVIEW question from that unit (matching trail sign) correctly to stay put. If they answer incorrectly, they must move back one space. - If the circle is dark green, they will draw the card with the matching waypoint letter to obtain a new TOOL. They must then use this tool correctly in a challenge in order to keep it. - When a team lands on OR passes a trail sign (red diamond), they collect a token for that unit. - The team with the most points after all teams have reached the top of the mountain wins! FINAL SCORING: - Each TRAIL SIGN TOKEN = 5 points - Each WAYPOINT/TOOL CARD = 3 points 1ST to the mountaintop = 5 points 2ND to the mountaintop = 4 points 3RD to the mountaintop = 3 points 4TH to the mountaintop = 2 points 5TH to the mountaintop = 1 point Review: (5 min.) - Distribute Worksheets 90-91 - Encourage students to use these for review or to remind them of the tools they've collected this year that they can now use everyday! <i>Bring these back to reference in the next 2 lessons</i>	Video: LESSON 29 Worksheets: 90-91 (<i>print 1 copy per student</i>) Game Board & Pieces: print, cut, and assemble using FinalReviewGame.pdf 2-5 Game Player Totems: (<i>1 per team</i>) Use different colored magnets or mag pins, Post-it flags, or discarded board game totems (can use wipe-off marker if board is laminated or if using a whiteboard)
	GAME BOARD OPTIONS
	OPTION A: <u>Project</u> the game board onto a magnetic white board or smart board - Use different colored magnets, magnetic pins, or erasable markers as player totems to move around the board OPTION B: Use the adapted file to print the game board as a <u>24x18 in. poster</u> - Hang or tape it on a <i>magnetic white board</i> and use colored magnetic pins as player totems - OR glue/clip the poster to a <i>foam board</i> to rest on a chalkboard rim or easel and use post-it flags as player totems - OR <i>lay flat</i> on a table and use paper wads or old game totems - POSTER CAN BE LAMINATED for heavy use or to make it sturdier. If laminated, you may use different colored wipe-off markers to track player movement around the board OPTION C: Use the standard file to print all four corners of the board. Then, align and <u>tape the 4 pages together</u> to create a single 16x22 in. board



UNIT 7: GET GOING

LESSON 30: NOW YOU TRY (a)

Practice. Practice. Practice.

MAIN IDEA	Practicing conversations in a simulated environment helps build confidence and adaptability in real-world interactions.
ESSENTIAL QUESTIONS	- How do I know if I'm ready to use these new skills and tools in my everyday life? - How do I assess and improve my conversation skills?
OBJECTIVES	Students will: - Develop two avatars with distinct wants, reputations, and unseen conflicts - Construct a realistic conversational scenario where these avatars will interact - Identify relevant conversational tools to navigate the situation - Define success criteria for effective conversation

LESSON PLAN

METHODS	MATERIALS
Watch the VIDEO for LESSONS 30-31 (4 min.) - THIS VIDEO WILL INTRODUCE THE ACTIVITY TO BE COMPLETED OVER THE NEXT 2 LESSONS - Explain the simulation activity: "Today, you will create an avatar, design a scenario where these avatars will interact, and define the goals and criteria for a successful interaction." "In the next lesson, you will take on the role of an avatar, and interact inside the simulated scenarios you've created." Avatar Creation: (15 min.) - Distribute Worksheet 92 - Instruct each student to design an avatar including: - Name and basic background - Core wants (<i>relationships & reputation</i>) - Hidden conflict or emotions (<i>under the surface</i>) - Typical communication style Scenario Development: (30 min.) - Break the students into pairs - Distribute Worksheet 93 - Instruct each pair to construct a scenario including: - Setting (<i>physical environment</i>) - Situation (<i>social context</i>) - Primary conflict to solve or opportunity to consider and navigate - Hints to suggest specific tools for the player - Instruct each pair to identify <i>measurable</i> goals for a successful interaction, and insert them into the GOALS column of the SUCCESS CRITERIA chart COLLECT ALL OF THE STUDENT CREATED MATERIALS - Instruct students to write their names on the back of each avatar and scenario form before collecting them - You may wish to review these for appropriateness before using on Day 2 - You may choose to assess these for a grade using the <i>Individual Student Assessment</i> form	Video: LESSON 30 Worksheets: 92-94 (<i>print 1 copy per student</i>) Pen or Pencil (<i>1 per student</i>)
	FACILITATOR NOTES
	- The purpose of this activity is for students to synthesize all that they have learned in this course, and operate at the highest levels of learning: <u>evaluation</u> and <u>creation</u>. - These may be new skills for your students, so your role during this lesson is to move about the room, observing and offering assistance and feedback where necessary or appropriate, supporting their success with prompting questions and comments such as: "Have you thought about...?" or "I wonder what your avatar might..." or "If this is true, then what else might be true?" etc. to lead them towards their goals. KEEP REFERENCE TOOLS IN SIGHT - Invite students to reference Worksheets 90-91 (from Lesson 29) while they work, or hang/project these posters for them to view OPTIONAL EVALUATION: Worksheet 94 - This 2-day simulation also provides an opportunity for you to evaluate student mastery of the course content. As such, we have included a rubric for <i>Individual Student Assessment</i> should you choose to utilize it. This form is intended for FACILITATOR COMPLETION, and not for student use.



UNIT 7: GET GOING

LESSON 31: NOW YOU TRY (b)

Practice. Practice. Practice.

MAIN IDEA	Practicing conversations in a simulated environment helps build confidence and adaptability in real-world interactions.
ESSENTIAL QUESTIONS	- How can I apply these conversational tools in different scenarios? - What choices lead to successful conversations?
OBJECTIVES	Students will: - Engage in a simulated conversation using student-created avatars and scenarios - Apply conversational tools to navigate the interaction - Analyze and assess conversations using a rubric - Reflect on strengths and areas for improvement

LESSON PLAN

METHODS	MATERIALS
REVIEW the Activity: (1-2 min.) - Two students will role-play using randomly selected avatar and scenario combinations - The class will observe and assess the interaction based on the goals provided Simulation Rounds: (40 min.) - Draw a scenario card and read it out loud - Select two students to each pick an avatar card <i>You may choose to allow each student to use the avatar they created OR have each student randomly select an avatar card from a pile</i> - Instruct the students to role-play the conversation, making choices based on their avatar's wants and conflicts, using the course tools where appropriate - If a player is stuck, they can ask for a HINT from the scenario card to be read out loud by the facilitator <i>OPTIONAL: Place a set of tool cards Worksheet 96-100 on a table in front of the players to physically "choose a tool" by selecting a card to use during the simulation</i> - After each round, walk the class through a respectful assessment of the interaction using the stated goals, and inviting the class to provide positive feedback <i>You may choose to project or create a blank rubric on a whiteboard/chalkboard and fill in the specific goals for each new scenario as it is presented OR simply read and discuss each goal one at a time out loud with the class</i> - Repeat with two new students and a new scenario until all students have had a turn Personal Reflection: (10 min.) - Distribute Worksheet 95 - Instruct students to complete a Self Assessment after filling in the goals from their scenario card - Ask students to consider and respond to the questions - Allow students to share their answers out loud as they are comfortable if time allows	Video: LESSON 31 Worksheets: 95 (<i>print 1 copy per student</i>) *OPTIONAL: 96-100 (<i>print and cut 1 copy</i>) Pen or Pencil (<i>1 per student</i>)
	FACILITATOR NOTES
	KEEP REFERENCE TOOLS IN SIGHT - Invite students to reference Worksheets 90-91 (from Lesson 29) or hang/project these posters for them to view RESPECTFUL GROUP ASSESSMENT - Before inviting student feedback after a scenario, remind the students of the principle from the <i>"Does it need to be said...?"</i> lesson. <u>Sometimes, honesty can be unkind/cruel.</u> - Instruct them to only offer feedback that would be <i>encouraging</i> or <i>helpful</i>, focusing on the kind and courageous choices of the avatars, and their use of course tools. - Instruct students to refer to the players by their avatar name instead of the student player's name. For example, if the player's name is Tim, and his avatar's name is Matthew, say, <i>"When Matthew chose to..."</i> - Invite questions such as <i>"What was going through your mind when..."</i> or <i>"What emotions might your avatar have been feeling when..."</i> OPTIONAL EVALUATION: Worksheet 94 - This 2-day simulation also provides an opportunity for you to evaluate student mastery of the course content. As such, we have included a rubric for <u>Individual Student Assessment</u> should you choose to utilize it. This form is intended for FACILITATOR COMPLETION, and not for student use.



UNIT 7: GET GOING

LESSON 32: YOU'VE GOT THIS

Encouragement For The Journey

MAIN IDEA	Curiosity, kindness, courage, and conversations help us build meaningful connections that bring happiness and make the world better for all of us.
ESSENTIAL QUESTIONS	- How have I grown in my relationship skills since beginning this course? - Which tools have been the most helpful to me?
OBJECTIVES	Students will: - Reflect on the skills and tools they've acquired throughout the course - Identify and celebrate the ways they have grown in their conversations and relationships since beginning the course
LESSON PLAN	
METHODS	MATERIALS
Watch the VIDEO for LESSON 32 (5 min.) OPTIONAL: Distribute Party Poppers - When prompted in the video, join Cole & Selah in setting off your party poppers Group Share: (15 min.) - Distribute Worksheets 101-102 (or use digital link) - Discuss the 10 <u>What Did You Think?</u> questions together, providing a moment after each question for students to write their individual answers on the form <i>Let them know, this page will be sent to Cole & Selah, and we really do want to hear each individual's honest experience with the course</i> - Save the <u>Personal Reflection</u> prompts for later (<i>below</i>) Time Capsule Activity: (10 min.) - Open the Time Capsule and distribute the letters - Recall the letter writing prompt: <i>"Think about what is most important to you, what you really want - the kind of person you want to be, the things you hope other people will think about you or say about you, and the kinds of friendships you hope to make."</i> - Provide a few minutes for students to read and reflect - Ask & Invite students to share as they are comfortable: <i>How do you feel reading those words today?</i> <i>What would you tell that version of yourself now, after all you've learned and experienced?</i> Personal Reflection: (10 min.) - Return to Worksheet 102 - Ask students to consider and respond to the question: <i>"Before Pathways, I...and After Pathways, I..."</i> - Allow students to share as they are comfortable Certificate Ceremony: (5 min.) - Turn on some upbeat music and call students to the front, one at a time to receive their certificate. Encourage them to celebrate one another with applause, snaps, or jazz hands. OPTIONAL: Party & Snacks!	Video: LESSON 32 Worksheets: 101-102 (<i>1 copy per student</i>) *OPTIONAL: 103-104 (<i>as needed</i>) Trailblazer Certificate (<i>1 copy per student</i>) Pen or Pencil (<i>1 per student</i>) Time Capsule (<i>From Lesson 1</i>) OPTIONAL: Party Poppers (<i>1 per student</i>) Party Supplies & Snacks
	FACILITATOR NOTES
	CELEBRATE! - Today is our final day together. Your students have learned SO MUCH in these 32 lessons! Take the time to <i>celebrate</i> their willingness to explore new tools every week, and all the ways they've grown in kindness and courage. - Prepare Certificates of Completion - Print one copy per student, write in their name, and sign on the <u>Facilitator</u> line - Consider adding a personalized note on the back of each student's certificate, celebrating one specific way you've observed their growth or mastery of a skill/tool/etc. - OR distribute badges from Worksheets 102-103 during the Certificate Ceremony to honor specific achievements/strengths if preferred - You may choose to set the tone with party decorations, snacks, and a fun, celebratory music mix as you wrap up your time together. PLEASE PROVIDE FEEDBACK TO US! - We want to celebrate your wins, and improve where we can! <i>Please join the students in completing pages 101-102</i>, then scan and email all feedback to Cole@leadover.com or use the digital links in the video lesson notes.