



UNIT 1: GET FOCUSED

LESSON 1: VISION

What do I want?

What do you think of when you think of a GOOD FRIEND?

WHAT ARE THEY **LIKE**?

WHAT DO THEY **DO**?

What do you want from your...

...relationships?

...reputation?

TIME CAPSULE ACTIVITY

On a separate sheet of paper, write a letter to yourself.

Think about what is most important to you, what you really want for yourself...the kind of person you want to be...the things you hope other people will think about you and say about you...and the kinds of friendships you hope to make. Include these statements as part of your letter:

- ***This year, I really want to focus on being the kind of person who _____***
- ***At the end of this school year, I hope that I have friends who _____***

Tuck this letter in an envelope, seal it, and place it in a TIME CAPSULE (sealed box) for safekeeping. At the end of this course, you will be invited to open the Time Capsule and read your letter.

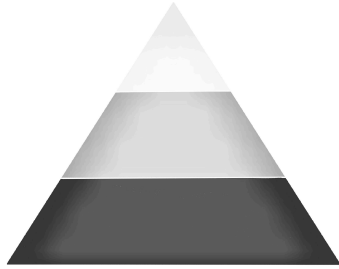
UNIT 1: GET FOCUSED**LESSON 1: VISION - *What do I want?* (continued)****AFTER WATCHING THE VIDEO**

1. Label the PYRAMID OF YOU by writing the correct phrase in the blank for each layer

WHAT I DO

WHAT OTHERS SEE

WHAT I WANT



2. Write the correct word in the blank to match each term with its definition

CHARACTER

REPUTATION

COMMUNITY

RELATIONSHIPS

VALUES

- _____ = the friendships and close connections that I make
- _____ = the ways people think of me and how they say that I am
- _____ = the person that I actually am inside
- _____ = the things and ideas that are most important to me
- _____ = the people I surround myself with who share something in common

3. Consider and answer the following question:

Which do you think is more important, character or reputation? Why?



UNIT 1: GET FOCUSED

LESSON 2: AGENCY

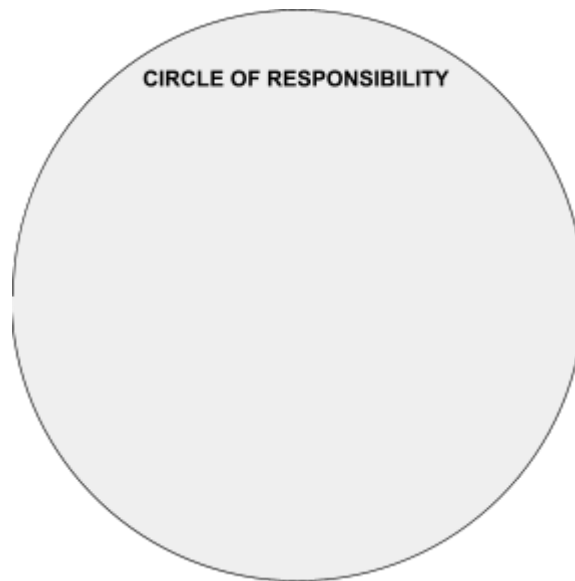
What can I control?

CIRCLE OF RESPONSIBILITY

Consider the story of DANTE & OLIVIA from the video:

1. Outside of the circle, list some of the things that were OUTSIDE of Dante's control.
2. Inside the circle, list some of the things he COULD control (ways he could choose to respond).

FIELD OF FAULTS



RESPONSIBILITY = THE ABILITY TO RESPOND

EXAMPLES OF RESPONSES WE CAN CHOOSE

Actions

- I can choose to take a deep breath.
- I can choose to take a walk.
-
-
-
-

Thoughts

- I can choose to have positive thoughts.
- I can choose to challenge negative thoughts.
-
-
-
-

Emotions

- I can choose how I express my emotions.
- I can choose to talk about my feelings.
-
-
-
-

Self-Care

- I can choose to eat healthy food.
- I can choose to get enough sleep.
-
-
-
-

UNIT 1: GET FOCUSED

LESSON 2: AGENCY - *What can I control? (continued)*

AFTER WATCHING THE VIDEO

1. Choose the words / phrases from the list below that are associated with **FAULT** or **RESPONSIBILITY** and place them in the correct column:

power blame can't powerless strong inability can weak choices ability

FAULT

RESPONSIBILITY

2. Consider the following definitions and answer the question below:

responsibility: *the ability to act independently and make decisions*

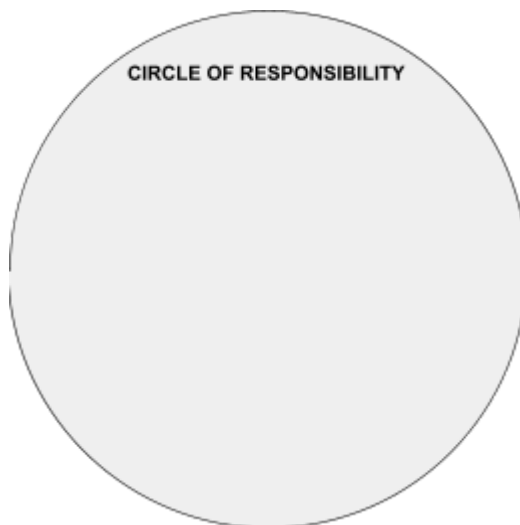
agent: *a person or thing that takes an active role to produce a desired effect*

What does it mean to you to be an AGENT of RESPONSIBILITY?

3. Consider the following and complete the chart below:

Think of an area in your relationships or friendships that feels out of your control right now. Complete the CIRCLE OF RESPONSIBILITY chart to explore choices you can make.

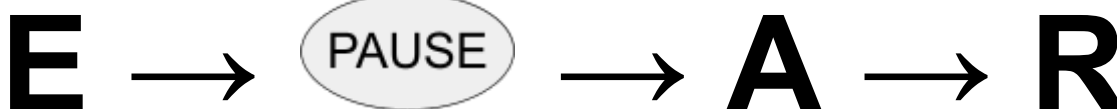
FIELD OF FAULTS



UNIT 2: GET CURIOUS**LESSON 3: CURIOUS ABOUT MYSELF - What am I feeling? (continued)****AFTER WATCHING THE VIDEO****1. Fill in the blanks with the words below to complete each sentence:**

circumstance body thought responds circumstance thought

- An emotion is NOT a _____ or a _____.
- An emotion IS the way my _____ to
a _____ or a _____.

2. Write the correct word under each letter to label the EAR chart:

(E stands for...)

(A stands for...)

(R stands for...)

4. What are two things you can do when you feel a strong emotion that will help turn on the part of your brain that has the ability to make choices?

(Hint: both words start with the letter N)

1. _____ the emotion
2. _____ the emotion

5. Think of a time this week when you felt a strong emotion, and finish the following sentences to journal your experience:

Earlier this week I felt...

I noticed it in my body as...

Some of my thoughts were...

It showed up in my actions as...

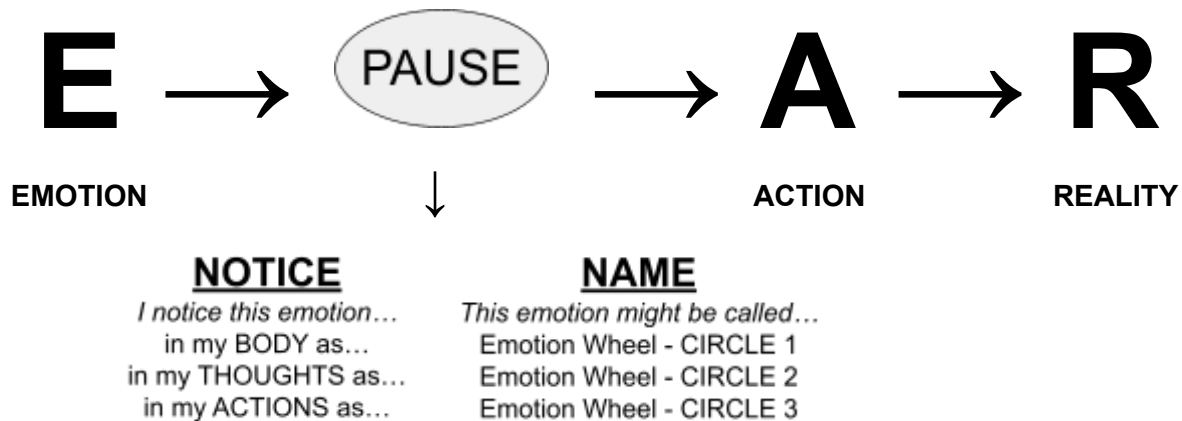


UNIT 2: GET CURIOUS

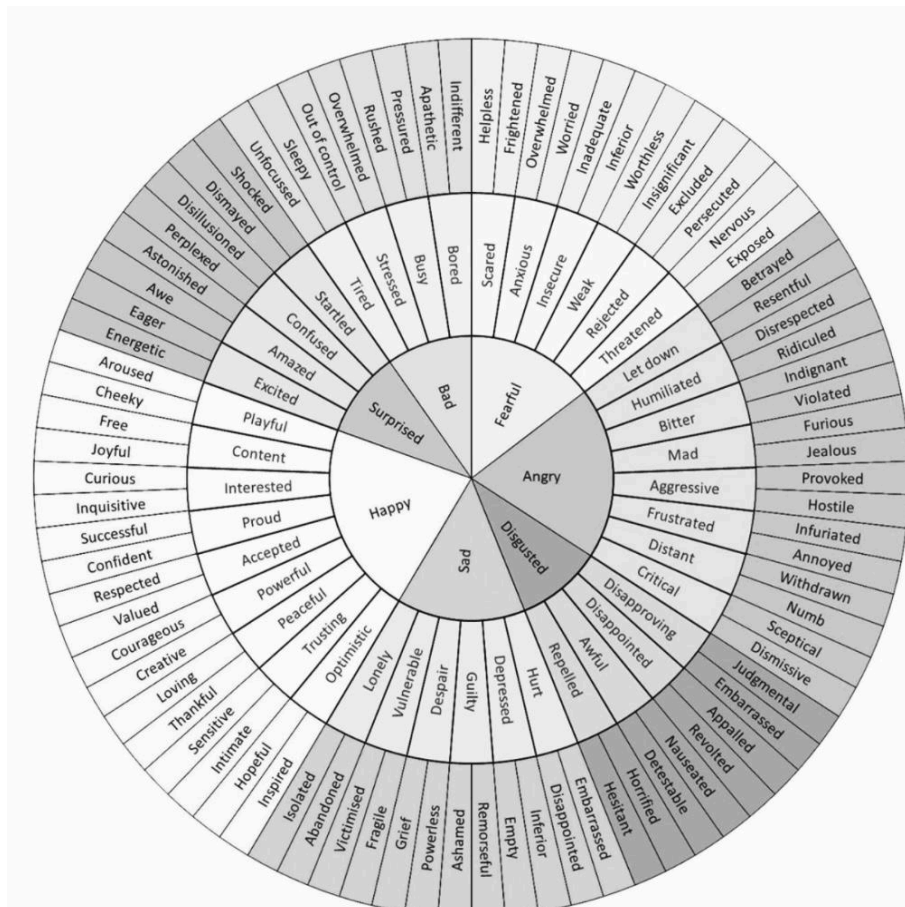
LESSON 4: CURIOUS ABOUT MYSELF

What am I feeling?

*When I pause to **notice** and **name** my EMOTIONS, I can choose ACTIONS that will lead to a different REALITY*



EMOTION WHEEL



UNIT 2: GET CURIOUS

LESSON 4: CURIOUS ABOUT MYSELF - *What am I feeling? (continued)*

GROUP ACTIVITY

SCENARIO

You were invited to a party that sounds amazing! Your parents are working that day and can't drive you to the party, but your friend offers to pick you up, and your parents OK the plan. The day of the party arrives. It's time to go and you wait...and wait...and wait... Over an hour later, your friend still hasn't arrived. You text them but get no response. Your parents try calling the driver, but still no response. It looks like you're going to miss the party.

EXERCISE A: Notice & Name

Notice & Name the emotions you might be feeling and how they might show up

NOTICE

I might notice this emotion...

in my BODY as...

in my THOUGHTS as...

in my ACTIONS as...

NAME

This emotion might be called...

Emotion Wheel
(CIRCLE 1)

Emotion Wheel
(CIRCLE 2)

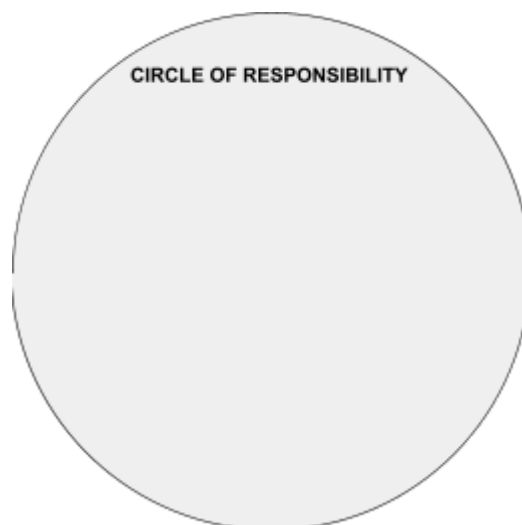
Emotion Wheel
(CIRCLE 3)

EXERCISE B: Discern & Decide

List the things you CAN'T control in the field **outside** of the circle.

List the things you CAN choose to think, say, and do **inside** the circle

FIELD OF FAULTS



UNIT 2: GET CURIOUS

LESSON 4: CURIOUS ABOUT MYSELF - *What am I feeling? (continued)*

EXERCISE C: Compare Emotions

Compare the emotions you might have felt BEFORE and AFTER having paused to
NOTICE & NAME your emotions + DISCERN & DECIDE what you can do

BEFORE

I might have been feeling...
(copy from EXERCISE A: NAME)

AFTER

I might be feeling...
(NAME new emotions)

EXERCISE D: Imagine A New Reality

Before using the tools, based on your first set of emotions:

How might the rest of your day have played out? What might your REALITY have been?

After using the tools, based on your new emotions with a list of actions you could choose:

How might the rest of the day have played out? What might your NEW REALITY have been?

EXERCISE E: Personal Reflection

Describe your experience of using these tools to **pause** and **process** emotions.

Which parts were frustrating or difficult? Which parts were helpful or encouraging?



UNIT 2: GET CURIOUS

LESSON 5: CURIOUS ABOUT OTHERS

What are they feeling?

UNDER THE SURFACE

SCENARIO

You are walking down the hallway. You hear a locker door slam shut and turn to see your friend, Josh, standing beside the lockers. His locker door is still shaking from the impact.

Josh's face is red, his eyebrows are furrowed together, and his fists are clenched. His shirt is untucked, and his books lay scattered on the floor by his feet.

Two people standing nearby are staring at Josh and whispering to each other. Another person is running away in the opposite direction of where Josh is standing.

NOTICE

APPEARANCE	ACTIONS	ENVIRONMENT

WONDER

<i>What might have happened?</i>	<i>What might they be feeling?</i>

UNIT 2: GET CURIOUS**LESSON 5: CURIOUS ABOUT OTHERS - *What are they feeling? (continued)*****PERSONAL REFLECTION****RECALL:**

Think about a situation and person who recently upset you with their words or actions.
Try to imagine the kinds of emotions they might have been feeling at that moment.
Now ask yourself...

"I WONDER what might have been going on that made them feel that way?"

CONSIDER:

- things you **observed** (NOTICE: appearance, actions, environment)
- things that might have been **out of their control**
- things that might have been happening **around** them, in their home or community
- things that might have happened **to** them
- things they might feel **regret** or **sadness** about

In the box below:

1. Write down a few of the different possibilities that you can imagine.
2. Consider and write how those things might feel if it were you in their place.

****DO NOT WRITE OR SHARE THEIR NAME**** Simply write or say, "*this person*" or "*they*"

UNIT 2: GET CURIOUS

LESSON 5: CURIOUS ABOUT OTHERS - *What are they feeling? (continued)*

AFTER WATCHING THE VIDEO

1. Label the iceberg with the words from the list to show what we can and cannot see about someone's emotions:

What's going on in their...

BODY THOUGHTS ACTIONS

ABOVE THE SURFACE

BELOW THE SURFACE



2. Write the correct word in the blank to match each term with its definition:

SELF-CONSCIOUS

EMPATHY

SELF-AWARE

JUDGMENT

forming an opinion or conclusion about someone or something

the ability to imagine and express care for the feelings of another person

being aware of your own character, emotions, desires, and behaviors

feeling uncomfortably aware of how your looks and behaviors appear to others

3. Place a ✓ checkmark beside the two definitions above that feel **HELPFUL**
 4. Place an X beside the two definitions above that feel **HURTFUL**

5. Consider and answer the following questions:

Is judgment always a bad thing? *If we can only see what's above the surface, when might it be **helpful** to make a judgment, and when might it be **harmful**?*



UNIT 2: GET CURIOUS

LESSON 6: CURIOUS ABOUT OTHERS

What are they feeling?

GROUP ACTIVITY

SCENARIO 1

You are sitting in the lunchroom when you hear a loud crash across the room. You look over and see a tray wobbling on the floor and food splattered everywhere between Sean and Kelsey...and all over both of their shoes. People at the table nearby are laughing and pointing. There's a mop and bucket leaning against the wall, and the floor is shiny.

Sean's face is pale and his head is down. His shoulders are slumped, and his arms are limp at his sides. Kelsey's brows are furrowed and her eyes are narrow. Her face is red and she is pointing her finger in Sean's face, shouting angrily. Another student, Kira, is standing close to them both, holding out one hand between them, and the other hand is on her head. Her eyes are wide and her mouth is gaping open.

NOTICE

APPEARANCE	ACTIONS	ENVIRONMENT

WONDER

<i>What might have happened?</i>	<i>What might they be feeling?</i>

UNIT 2: GET CURIOUS**LESSON 6: CURIOUS ABOUT OTHERS - *What are they feeling? (continued)*****AFTER COMPLETING
SCENARIO 1****1. Consider and answer the following question:**

If you were a student in the room watching this take place, how might YOU be feeling?

**AFTER COMPLETING
SCENARIO 2****2. Consider and answer the following question:**

If you were a student in the room watching this take place, how might YOU be feeling?



UNIT 2: GET CURIOUS

LESSON 6: CURIOUS ABOUT OTHERS

What are they feeling?

GROUP ACTIVITY

SCENARIO 2

You are in P.E. class and you can see the teacher having a private conversation with your friend, Teresa. The teacher's head is tilted slightly forward and to the side. His hands are turned upwards in front of his chest. Teresa is standing with one hand on her hip, and the opposite leg stretched out to the side. Her head is tilted back, and her eyes are rolled upwards. She lets out a big *sigh* as the teacher speaks to her in an even tone.

Nearby, Jayden is sitting on the bleachers with his knees pulled up and his arms wrapped around his legs. His face is flushed and his skin is sweaty. His head is down, and he is breathing heavily. Every now and then, the teacher gestures towards him. A large rubber ball sits on the floor next to Jayden, and two students are whispering and pointing at the ball. Another student is smiling and giving Teresa the "thumbs up" sign.

NOTICE

APPEARANCE	ACTIONS	ENVIRONMENT

WONDER

<i>What might have happened?</i>	<i>What might they be feeling?</i>



UNIT 2: GET CURIOUS

LESSON 7: CURIOUS ABOUT MY ENVIRONMENT

What's going on here?

DOORWAY VIBE CHECK

Make a list of possibilities for each set of environment cards.

SCENARIO 1

COMING FROM: _____ GOING INTO: _____

GROUP A

What was it like here? How can you tell?

I saw...

I heard...

Other people seemed to be feeling...

I might have been feeling...

GROUP B

What's going on here? How can you tell?

I can see...

I can hear...

Other people seem to be feeling...

I might start to feel...

What kinds of things might you have been doing in the first environment? *(circle those that apply)*

sleeping humming singing playing alone playing together working alone working together
laying sitting standing walking jogging running climbing jumping swimming dancing
crying softly sobbing smiling giggling softly laughing loudly frowning grunting sighing

ADD MORE:

How might you have been speaking in the first environment? *(circle those that apply)*

silent in a whisper softly in a normal tone loudly shouting slowly moderately quickly

ADD MORE:

How might that need to change when you enter the new environment?

UNIT 2: GET CURIOUS

LESSON 7: CURIOUS ABOUT MY ENVIRONMENT - *What's going on here? (continued)*

DOORWAY VIBE CHECK (*cont.*)

Make a list of possibilities for each set of environment cards.

SCENARIO 2

COMING FROM: _____ GOING INTO: _____

GROUP A

What was it like here? How can you tell?

I saw...

I heard...

Other people seemed to be feeling...

I might have been feeling...

GROUP B

What's going on here? How can you tell?

I can see...

I can hear...

Other people seem to be feeling...

I might start to feel...

What kinds of things might you have been doing in the first environment? (*circle those that apply*)

sleeping humming singing playing alone playing together working alone working together
laying sitting standing walking jogging running climbing jumping swimming dancing
crying softly sobbing smiling giggling softly laughing loudly frowning grunting sighing

ADD MORE:

How might you have been speaking in the first environment? (*circle those that apply*)

silent in a whisper softly in a normal tone loudly shouting slowly moderately quickly

ADD MORE:

How might that need to change when you enter the new environment?

UNIT 2: GET CURIOUS**LESSON 7: CURIOUS ABOUT MY ENVIRONMENT** - *What's going on here? (continued)***DOORWAY VIBE CHECK - SCENARIO CARDS****Print and cut out each square to make a small deck of scenario cards.****THE SCHOOL BUS****THE CAR**Grandma is in the front and
baby sister is in the back seat**A HOUSE OF WORSHIP**A church, temple, mosque,
synagogue, cathedral, etc.**THE LIBRARY****A FINE ART MUSEUM**

on a school field trip

A MOVIE THEATER

inside the viewing room

THE LUNCHROOM**THE GYMNASIUM**

for P.E. class

THE CLASSROOM**THE PLAYGROUND**

at recess or after school

A BIRTHDAY PARTY

in your friend's back yard

A FOOTBALL GAME**A SCHOOL DANCE**to celebrate the end of the
school year**A SCHOOL ASSEMBLY**

to hear a special speaker

SOCCER PRACTICE

with your teammates

A SCHOOL CONCERT

(vocal or band performances)

A CLOTHING STORE

with a parent

THE ZOO

with your family

A BONFIRE

with friends

A HOSPITALto visit your grandparent
who has been ill**A FANCY RESTAURANT**with your friend and
their parents

UNIT 2: GET CURIOUS

LESSON 7: CURIOUS ABOUT MY ENVIRONMENT - *What's going on here? (continued)*

AFTER WATCHING THE VIDEO

Write the correct word in the blank for each definition:

situational-awareness perspective

the way things appear, particularly in relationship to other context or surrounding elements

the ability to perceive, understand, and respond effectively to your environment

List 3 examples of environments that might match the tone in each box below:

energetic, excited, active

-
-
-

calm, peaceful, relaxed

-
-
-

somber, sad, quiet

-
-
-

focused, thoughtful, attentive

-
-
-

Consider and answer the following questions:

How might we be able to tell if we are not welcome somewhere? What might that environment look and feel like?

How might we be able to tell if an environment is dangerous? How might it look or feel?



UNIT 2: GET CURIOUS

LESSON 8: SITUATIONAL AWARENESS

Did I miss something?

NEW & IMPROVED DOORWAY VIBE CHECK

SCENARIO A

You just arrived at a friend's house for a party. You're good friends with the guy who's throwing the party, but you've never met most of the other guests. You recently tried out for the school basketball team, and you see a couple of the other players from tryouts (but you don't really know them or remember their names). You see a few people sitting at the table playing a card game and laughing, a few more sitting on the couch playing a video game, and others standing outside near the pool wearing bathing suits. There's a bunch of food laid out on the counter and a stack of board games on a chair.

WHAT'S GOING ON IN HERE?

I can see...

I can hear...

HOW ARE PEOPLE FEELING ABOUT IT?

People might be feeling...

I'm probably feeling...

WHAT AM I LOOKING FOR?

BLUE FILTER (*opportunities*)

RED FILTER (*threats*)

UNIT 2: GET CURIOUS**LESSON 8: SITUATIONAL AWARENESS - *Did I miss something? (continued)*****NEW & IMPROVED DOORWAY VIBE CHECK****SCENARIO B**

Your mom was given 2 tickets to the opera as a gift, and she decided to bring you as her guest. You both got dressed up in your fanciest clothes and drove into the city. She found a parking spot several blocks from the venue, and you walked there from the car. You don't see any other kids or teenagers inside, only adults...and most of them are much older. There are signs instructing guests to be quiet as they enter the concert hall, and your seats are all the way in the back row on the highest floor, nearly touching the ceiling. Your chair is narrow and very close to your neighbor on either side. The person to your right is loudly chewing gum and fanning themselves with the concert program.

WHAT'S GOING ON IN HERE?*I can see...**I can hear...***HOW ARE PEOPLE FEELING ABOUT IT?***People might be feeling...**I'm probably feeling...***WHAT AM I LOOKING FOR?**BLUE FILTER (*opportunities*)RED FILTER (*threats*)

UNIT 2: GET CURIOUS**LESSON 8: SITUATIONAL AWARENESS - *Did I miss something? (continued)*****AFTER WATCHING THE VIDEO**

What are the 3 questions we can ask ourselves when entering a new environment to help us make better choices for ourselves in this space?

_____?

_____?

_____?

Write your own definition for negativity bias:

Consider and answer the following questions:

What are some of the benefits of “looking for what you hope to find”?

Should we ignore ALL of the negatives in a situation? What types of negatives might be helpful to acknowledge?

Try the 3-3-3 CHALLENGE to help your brain see more opportunities and fewer threats
3x per day, for 3 weeks, list 3 things you can be grateful for (good, positive, opportunities)

START RIGHT NOW

- 1.
- 2.
- 3.



UNIT 2: GET CURIOUS

LESSON 9: INDIVIDUAL AWARENESS (a)

Friend or Foe?

GROUP ACTIVITY (video images)

For each image on the screen, consider the following:

- FRIEND or FOE? At first glance...
 - Do they appear to want anyone to come near (open for connection)?
 - Would you feel comfortable approaching them to make a connection?
- What do you notice about their facial expression?
- What do you notice about their body language or posture?
- Based on what you NOTICE, what might you WONDER?
 - I wonder if they're feeling... *(fill in the blank)* ?
 - I wonder what might have led them to feel this way... *(consider possibilities)*?
 - I wonder if their body signals aren't reflecting what they're *actually* feeling inside? What might be going on under the surface... *(consider possibilities)*?
- How might you respond if you saw this person in the hallway today?

PERSONAL REFLECTION

Respond to the prompt by answering the following questions:

Recall a time when you found yourself standing alone in a space full of people you didn't know very well. What were some of the emotions you felt?

When you think back on it now, how do you imagine your facial expression and body language might have appeared to others?

What would you have LIKED someone to do or say to help you feel less alone in that moment? (OR - What DID someone do or say that helped you to feel less alone?)

How could you have adjusted your "signals" to communicate a desire for connection?

UNIT 2: GET CURIOUS

LESSON 9: INDIVIDUAL AWARENESS - *Friend or Foe? (continued)*

AFTER WATCHING THE VIDEO

1. Circle TRUE or FALSE for the following statements:

TRUE / FALSE

People give off signals that can attract or turn others away whether they realize it or not.

TRUE / FALSE

You can always trust someone's facial expression and body language to tell the truth about what they are feeling inside.

TRUE / FALSE

You can consciously change the signals you are sending out to match what you want others to know about you.

TRUE / FALSE

People always want you to approach them and try to make a connection.

Notice & Judge only sees what's *above* the surface ("They're just...")

Notice & Wonder asks what might be going on *below* the surface ("I wonder if they're...")

2. Decide which words might go above or below the surface of the icebergs below.

nervous scared grumpy angry insecure

"They're just..."

EXAMPLE

- grumpy
- angry

"I wonder if they're..."

- nervous
- scared
- insecure



grouchy confused mad overwhelmed stressed

"They're just..."

-
-

"I wonder if they're..."

-
-
-



vulnerable snippy rejected rude excluded

"They're just..."

-
-

"I wonder if they're..."

-
-
-



happy lonely sad playful depressed

"They're just..."

-
-

"I wonder if they're..."

-
-
-





UNIT 2: GET CURIOUS

LESSON 10: INDIVIDUAL AWARENESS (b)

Friend or Foe?

“FRIEND” or “FOE” CHARADES

ROUND 1

Circle your vote: FRIEND or FOE

Write a judgment statement with 2-5 emotions:

“They’re just...”

(angry, moody, hyper, silly, aggressive, etc.)

Write a curiosity question with 2-5 emotions:

“I wonder if they’re feeling...”

(sad, lonely, nervous, confused, shy, etc.)

What did they actually want?

How could they change their body language to invite what they want?

ROUND 2

Circle your vote: FRIEND or FOE

Write a judgment statement with 2-5 emotions:

“They’re just...”

(angry, moody, hyper, silly, aggressive, etc.)

Write a curiosity question with 2-5 emotions:

“I wonder if they’re feeling...”

(sad, lonely, nervous, confused, shy, etc.)

What did they actually want?

How could they change their body language to invite what they want?

UNIT 2: GET CURIOUS

LESSON 10: INDIVIDUAL AWARENESS (b) - *Friend or Foe?* (continued)

ROUND 3

Circle your vote: FRIEND or FOE

Write a judgment statement with 2-5 emotions:

"They're just..."

(angry, moody, hyper, silly, aggressive, etc.)

Write a curiosity question with 2-5 emotions:

"I wonder if they're feeling..."

(sad, lonely, nervous, confused, shy, etc.)

What did they actually want?

How could they change their body language to invite what they want?

ROUND 4

Circle your vote: FRIEND or FOE

Write a judgment statement with 2-5 emotions:

"They're just..."

(angry, moody, hyper, silly, aggressive, etc.)

Write a curiosity question with 2-5 emotions:

"I wonder if they're feeling..."

(sad, lonely, nervous, confused, shy, etc.)

What did they actually want?

How could they change their body language to invite what they want?

PERSONAL REFLECTION:

How did this game challenge the way you think about facial expression and body language?

UNIT 2: GET CURIOUS

LESSON 10: INDIVIDUAL AWARENESS (b) - *Friend or Foe? (continued)*

FRIEND or FOE - CHARACTER CARDS

Print and cut out each square to make a deck of character cards.

- A) **On the surface**, you appear angry. Your eyebrows are furrowed, you're frowning, making fists at your sides, and your body is so tense that it's shaking.
- B) **Under the surface**, you're feeling humiliated, betrayed, and disrespected because someone said something embarrassing about you.
- C) **What you really want** is for people (including yourself) to embrace you exactly as you are, even the parts that might feel embarrassing.

- A) **On the surface**, you appear goofy. You're bouncing from side to side, laughing on and off, and being louder than necessary.
- B) **Under the surface**, you're feeling nervous, lost, and out of control because you're at a school dance and don't know what to do next.
- C) **What you really want** is for someone to invite you to hang out or dance with them.

- A) **On the surface**, you appear peaceful. Your body is calm and you keep your chin up and look around with a small closed-mouth smile.
- B) **Under the surface**, you're feeling sad, disappointed, and afraid you might cry because you didn't make the basketball team.
- C) **What you really want** is to be left alone. You just want to process your pain privately without having to talk about it right now.

- A) **On the surface**, you appear furious. You lean forward, throwing your hands in the air, rolling your eyes, letting out loud sighs and groans.
- B) **Under the surface**, you're feeling insecure, jealous, and a little threatened because your lab partner took credit for the project, knowing it was your great idea that made it awesome.
- C) **What you really want** is to be recognized for your efforts and contributions to the project. You want others to see and know that you have unique and valuable ideas.

- A) **On the surface**, you appear as if you want to be left alone. Your face is tense, your arms are crossed, you're looking down, and your shoulders are slumped.
- B) **Under the surface**, you're feeling anxious, alone, and a little scared because it's your first day at a brand new school.
- C) **What you really want** is for someone to say hello, maybe invite you to stay with them for the day, and introduce you to their friends.

- A) **On the surface**, you appear sad. Your body is slumped, your head is down, and you rock forward and backward, hands clasped
- B) **Under the surface**, you're feeling nervous, insecure, and vulnerable because a person you really like is standing just a few feet away.
- C) **What you really want** is for this other person to know that you're a pretty awesome human, and that you'd like to be friends and hang out

- A) **On the surface**, you appear confident and relaxed. Your shoulders are back, your chin is up, your eyebrows are up, and you are smiling
- B) **Under the surface**, you're actually feeling nervous about a test and worried about failing, but don't want others to know you're afraid.
- C) **What you really want** is for someone to tell you they understand, that you're not alone, and maybe offer to study together.

- A) **On the surface**, you appear friendly and happy. Your chin is up, your eyebrows are up, and you are relaxed as you look around the room, taking time to nod or wave to each person as you make eye contact and smile.
- B) **Under the surface**, you're feeling excited, hopeful, and optimistic because you've just joined this club and are eager to make friends.
- C) **What you really want** is for the people here to be drawn to you and to want to share this experience together rather than alone.



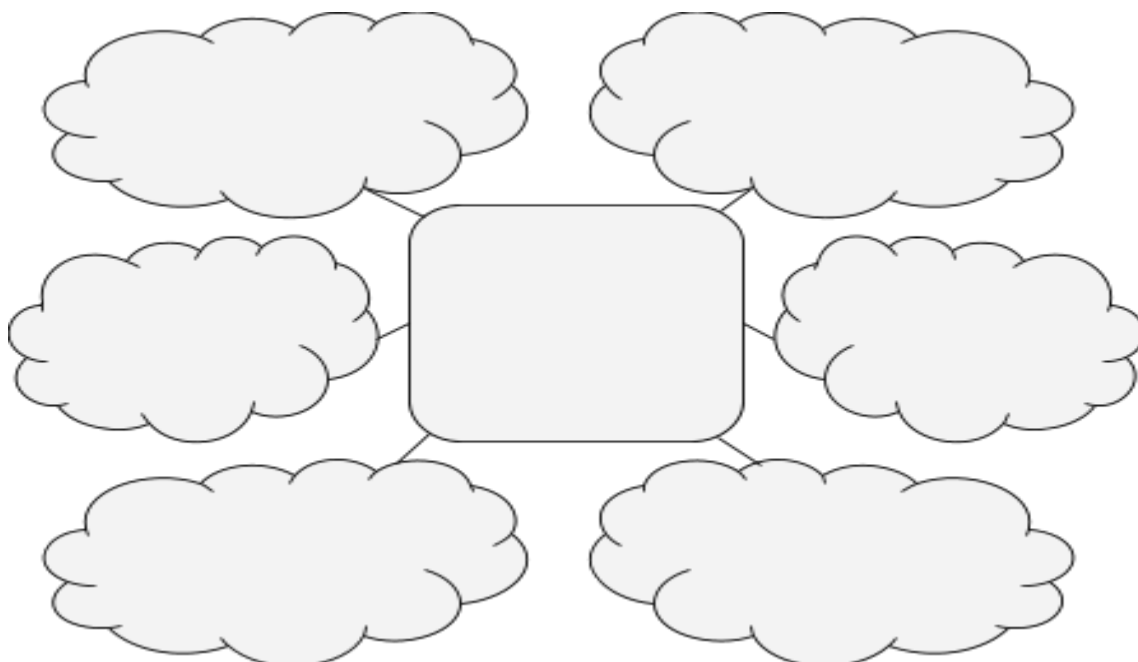
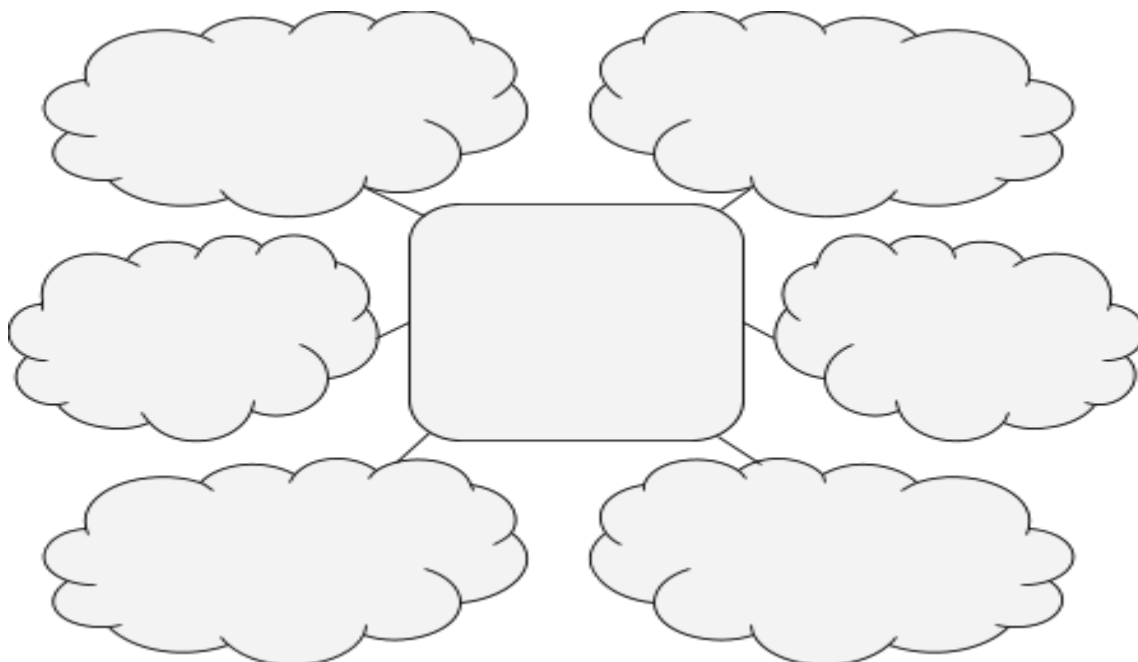
UNIT 2: GET CURIOUS

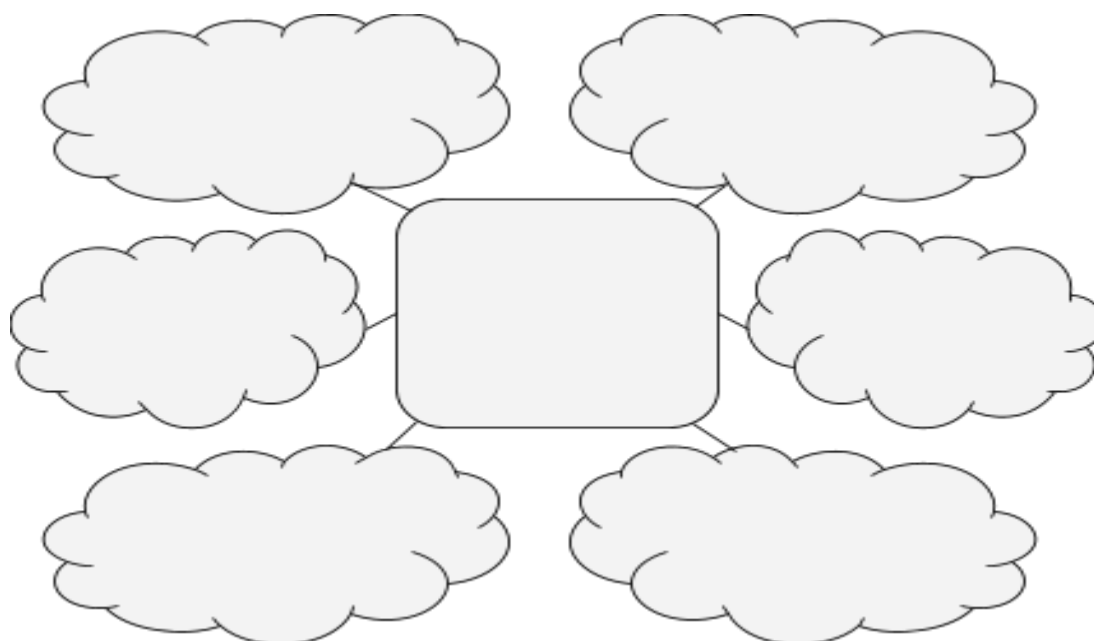
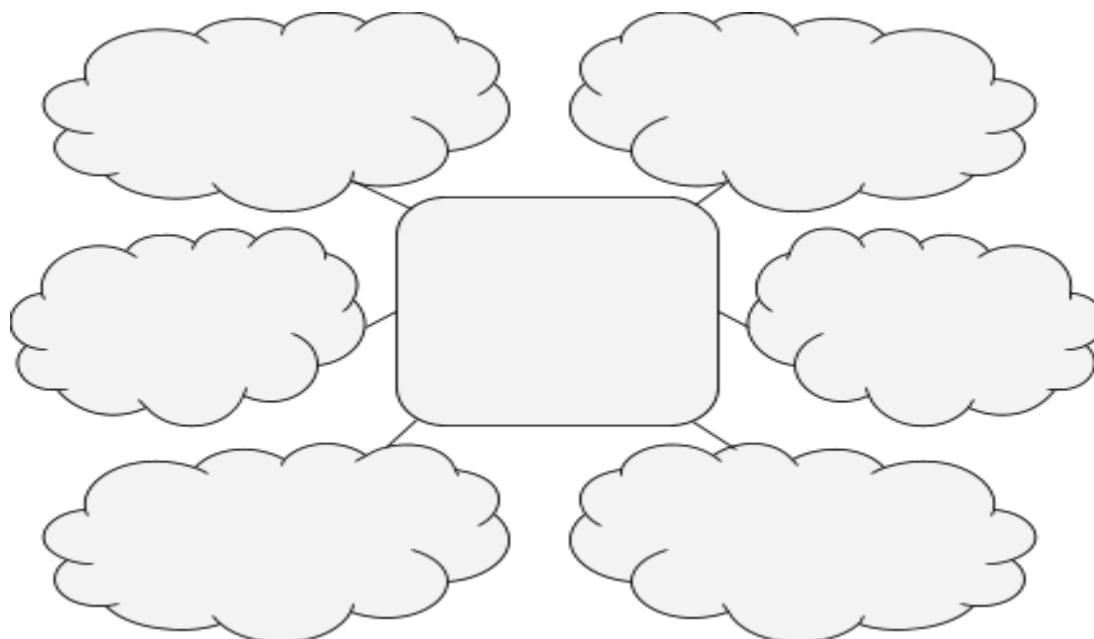
LESSON 11: FINDING CLUES (a)

Wearing & Carrying

CURIOSITY WEB

1. What do you **NOTICE** on the student? *Write one thing in the center box.*
2. What might you **WONDER** about the student from this? *Write questions in the clouds.*



UNIT 2: GET CURIOUS**LESSON 11: FINDING CLUES - *Wearing & Carrying (continued)*****PERSONAL REFLECTION:**

What is one piece of clothing or accessory you own that you think might invite an interesting conversation, and what would you share if asked about it?

UNIT 2: GET CURIOUS**LESSON 11: FINDING CLUES - *Wearing & Carrying* (continued)****AFTER WATCHING THE VIDEO**

Fill in the blanks with the correct words from the list below to complete the statements:

clues wonder kindness

Curiosity is the ability to *notice* something and _____ about it.

What someone is *wearing* or *carrying* might provide _____ about what interests them.

The main difference between *expressing interest* or *interrogating* someone is _____.

Choose and consider something you are wearing or carrying right now:

1. The item (that others **see**) is:



2. Some questions others might **wonder** about me from this item:

3. What I **know** is actually true or interesting about me related to this item:

4. Do I think this item **invites** an interesting conversation? Why or why not?



UNIT 2: GET CURIOUS

LESSON 12: FINDING CLUES (b)

Wearing & Carrying

GROUP ACTIVITY

ROUND 1

WHAT I NOTICE:

THE ITEM CHOSEN:

WHAT I WONDER:

(After hearing the story behind it)

WHAT I FOUND INTERESTING or RELATABLE:

ROUND 2

WHAT I NOTICE:

THE ITEM CHOSEN:

WHAT I WONDER:

(After hearing the story behind it)

WHAT I FOUND INTERESTING or RELATABLE:

UNIT 2: GET CURIOUS

LESSON 12: FINDING CLUES (b) - *Wearing & Carrying (continued)*

REPEAT WITH A PARTNER

1. Quietly observe and write what you notice your partner is wearing or carrying for 2 minutes.
2. Take turns sharing what you noticed, and choosing one thing you are comfortable talking about.
3. Write as many thoughtful, kind, and curious questions about the item as you can in 3 minutes.
4. Take turns sharing your questions and hearing each other's stories about the selected items.

ROUND 3

WHAT I NOTICE:

THE ITEM CHOSEN:

WHAT I WONDER:

(After hearing the story behind it)

WHAT I FOUND INTERESTING or RELATABLE:

ROUND 4

WHAT I NOTICE:

THE ITEM CHOSEN:

WHAT I WONDER:

(After hearing the story behind it)

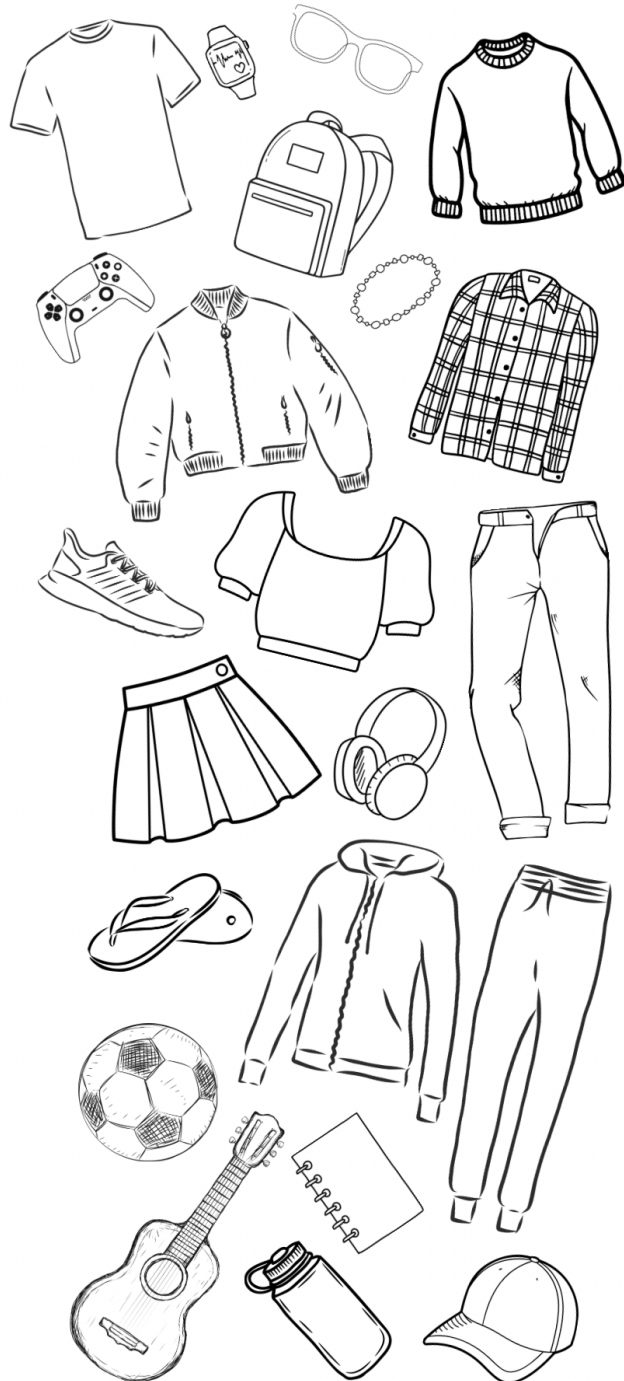
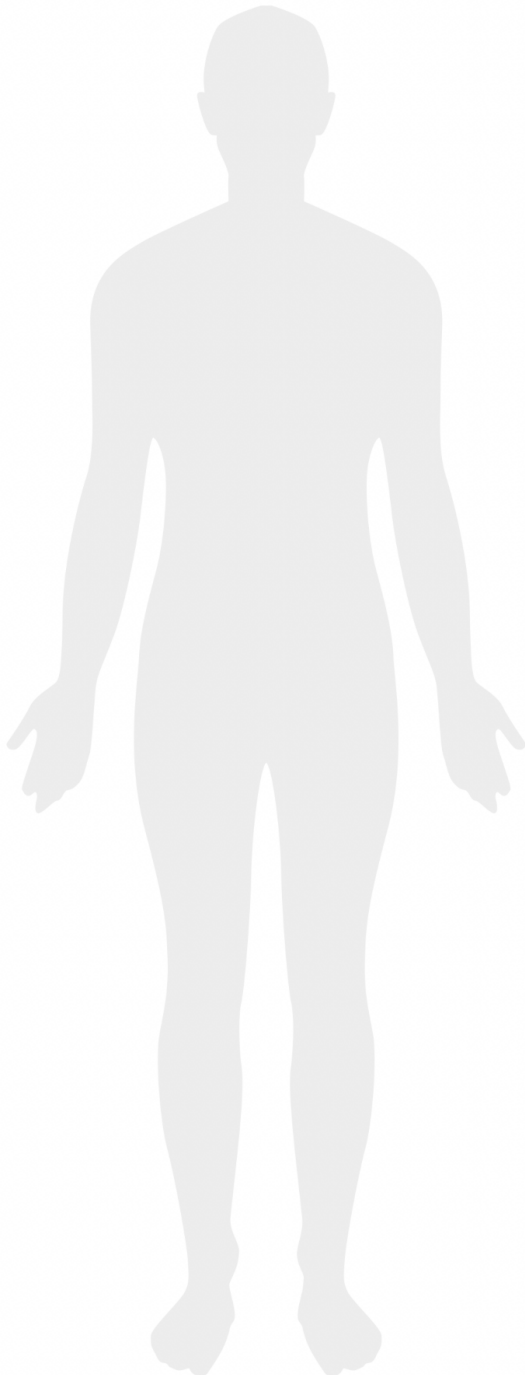
WHAT I FOUND INTERESTING or RELATABLE:

UNIT 2: GET CURIOUS**LESSON 12: FINDING CLUES (b) - Wearing & Carrying (continued)****CREATE YOUR OWN AVATAR**

What would you choose to wear or carry that might invite an interesting conversation?

Draw clothing and accessories on the body to create an avatar for yourself.

Include logos, symbols, and team or brand names.
(Use these sketches as examples, and add your own!)





UNIT 3: CHOOSE KINDNESS

LESSON 13: KINDNESS (a)

...is the filter

WHAT IS KINDNESS?

Write your own definition for kindness.

"Kindness is..."

WHAT DOES KINDNESS DO?

Think of someone you know who is KIND.

What types of things do they DO that are kind?

PERSONAL REFLECTION

Recall a time in your life when someone's kindness had a big impact on you:

What was the scenario? What did they DO? How did that make you FEEL?

How might that moment have been different for you if they had NOT chosen kindness?

UNIT 3: CHOOSE KINDNESS**LESSON 13: KINDNESS (a)...is the filter (continued)****GROUP ACTIVITY: KINDNESS REWRITE****Rewrite the ending of this story by inserting a moment of kindness:**

Derek climbs on the bus. He's worried about the big test coming up in first period, and not paying close attention to his steps. As a result, he trips on Caden's foot, falling into his lap.

Caden shoves him off, shouting, "*Get off me, Klutz! You're such a moron!*" Several kids burst out laughing, and Derek flushes red, tucking his chin down in embarrassment.

As he looks anxiously for a seat, the other kids snicker and turn away from him, or slide a backpack onto any available spots, forcing him to keep looking elsewhere. He finally settles into the only empty bench alone.

His anxiety continues to grow as he thinks about the humiliation he just experienced AND the test coming up. He is unable to focus in first period, and fails the test as a result.

He is miserable for the rest of the day, and chooses to stay home instead of going to the class bonfire that night.

Later, Derek finds out that a girl that he really likes went to the bonfire, and he missed the opportunity to hang out with her.

Where would you insert kindness, and how might that change the ending of this story?

UNIT 3: CHOOSE KINDNESS

LESSON 13: KINDNESS (a)...*is the filter (continued)*

AFTER WATCHING THE VIDEO

1. Write the correct words in the blanks to define the following terms:

CRUSHING CONSIDERING HARMING HELPING

Kindness is _____ and _____ others.

Cruelty is _____ and _____ others.

2. Draw an icon for each of the following phrases to demonstrate the hand motions:

KINDNESS IS A HAND THAT LIFTS

CRUELTY IS A FIST THAT CRUSHES

3. Unscramble and write the word beside each letter to label the TOOLS OF KINDNESS

LEPH

NIVTEI

ERTSPCE

CNGEUORAE

H _____ **I** _____ **R** _____ **E** _____

4. Consider and respond to the following prompt:

Recall the “glitter” example. For Cole, glitter jokes have become a funny thing that he can laugh about along with his family. But what if he really DIDN'T find this funny, and he never told anyone?

What are some clues that might indicate he was actually annoyed or upset?

(Remember Lesson 5, noticing body language and actions and wondering what others are feeling)



UNIT 3: CHOOSE KINDNESS

LESSON 14: KINDNESS (b)

...is the filter

GROUP ACTIVITY 1 - RED TEAM

NOTICE

Remember that humans often see threats before they see opportunities (negativity bias).

What “threats” might you see in this scenario?
How might it negatively affect you to get involved?

JUDGE

What might you negatively assume about this person?

“Oh, they’re just...”

KINDNESS is considering or helping others.

CRUELTY is crushing or harming others.

WHAT DOES CRUELTY LOOK LIKE IN THIS SCENARIO?

Brainstorm with your group to list 3 or more possible cruel responses. Choose and circle one.
(REMEMBER: Sometimes doing NOTHING is a type of cruelty)

UNIT 3: CHOOSE KINDNESS**LESSON 14: KINDNESS (b)...is the filter (continued)****CONSIDER THE IMPACT OF CRUELTY****ON THEM**

How might **they** feel after experiencing this cruelty?

How might these feelings impact **their** actions/choices?

How might these actions impact **their** life?

ON ME

How might **I** feel after participating in this cruelty?

How might these feelings impact **my** actions/choices?

How might these actions impact **my** life?

FINISH THE STORY

As a group, write a possible ending to the scene.

How might the rest of the day go for the character after experiencing cruelty?

UNIT 3: CHOOSE KINDNESS
LESSON 14: KINDNESS (b)...is the filter (continued)

GROUP ACTIVITY 1 - BLUE TEAM

GET CURIOUS

NOTICE

What do you notice about their *appearance*, *actions*, and *environment* that might provide clues about what's going on "*under the surface*?"

WONDER

What might have *happened* before this, or what might be *out of their control* in this situation?

What might they be *thinking or feeling*?

KINDNESS is considering or helping others.
CRUELTY is crushing or harming others.

WHAT WOULD KINDNESS DO IN THIS SCENARIO?

List 3 or more possible opportunities to insert kindness. Choose and circle one.

UNIT 3: CHOOSE KINDNESS**LESSON 14: KINDNESS (b)...is the filter (continued)****CONSIDER THE IMPACT OF KINDNESS****ON THEM**

How might **they** feel after receiving this kindness?

How might these feelings impact **their** actions/choices?

How might these actions impact **their** life?

ON ME

How might **I** feel after offering this kindness?

How might these feelings impact **my** actions/choices?

How might these actions impact **my** life?

FINISH THE STORY

As a group, write a possible ending to the scene.

How might the rest of the day go for the character after experiencing kindness?

UNIT 3: CHOOSE KINDNESS

LESSON 14: KINDNESS (b)...is the filter (continued)

GROUP ACTIVITY 1 - SCENARIO CARDS

(Print and cut one set per group or per student)

SCENARIO 1

The new girl, Aleyah, sits alone at an empty table in the cafeteria...again. She's pretty quiet and seems a little awkward at times, so most of the kids either don't notice her, or they choose to avoid her and hang out with their usual friends.

You notice her looking around at all the students laughing and talking, and when she spots a group from her math class, she raises a hand, opening her mouth as if to call out. One of them catches her eye, but quickly looks away, turning their back to her. She drops her hand, her face falling into a sad expression, and goes back to poking at her food.

SCENARIO 2

You are assigned a group project with five other students. One of them, Marc, is usually very talkative and involved. But lately he's been quiet and withdrawn, and he seems to be having a hard time keeping up with the assignments.

When Marc doesn't show up AGAIN for a group study session, the other members are really annoyed, calling him "lazy" and "careless." But since each member of the class will only be graded on their own participation and not on the total project, the others decide to move on and just focus on their own piece of the project.

ACTIVITY 2 - CARD DECKS

(Print and cut one set of each for the facilitator)

GIVER

Look and point at the other person's feet and laugh. Then say, "Nice shoes! Did you steal them from your grandpa?"

RECEIVER

****FUNNY****

When the other person teases, you find it funny, and even though you **roll your eyes** and **shake your head**, there is a **smile** on your face. You reply with sarcasm, "Ha ha. You're so funny!"

GIVER

Look and point at the other person's clothes and say, "So you're really gonna wear that, huh? Bold choice!" Then laugh.

RECEIVER

****CRUEL****

When the other person teases, you find it hurtful. Your **shoulders fall**, you **frown** and **look down** at the floor. You reply with, "Yeah, um, so, what did you bring for lunch today?" to change the subject.

GIVER

Smile and tell the other person, "You're not short, you're just fun sized!" Then make a gesture with your hands to indicate something tiny.

RECEIVER

****CRUEL****

When the other person teases, you find it offensive. You **shake your head** and let out a **frustrated sigh**, then reply in an **angry tone**, "Yeah, well at least I don't have big teeth like you!"

GIVER

Start walking towards the other person and say, "Oh hey, so how's the world's biggest Star Wars nerd today?" with a laugh.

RECEIVER

****FUNNY****

When the other person teases, you find it funny. You **smile** and let out a **laugh**, then reply with, "Yeah yeah. Nice one!"

UNIT 3: CHOOSE KINDNESS**LESSON 14: KINDNESS (b)...is the filter (continued)****PERSONAL REFLECTION (after Activity 1)****A Moment of Kindness**

Is there someone you can think of who is experiencing something difficult right now and could use a moment of kindness? What could you do to help LIFT THEM UP this week?

Talk with a trusted adult about making a plan to encourage this person with your kindness.

PERSONAL REFLECTION (after Activity 2)**The Receiver Decides**

Is there a running joke or nickname people use that really bothers you?
What could you say (or do) in a calm manner to let others know this is hurtful?

How do you *hope* they would respond to your request?

CONSIDER: Perhaps this is how YOU can respond if you accidentally offend someone else.



UNIT 4: CHOOSE COURAGE

LESSON 15: COURAGE (a)

...is the bridge

GROUP ACTIVITY: COURAGE REWRITE

Rewrite the ending of this story by having the character choose COURAGE over FEAR:

Lila stood in front of the school bulletin board, her heart racing as she read the flyer. The annual art contest was coming up, and the grand prize was a set of professional art supplies - the kind Lila had always dreamed of owning - AND the winner would have their art showcased in a local gallery (where some of Lila's favorite professional artists were first discovered)! She loved drawing, but never felt she was good enough to enter. Every year, she told herself it wasn't the right time, but this year felt different.

Lila's friend, Mia, came up beside her. "You should totally enter, Lila! You're one of the best artists I know." Lila's face grew warm. "I don't know, Mia. What if I mess up? What if people laugh at my work? I'm not as good as the other kids who usually enter." Mia gave her an encouraging smile. "But what if you *win*?" Lila wanted to believe her, but the fear of failure and of being laughed at was too strong. She sighed and walked away, her dreams of the art contest slipping away with each step.

The week of the contest came and went, and Lila never entered. She sat in the audience, watching as the winners were announced. A pang of regret gnawed at her as she saw the grand prize winner beam with excitement over the art supplies. Lila clapped, but inside, she wished she had been brave enough to try. As the local gallery owner proudly held up the winner's artwork to be displayed, she told herself there would always be next year...but deep down, she knew she had let her fear hold her back.

How might choosing courage change the ending of this story?

UNIT 4: CHOOSE COURAGE

LESSON 15: COURAGE (a)...*is the bridge (continued)*

WHAT HAVE YOU GOT TO LOSE?

Consider what Lila might FEEL, RISK, and GAIN in each of the following scenarios:

	She might feel...	She might risk...	She might gain...
If she doesn't try at all			
If she tries but doesn't win			
If she tries and wins			

DISCUSS:

- Do the GAINS (rewards) outweigh the RISKS? Do you think it's worth choosing courage here? *Why or why not?*
- Kindness is a hand that lifts. (Remember H.I.R.E.) How did Lila's friend, Mia, express *kindness*? *What can we learn from Mia?*

PERSONAL REFLECTION

Recall a time when you were afraid, but you chose courage and pushed through:

What did you WANT most, and what were you AFRAID might happen (risk)?

What did you courageously choose to DO?

What did you GAIN and how did you FEEL after choosing courage?

How might the outcome have been different if you had NOT chosen courage?

UNIT 4: CHOOSE COURAGE

LESSON 15: COURAGE (a)...*is the bridge* (continued)

AFTER WATCHING THE VIDEO

1. Circle TRUE or FALSE for the following statements:

- | | |
|--------------|---|
| TRUE / FALSE | Fear is always good and helpful. |
| TRUE / FALSE | Fear is always right, and you should always do what it says. |
| TRUE / FALSE | Sometimes we need to listen to fear and choose safety. |
| TRUE / FALSE | Sometimes fear can hold us back from getting what we really want. |

2. Write the correct words in the blanks to define *courage*:

COURAGE is _____ “ _____ ” !

3. Write the correct title in front of each explanation to identify 4 helpful reminders when choosing courage:

Plan A Safety Check-In Notice & Name Your Emotions Be Patient Know What You Want

- | | |
|--|---|
| | Identifying what we're feeling can help shrink really BIG emotions (fear), and bring our thinking brain back online. |
| | Remembering and focusing on the thing we want <i>most</i> can help quiet the <i>fear-based</i> desire we feel in the moment. |
| | Kindness from a <i>safe person</i> can encourage and remind us that we are loved <u>before</u> and <u>after</u> a brave action. |
| | Telling fear no can be really scary, but the more you do it, the less scary it will be...so hang in there and keep going. |

4. Consider and respond to the following prompt:

Fear is usually trying to help us stay safe.

Can you think of a situation you might face (or have faced) where it would be a *dangerous* idea to say no to fear? How might you choose to respond in this situation instead?

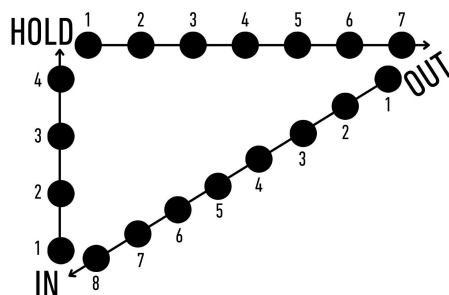


UNIT 4: CHOOSE COURAGE

LESSON 16: COURAGE (b)

...is the bridge

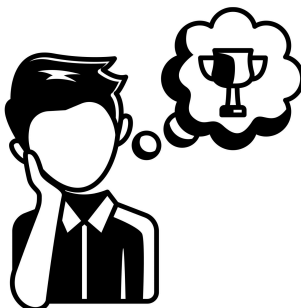
PATHWAYS TO COURAGE



BREATHE

4 - 7 - 8 METHOD

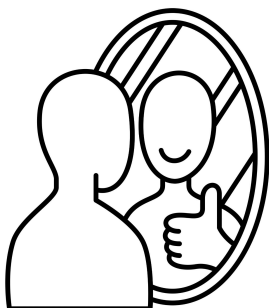
Breathe IN for 4 counts.
HOLD your breath for 7 counts.
Breathe OUT for 8 counts.
Repeat.



VISUALIZE

Imagine A Good Outcome

Consider:
What's the BEST that could happen?
What positive things might come from this?
"No matter what, I will gain..." (*fill in the blank*)



POSITIVE SELF TALK

enCOURAGE Yourself

Consider:
What would I tell a friend in this same situation?
Create a list of "I AM" words that feel empowering.
Create a list of "I CAN" sentences that inspire you.



POWER POSE

Open Up Your Body

Fill your chest with air like a balloon.
Allow your shoulders to roll back and open.
Unclench your fists and stretch your arms wide.
Lift your chin and then your eyebrow high. Smile!
Open your legs in a wide stance.
Move your hands to your hips (like Superman).

UNIT 4: CHOOSE COURAGE

LESSON 16: COURAGE (b)...is the bridge (continued)

GROUP ACTIVITY 1

SCENARIO

You've earned a leadership role on your soccer team and have been asked to give a motivational speech to your teammates before the big game. You've never done anything like this before, and you're afraid you'll mess up or say the wrong thing. You're worried about disappointing your coach, embarrassing yourself in front of your friends, and feeling too anxious to play well in the game.

VISUALIZE

Imagine a good outcome:
What's the BEST that could happen?
What positive things might come from this?
"No matter what, I will gain..." (fill in the blank)

POSITIVE SELF TALK

Consider:
What would I tell a friend in this same situation?
Create a list of "I AM" words that feel empowering.
Create a list of "I CAN" sentences that inspire you.

GROUP ACTIVITY 2 - INSTRUCTIONS

What Would You Do?

FOUR CORNERS MOVEMENT GAME

1. Have students begin by standing in the center of the room. This is the SAFETY zone.
2. Assign each corner of the room to one of the 4 tools (*breathe, visualize, pos. self talk, power pose*)
3. Read one of the scenarios below and ask the students, "**What would you do?**"
4. Invite students to move to the corner that reflects the tool they would choose to use in this scenario. If they believe choosing safety is the best option, they can stay (or move) to the center.
5. Invite one or two students from each group to share "why" they chose this option and discuss.
6. Repeat with another scenario as many times as you wish.

SEATED ALTERNATIVE

If you do not have space to move around, students can play seated by assigning a number to each tool (**1 = breathe, 2 = visualize, 3 = positive self talk, 4 = power pose**). Instruct students to hold up the number of fingers for the tool they would choose instead of moving around the room. If they would choose safety as the best option, they can make an "X" with their hands (wrists crossed).

GROUP ACTIVITY 2 - SCENARIOS

- | | |
|---|---|
| A. You love writing and have some great ideas for articles, but you're afraid to ask about joining the school newspaper team, especially since you've never done anything like this before. | B. You want to ask the new student to come to the dance with you. You start to walk towards them, but your hands are shaking, your palms are sweaty, and you've forgotten their name. |
| C. You made a new "friend" in an online gaming chat. After a few weeks, they suggest meeting up at a local park. This sounds exciting, but also makes you feel nervous and hesitant. | D. You're giving your science presentation to the judges in 10 minutes. You've worked hard and practiced, but still aren't feeling confident. You curl up and hug your knees as you wait. |
| E. Someone just said something awful about your friend. Everyone else laughed, but you don't find it funny. You want to defend them, but are afraid of how people will respond if you do. | F. Your friends are daring each other to jump off the swings at the highest point to see who can jump the farthest. Everyone is laughing and having fun, but you feel shaky and anxious. |

UNIT 4: CHOOSE COURAGE

LESSON 16: COURAGE (b)...*is the bridge (continued)*

FACE YOUR FEAR

SCENARIO

Jenna had always loved the idea of acting. She'd spent countless hours alone in her room, acting out scenes from her favorite movies. When the school announced auditions for the spring play, Jenna felt a jolt of excitement – and then, just as quickly, a flood of doubt. The idea of bringing a character to life, making people laugh or cry, gave her a thrill like nothing else. But there was another louder voice in her mind that kept whispering, *What if you mess up? What if people laugh at you? What if you're terrible?*

On the day of auditions, she walked past the auditorium, feeling her heartbeat quicken. She thought about the application form in her backpack, signed and ready. All she had to do was pull it out, hand it to the director, and she'd be one step closer to standing on stage. But her feet wouldn't move. Her hands stayed in her pockets. She kept walking down the hall, her mind buzzing with what-ifs. She didn't go in.

When she got home that evening, the disappointment hit hard. She sat on her bed, staring at her poster of an actress she admired, wishing she'd been brave enough to try. Over the next few weeks, she'd hear kids talking about the play in the hallways and feel a pang of regret. She'd picture herself on stage, how she might have felt a surge of pride, how she could have made friends with other kids in the drama club. Missing the audition left her with a new question: *What could've happened if I'd just tried?*

VISUALIZE

What's the BEST that could happen?

What positive things might come from this?

"No matter what, Jenna will gain..." *(fill in the blank)*

POSITIVE SELF-TALK

What might Jenna tell a friend in this same situation?

Create a list of "I AM" words that might empower Jenna.

Create a list of "I CAN" sentences to inspire Jenna

UNIT 4: CHOOSE COURAGE
LESSON 16: COURAGE (b)...is the bridge (continued)

FACE YOUR FEAR (cont.)

Rewrite the ending of the story, having Jenna use some of the tools to choose courage:
How might choosing courage change the outcome for Jenna?

PERSONAL REFLECTION

Consider and Respond:

*Is there an area in your life right now where fear is holding you back from something you want?
 What would it look like to choose courage here? Which of the tools of COURAGE might help?*

Consider talking to a trusted adult about making a plan to choose courage in this situation.

VISUALIZE

What's the BEST that could happen?

What positive things might come from this?

"No matter what, I will gain..." *(fill in the blank)*

POSITIVE SELF-TALK

What might you tell a friend in this same situation?

Create a list of "I AM" words that might empower you.

Create a list of "I CAN" sentences to inspire you.



UNIT 5: GET TALKING

LESSON 17: CONVERSATIONS (a)

What are they?

PRE-WRITE ACTIVITY

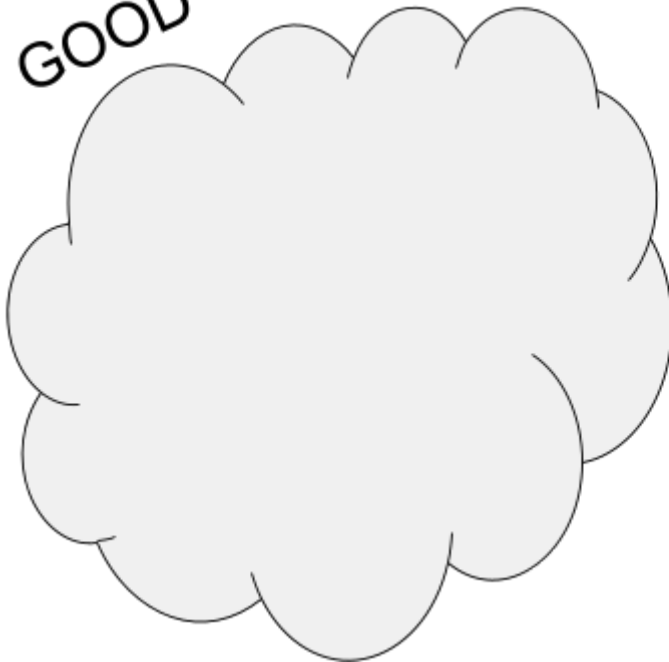
Reflect and respond to the following questions as you wait for the teaching to begin:

Think of a conversation you really enjoyed. What was it like? What was enjoyable about it?

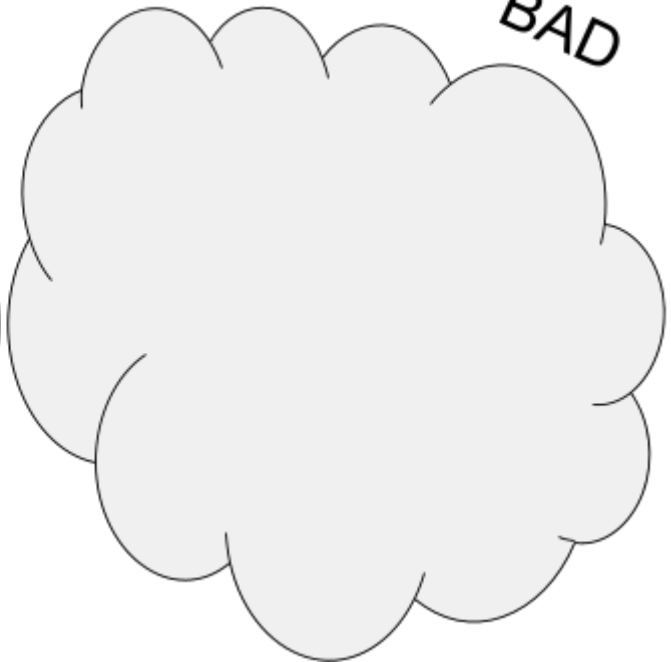
Think about a conversation you DIDN'T enjoy. What was it like? What was unpleasant about it?

Add keywords to the clouds when prompted in the video teaching:

GOOD



BAD



UNIT 5: GET TALKING

LESSON 17: CONVERSATIONS (a) *What are they? (continued)*

GROUP ACTIVITY CONVERSATION or INTERACTION?

Circle (C) if the scene reflects a *conversation* or (I) if it reflects an *interaction*:

1. **C or I** "I'm not sure if I want to go after all," Chelsey said as she measured a cup of flour. Malia grabbed an egg, cracking it into the bowl as she replied, "Why not? What changed your mind?" Chelsey made a face as she stirred the chocolate mix, "It's outside, and you know I'm not a fan of the cold." Malia laughed, "That's true, but I got a really cute purple coat last week if you want to borrow it!"
2. **C or I** Johanna plopped down on the bench next to Trey to enjoy the soccer game. Trey snapped pictures with his new phone camera, and every few minutes, he showed one to Johanna. They smiled and laughed at the images together as Trey played with different filters to make them more interesting. Once in a while, Johanna pointed to a player or moment on the field for Trey to capture.
3. **C or I** Aiden and Cameron sank into the bean bag chairs, controllers in hand. "Dude, give up. You're never gonna beat me!" Cameron smirked. "Oh yeah, just watch and see!" replied Aiden, tapping the button furiously. The game continued for nearly an hour with each of them letting out a "Whoop!" or "Aaagh!" from time to time, until Aiden finally jumped up, shouting a triumphant, "YESS!"
4. **C or I** Brad commented on the book Nora was holding and asked if she had seen the animated series yet. Nora's face lit up, "Yes! I can't wait for the next season to drop!" Brad nodded in agreement, "That twist at the end of the last episode - genius!" Nora said she was annoyed with the twist because it didn't match the book, and Brad playfully defended his position that it was worth it.

PERSONAL REFLECTION

Consider and Respond:

Which do you find more comfortable to participate in - conversations or interactions?

What is uncomfortable about the one you prefer less?

What do you think might make it feel less uncomfortable?

UNIT 5: GET TALKING

LESSON 17: CONVERSATIONS (a) *What are they? (continued)*

AFTER WATCHING THE VIDEO

Fill in the blanks with the correct words from the list below to complete the statements:

listening doing talking

INTERACTIONS are mostly about _____ .

CONVERSATIONS require _____ and _____ .

Circle the correct answer for each of the following questions:

Which of these is most important in order to have true, *meaningful* friendships?

CONVERSATIONS INTERACTIONS

Which of these can tell me something about what is going on *inside* another person?

TALK ABOUT THEM OBSERVE THEM HAVE A CONVERSATION WITH THEM

Place an X next to the things that make a conversation AWKWARD.

Place a CHECK MARK (✓) next to the ones that make a conversation AWESOME.

CELEBRATE OTHERS

CORRECT THE OTHER PERSON A LOT

ONLY TALK ABOUT YOURSELF

STAY CURIOUS

BE QUICK TO JUDGE OTHERS

LET BOTH PEOPLE TALK

Consider and respond to the following questions:

*In the video, Cole and Selah demonstrated 3 ways to make a conversation awkward.
Which of these have you experienced, and how did you respond?*

Can you think of other things that might make a conversation uncomfortable?



UNIT 5: GET TALKING

LESSON 18: CONVERSATIONS (b)

What are they?

GROUP ACTIVITY 1

“Awesome or Awkward?” Game Instructions:

1. Review the 3 ways to make a conversation awkward and 3 ways to make it awesome (Lesson 17)
2. Divide the students into 2 teams. Choose 2 students from TEAM A to come to the front.
3. Invite one student to draw a card from the **SCENARIO** deck and the other from the **BEHAVIOR** deck; then, have them act out the scene for everyone to observe.
4. Instruct the remaining students to vote “**Awesome**” with THUMBS UP, or “**Awkward**” with THUMBS DOWN. The team with the most correct votes wins the round.
5. Ask students to identify the specific “Awesome” or “Awkward” behavior and discuss what went wrong, what went well, and what could be done differently to make it even more awesome.
6. Repeat the entire process for a second round with a new set of cards for TEAM B.
7. Continue alternating teams and repeating for as many rounds as time permits.

ACTIVITY 1 - CARD DECKS

(Print and cut one set of each deck for the facilitator)

SCENARIO

You're telling your friend about a new pizza place called “The Infinite Slice” with 100+ flavor combinations, raving about the ones you tried

BEHAVIOR - Awkward

“Only talk about yourself”

Keep interrupting to talk instead about the best meal you ever ate and all of your favorite foods

SCENARIO

You're describing how you won an amazing new video game called “Zombie Vegetable Attack” that your grandma gave you for your birthday

BEHAVIOR - Awkward

“Correct the other person repeatedly”

Keep interrupting to tell them, “You're saying that wrong” or “That's not how it went” or “Try again”

SCENARIO

You're describing the upcoming vacation your parents are planning and how excited you are to ride the world's highest looping roller coaster.

BEHAVIOR - Awkward

“Be quick to judge”

Respond with sarcasm, eye rolls, and “Really?” or “Ookay” or “Mmm hmm - sure” or “Whatever”

SCENARIO

You're telling your friend about a movie you saw last night called “Ninja Penguins” and describing the comfy new recliner seats at the theater

BEHAVIOR - Awesome

“Let both people talk”

Offer feedback, “I felt the same!” or “I liked what you said about ___” then ask a follow-up question

SCENARIO

You're telling your friend how your team snagged the trophy at the baseball tournament last Saturday when you scored the winning hit

BEHAVIOR - Awesome

“Celebrate The Other Person”

Respond with phrases like, “That must have been amazing!” and “Wow - that's impressive!”

SCENARIO

You're telling your friend how great auditions went for the school play called “Who Stole My Cheeseburger” and that you think you might even get the lead role of Detective Grillington

BEHAVIOR - Awesome

“Stay Curious”

Listen for something interesting and say, “Nice! I've always wondered about ___ (the interesting thing). Can you tell me more about that?”

UNIT 5: GET TALKING

LESSON 18: CONVERSATIONS (b) *What are they? (continued)*

GROUP ACTIVITY 2

(Print and cut into 2 strips. Distribute the appropriate strip to each small group)

GROUP 1	GROUP 2
CREATE AN IMAGINARY CONVERSATION	CREATE AN IMAGINARY CONVERSATION
STUDENT A ...is talking about the big sports game last weekend. <u>CHOOSE A SPORT AND 2 TEAM NAMES FOR THE BIG GAME:</u> Sport: Team 1: Team 2: <u>LIST 4 THINGS THEY MIGHT WANT TO SHARE:</u> 1. 2. 3. 4.	STUDENT A ...is talking about a new hobby they enjoy. <u>CHOOSE A HOBBY FOR THIS STUDENT:</u> <i>(painting, playing guitar, horseback riding, etc.)</i> Hobby: <u>LIST 4 THINGS THEY MIGHT WANT TO SHARE:</u> 1. 2. 3. 4.
STUDENT B ...keeps correcting the other person. <u>CIRCLE:</u> <i>Awkward</i> or <i>Awesome</i> <u>LIST 4 THINGS THEY MIGHT SAY:</u> 1. 2. 3. 4.	STUDENT B ...keeps interrupting to talk about themself. <u>CIRCLE:</u> <i>Awkward</i> or <i>Awesome</i> <u>LIST 4 THINGS THEY MIGHT SAY:</u> 1. 2. 3. 4.
Use the information above to write a short scene to act out for the class. <i>(Make notes on the back of this paper if needed)</i> Choose 2 people from your group to play Student A and Student B.	Use the information above to write a short scene to act out for the class. <i>(Make notes on the back of this paper if needed)</i> Choose 2 people from your group to play Student A and Student B.

UNIT 5: GET TALKING

LESSON 18: CONVERSATIONS (b) *What are they? (continued)*

GROUP ACTIVITY 2 (cont.)

(Print and cut into 2 strips. Distribute the appropriate strip to each small group)

GROUP 3	GROUP 4
CREATE AN IMAGINARY CONVERSATION	CREATE AN IMAGINARY CONVERSATION
STUDENT A ...is talking about the big sports game last weekend. <u>CHOOSE A SPORT AND 2 TEAM NAMES FOR THE BIG GAME:</u> Sport: Team 1: Team 2: <u>LIST 4 THINGS THEY MIGHT WANT TO SHARE:</u> 1. 2. 3. 4.	STUDENT A ...is talking about a new hobby they enjoy. <u>CHOOSE A HOBBY FOR THIS STUDENT:</u> <i>(painting, playing guitar, horseback riding, etc.)</i> Hobby: <u>LIST 4 THINGS THEY MIGHT WANT TO SHARE:</u> 1. 2. 3. 4.
STUDENT B ...shows interest and asks questions to learn more. <u>CIRCLE:</u> <i>Awkward</i> or <i>Awesome</i> <u>LIST 4 THINGS THEY MIGHT SAY:</u> 1. 2. 3. 4.	STUDENT B ...is excited for them and encourages them. <u>CIRCLE:</u> <i>Awkward</i> or <i>Awesome</i> <u>LIST 4 THINGS THEY MIGHT SAY:</u> 1. 2. 3. 4.
Use the information above to write a short scene to act out for the class. <i>(Make notes on the back of this paper if needed)</i> Choose 2 people from your group to play Student A and Student B.	Use the information above to write a short scene to act out for the class. <i>(Make notes on the back of this paper if needed)</i> Choose 2 people from your group to play Student A and Student B.

UNIT 5: GET TALKING

LESSON 18: CONVERSATIONS (b) *What are they? (continued)*

SELF ASSESSMENT

Circle the number that most reflects how YOU think you respond in conversations:

	NEVER	SOMETIMES	OFTEN	ALWAYS
Only talk about yourself	1	2	3	4
Correct the other person repeatedly	1	2	3	4
Be quick to judge	1	2	3	4
Let both people talk	1	2	3	4
Celebrate the other person	1	2	3	4
Stay Curious	1	2	3	4

THIS WEEK

When you're talking with others, get curious and try to notice how often you use these behaviors. Then, return to this chart and see how you would rate yourself after a conversation.

Do they match? Do you notice any patterns? When was it easier to choose awesome behaviors?

PERSONAL REFLECTION

Consider and Respond:

Which of the AWKWARD-AWESOME responses above do you want to do more or less often?

How can you practice this week? What might help you focus on this?



UNIT 5: GET TALKING

LESSON 19: QUESTIONS

How do I start?

REMEMBER

****The things people are wearing and carrying can provide clues for topics****

NOTICE (...what they are wearing or carrying that is interesting to you)

WONDER (...what it means to them, where/how they got it, etc.)

****Sharing and asking can invite connection****

SHARE (...why this item stands out to you or what you find interesting about it)

ASK (...a question about it from your “wonder”-ing)

GROUP ACTIVITY - PRACTICE WITH A PARTNER

1. **BOTH:** Quietly NOTICE and WONDER about one thing your partner is wearing or carrying.
2. **STUDENT A:** SHARE your name, what you noticed, and why it stood out to you.
Then, ASK a question about it.

Example:

*“Hi, I’m [your name]. I noticed you are wearing/carrying a [thing you noticed].
I love that [book/movie/sports team.etc.]. Have you been a fan for very long?”*

3. **STUDENT B:** Respond to the question thoughtfully, thank your partner for noticing,
Then, SHARE and ASK about the thing you noticed on your partner.

Example:

*“I actually just started reading it, but now I can’t put it down! Thanks for asking, [their name].
I’m [name], and I noticed that you’re wearing/carrying a [thing you noticed].
I’ve never seen one like that before! Can I ask where you got it from?”*

4. **STUDENT A:** Respond thoughtfully and thank your partner for noticing.
Then, move over one seat to begin again with a new partner.

Example:

*“My grandmother gave it to me for Christmas last year, so it’s pretty special to me.
Thanks for noticing! It’s been great talking to you, [their name].” (stand and move to the next seat)*

PERSONAL REFLECTION

Which part of this activity was easiest for you? What do you think made it easy?

Which part was the most difficult? What do you think made it difficult?

UNIT 5: GET TALKING

LESSON 19: QUESTIONS - *How do I start? (continued)*

AFTER WATCHING THE VIDEO

Write the correct words in the blanks to put these tools in the order in which you might use them to start a conversation: *ASK* *WONDER* *SHARE* *NOTICE*

1. _____ : Pause to pay attention and find something that seems interesting or important to the other person, or that you might have in common.
2. _____ : Stay curious about the other person, and allow your mind to create questions about what they might enjoy and what matters to them.
3. _____ : Offer something about yourself that you might have in common to let them know you're interested in connecting with them.
4. _____ : Choose one of the questions your curiosity came up with and invite the other person to respond.

Circle TRUE or FALSE for the following statements:

- | | |
|---------------------|---|
| TRUE / FALSE | Talking about others can break down someone's ability to trust you. |
| TRUE / FALSE | Sharing about yourself can invite trust and connection. |
| TRUE / FALSE | Pretending to be someone you're not is a great way to impress others. |
| TRUE / FALSE | Sharing deep or sensitive things right away makes others comfortable. |
| TRUE / FALSE | People won't always accept your invitation to connect, and that's ok. |

Consider and respond to the following questions:

In the video, Cole and Selah demonstrated 3 things to avoid when starting a conversation. Which of these have you experienced or done in the past that made things uncomfortable?

Looking back, what's one thing you would change to make it more comfortable?

This week:

*Think about one person you'd really like to connect with.
Take some time to NOTICE and WONDER about them and about yourself with curiosity.
Begin to generate ideas for things you might share and questions you might ask them.*



UNIT 5: GET TALKING

LESSON 20: MORE QUESTIONS

Focus In & Open Up

GROUP SHARE (*during video lesson*)

FACILITATOR or VOLUNTEER SECRET IDENTITY CARD

Backstory:

You are a middle school student who loves sports, especially soccer and basketball, and you enjoy playing the guitar. Over the summer, you spent most of your time attending local sports camps, practicing guitar, and hanging out with your friends at the local park. You didn't travel much, but you had a fun and active summer in town.

How to Respond:

- **Yes/No Questions:** Answer with a simple "Yes" or "No."
- **Specific Questions (Where/Which/How Many):** Provide only *brief* and *direct* answers.
- **Why Questions:** Respond *defensively*, suggesting you're being unfairly questioned, or shift the blame to others for any negative implications.
- **All Other Questions:** Happily share a more detailed answer or story in response.

GROUP ACTIVITY 1

SMALL GROUP A

INTERVIEWER'S GOAL:

*Find out as much as you can about the guest's **favorite holiday**, and one special memory in particular*

GUEST

Place an X in the box after answering each question. Stop responding after 20 questions.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

SMALL GROUP B

INTERVIEWER'S GOAL:

*Find out as much as you can about the guest's **favorite holiday**, and one special memory in particular*

GUEST

Place an X in the box after answering each question. Stop responding after 20 questions.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

SMALL GROUP C

INTERVIEWER'S GOAL:

*Find out as much as you can about the guest's **favorite holiday**, and one special memory in particular*

GUEST

Place an X in the box after answering each question. Stop responding after 20 questions.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

UNIT 5: GET TALKING

LESSON 20: MORE QUESTIONS - *Focus In & Open Up* (continued)

TOPIC: THINGS TO DO AFTER SCHOOL

----- > FOCUS IN < -----

1. WRITE a “short-answer” question to start a conversation about the topic:

QUESTION: 	EXAMPLE QUESTION: What is the first thing you do when you get home from school?
----------------------	---

2. How would YOU answer the question? WRITE your answer:

MY ANSWER: 	EXAMPLE ANSWER: I eat a snack.
-----------------------	--

3. **INTRODUCE** yourself to your partner, and **SHARE** your answer *in an interesting way*. Then, **ASK** your partner the question, and WRITE their *answer* below:

THEIR ANSWER: 	INTRODUCE: <i>Hi, I'm (name).</i> SHARE: <i>My stomach is growling! I can't wait to get home and make a snack.</i> ASK: <i>What's the first thing you do when you get home from school?</i> EXAMPLE ANSWER: <i>"play video games"</i>
--------------------------	--

< ----- OPEN UP ----- >

4. WRITE a follow-up question beginning with “what/how” to invite more details:

QUESTION: 	EXAMPLE QUESTION: What kind of games are you into right now?
----------------------	--

5. **ASK** your partner the new question, and WRITE one interesting thing from their answer:

THEIR ANSWER: 	EXAMPLE ANSWER: <i>"first person role player games"</i>
--------------------------	---

6. WRITE another follow-up question beginning with “what/how” to invite even more details or a story:

QUESTION: 	SHARE: <i>Nice! Sometimes, I have trouble following the storyline in those games.</i> EXAMPLE QUESTION: <i>How do you keep track of all the different characters?</i>
----------------------	--

7. **SHARE** a personal connection, **ASK** your partner the new question, and **LISTEN** with curiosity.
 8. **THANK** your partner for sharing.

PERSONAL REFLECTION

Consider and respond to the following:

What is a topic that most people in your class might be interested in talking about this week?

*Write 1 **FOCUS IN** question you might ask to start a conversation about this topic:*

*Write 2 **OPEN UP** questions beginning with “what” or “how” to invite more details or a story:*

1)

2)

TRY USING THESE WITH A CLASSMATE THIS WEEK

UNIT 5: GET TALKING**LESSON 20: MORE QUESTIONS - Focus In & Open Up (continued)****AFTER WATCHING THE VIDEO**

Fill in the blanks with the correct words from the list below to complete the statements:

how when yes what why no where

1. _____ or _____ questions only require one word answers, and can stall a conversation without a good follow-up question.
2. Questions beginning with _____ or _____ can provide some information to help focus a conversation, but do not invite a longer response.
3. Questions that begin with _____ can make the other person feel defensive.
4. Questions beginning with _____ or _____ can invite a longer, more detailed response or interesting story.

Turn these short answer questions into WHAT or HOW questions to invite more details:

Do you want a pet?

Did you like the zoo?

Turn these WHY questions into WHAT or HOW questions to invite a story instead of defense:

Why do you like that ice cream?

Why did you wear those earrings?

Consider and respond to the following:

If someone asked you a "why" question that made you feel defensive, what might be a kind response you could give?



UNIT 5: GET TALKING

LESSON 21: GIVING CLUES (a)

How do I keep it going?

PARTNER ACTIVITY

(during the video lesson)

Write down 2 things that are true about you, and 1 thing completely made up:
(Then, turn your paper over to use later when cued in the video.)

TRUE:

TRUE:

MADE UP:

PERSONAL REFLECTION

(after the group activity)

Consider the following question, and respond by filling in the blanks:

What is one thing someone in your group said that made you “notice and wonder” that you would like to invite them to share more about?

NOTICE: *When (person's name) _____ said _____*

WONDER: *It made me wonder _____*

SHARE: *This is interesting to me because _____*

ASK: *I could invite them to share more by asking (write a how/what question) _____*

****OPTIONAL:** *Why not go for it? Choose courage and ask them after class!***

UNIT 5: GET TALKING**LESSON 21: GIVING CLUES - *How do I keep it going? (continued)*****GROUP ACTIVITY****ROUND 1****QUESTION:****SHORT ANSWER:** *Write a 3-7 word answer***ELABORATE:** *Write a 1-3 sentence answer that includes more than one fact for someone to ask about***EMPHASIZE:** *Add exciting words and details to the part of your answer that you most want to talk about***ROUND 2****QUESTION:****SHORT ANSWER:** *Write a 3-7 word answer***ELABORATE:** *Write a 1-3 sentence answer that includes more than one fact for someone to ask about***EMPHASIZE:** *Add exciting words and details to the part of your answer that you most want to talk about*

UNIT 5: GET TALKING**LESSON 21: GIVING CLUES - How do I keep it going? (continued)****AFTER WATCHING THE VIDEO**

Circle TRUE or FALSE for the following statements:

- | | |
|---------------------|---|
| TRUE / FALSE | Being curious about someone else means that you don't have any control over which subjects you get to talk about with them. |
| TRUE / FALSE | You can provide a "sign" in conversations to let others know what you would like to talk about. |
| TRUE / FALSE | Cole loves glitter. |

Fill in the blanks with the correct words from the list below to complete the statements:

wonder emphasize notice clues elaborate

- Putting good _____ in my answers to other people's questions provides an opportunity for them to _____ and _____ about me.
- A *better* sign will _____ by adding more than one fact to your answer, and the *best* signs will _____ the fact you are most interested in talking about.

Follow the instructions and answer the questions below using the list from the video:

What did you do this weekend?

What is your favorite subject in school?

What do you like to do for fun?

Do you have any pets?

How was your day?

- Put an X beside the question from the list that you find most difficult to talk about:
 - Why do you think this is challenging for you?
 - What could you do or change to make it easier?
- Put a ✓ beside the question from the list that you find easiest to talk about:
 - Why do you think this is easier for you?
 - Who would you like to try talking about this with today?



UNIT 5: GET TALKING

LESSON 22: GIVING CLUES (b)

How do I keep it going?

GROUP ACTIVITY 1

QUESTIONS	SECRET TOPICS
GOAL: Try to guess the subject they want to talk about. Start with this question: "What's your favorite dessert?" Ask 2 follow-up questions, then take a guess: <i>"It sounds like you really enjoy talking about ____"</i>	GOAL: Try to change the subject Answer their questions, but also include clues that might get them to ask about... aliens ...without saying the actual word
GOAL: Try to guess the subject they want to talk about. Start with this question: "What kind of music do you like?" Ask 2 follow-up questions, then take a guess: <i>"It sounds like you really enjoy talking about ____"</i>	GOAL: Try to change the subject Answer their questions, but also include clues that might get them to ask about... Disney World ...without saying the actual word
GOAL: Try to guess the subject they want to talk about. Start with this question: "What is your dream job?" Ask 2 follow-up questions, then take a guess: <i>"It sounds like you really enjoy talking about ____"</i>	GOAL: Try to change the subject Answer their questions, but also include clues that might get them to ask about... superheroes ...without saying the actual word
GOAL: Try to guess the subject they want to talk about. Start with this question: "What's your favorite holiday?" Ask 2 follow-up questions, then take a guess: <i>"It sounds like you really enjoy talking about ____"</i>	GOAL: Try to change the subject Answer their questions, but also include clues that might get them to ask about... mythical creatures (dragons, unicorns, etc.) ...without saying the actual word
GOAL: Try to guess the subject they want to talk about. Start with this question: "What's your idea of a perfect day?" Ask 2 follow-up questions, then take a guess: <i>"It sounds like you really enjoy talking about ____"</i>	GOAL: Try to change the subject Answer their questions, but also include clues that might get them to ask about... your birthday ...without saying the actual word
GOAL: Try to guess the subject they want to talk about. Start with this question: "What's your favorite animal?" Ask 2 follow-up questions, then take a guess: <i>"It sounds like you really enjoy talking about ____"</i>	GOAL: Try to change the subject Answer their questions, but also include clues that might get them to ask about... pizza flavors ...without saying the actual word

UNIT 5: GET TALKING

LESSON 22: GIVING CLUES (b) - *How do I keep it going? (continued)*

GROUP ACTIVITY 2

Follow the instructions below:

STUDENT A:

Ask one of the questions from the list below.

STUDENT B:

Respond using the three answers provided in the list, but secretly choose one to emphasize.

STUDENT A:

Try to figure out which one they are emphasizing by asking a follow up question.

STUDENT B:

Provide a final response, then ask them the original question.

STUDENT A: Respond using the 3 answers provided, but secretly choose one to emphasize.

STUDENT B: Try to figure out which one they are emphasizing by asking a follow up question.

STUDENT A: Provide a final response.

EXAMPLE

STUDENT A:

"What's your favorite season?"

STUDENT B: (secretly chooses Winter)

"I like the Spring flowers and jumping in the Fall leaves, and I love sledding and making snow forts and drinking hot cocoa in the Winter."

STUDENT A:

"Which would you rather do, jump in the leaves or build a snow fort?"

STUDENT B:

"I would definitely rather build a snow fort with some friends and maybe have a snowball fight. Snow days are the best! What about you? What's your favorite season?"

STUDENT A: (secretly chooses Fall)

"I like Winter snow days, too, but I also really like a good rainy Spring day. And every Fall, my whole family goes to this huge outdoor festival to pick out pumpkins that we take home and carve."

STUDENT B:

"That sounds awesome! What kinds of activities do they have at the festival?"

STUDENT A:

"Well, first we take a hayride pulled by a big tractor out to the pumpkin patch. Then, we come back and drink hot apple cider before we run through the corn maze, trying to find our way out. It's really fun!"

QUESTIONS & ANSWERS

Question: What's your favorite season? **Answer:** Spring, Winter, Fall

Question: What's your favorite ice cream flavor? **Answer:** strawberry, chocolate, cookie dough

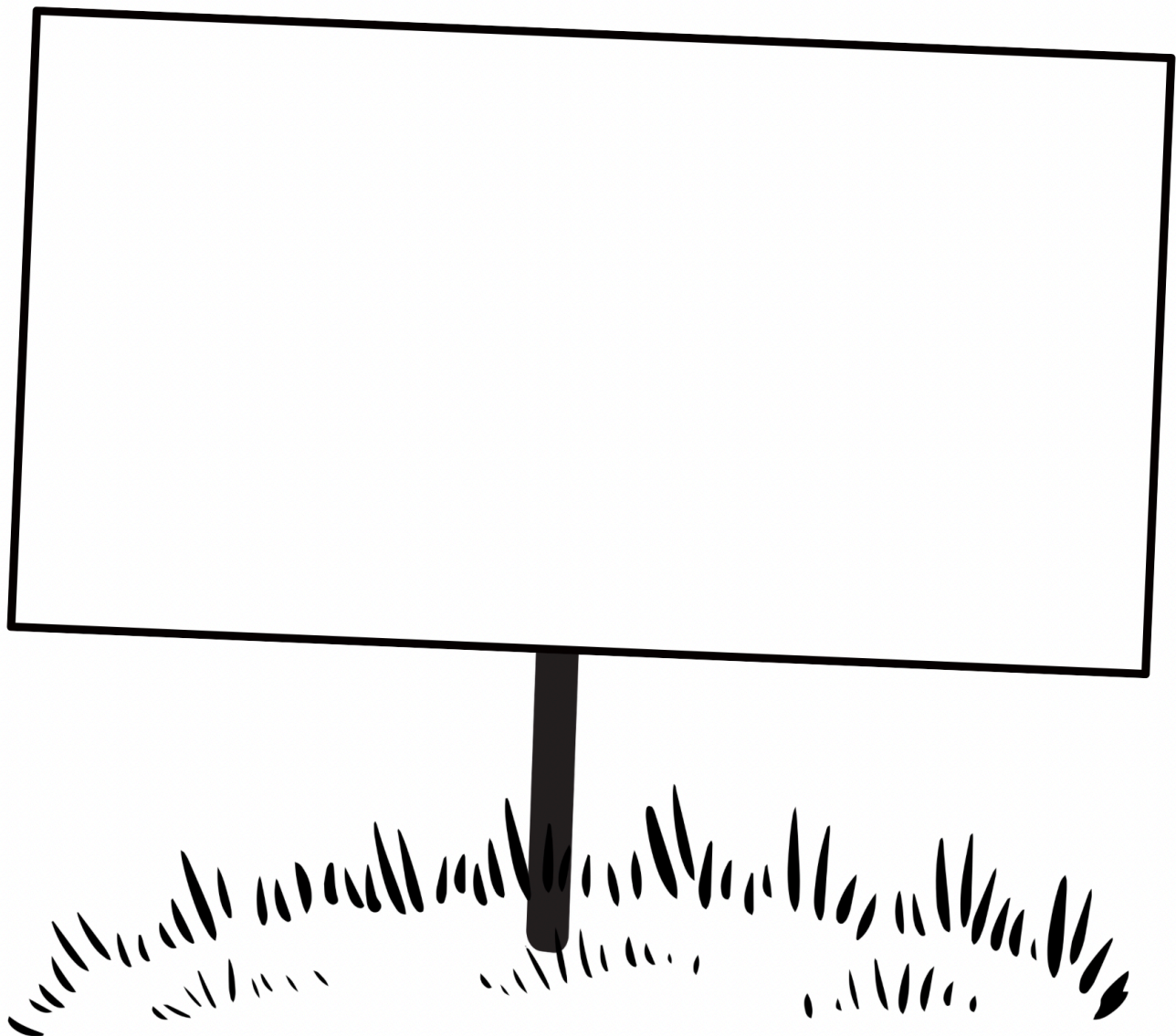
Question: Where would you like to go on vacation? **Answer:** beach, camping, theme park

Question: What's your favorite thing to do outside? **Answer:** biking, skateboarding, hiking

Question: What kind of movies do you like to watch? **Answer:** action, animated, scary

UNIT 5: GET TALKING**LESSON 22: GIVING CLUES (b) - *How do I keep it going? (continued)*****PERSONAL REFLECTION****WHAT WOULD YOUR SIGN SAY?**

Decorate the sign below with words and pictures to show the things you most enjoy talking about.





UNIT 5: GET TALKING

LESSON 23: GROUP CONVERSATIONS (a)

What if there are more than two of us?

GROUP ACTIVITY

ROUND 1

INSTRUCTIONS

1. Stand in a group of 5-7 people, facing each other.
2. In this round, your GROUP will be given 1 ball to toss. This ball represents your TOPIC
3. The first person in your group will begin by holding the ball and asking a what/how question about the topic (ex: *"What is your favorite ___"* or *"How do you feel about ___?"*)
4. After asking the question, they will toss the topic/ball to someone else in the group.
5. The person who catches the topic/ball will a) answer the question/share, b) ask another question about the topic, then c) toss it to someone else in the group.
6. Continue this pattern of **answer/share-ask-toss** for as long as you can.
7. If someone is really excited about a question and can't wait to share, they can hold up their hand as a signal that they would like the ball tossed to them.

RULE: **YOU CANNOT TALK UNLESS YOU ARE HOLDING THE BALL**

GOALS:

- Try to include everyone equally in the conversation.
- Try to keep the conversation going for 5 minutes without awkward pauses.
- Try to give and find clues in your answers that keep the conversation interesting
- Collect as many interesting facts and stories as you can about the topic and people in your group

ROUND 2

INSTRUCTIONS

1. In this round, EACH PERSON will write a topic they wish to talk about on a piece of paper, then crumple it into a ball (*hold it in one hand, and prepare to catch with the other*)
2. The first person in your group will begin by holding their ball and asking a what/how question about THEIR topic (ex: *"What is your favorite ___"* or *"How do you feel about ___?"*)
3. After asking the question, they will toss their topic/ball to someone else in the group.
4. The person who catches the topic/ball will first answer the question, then share or ask another question about the topic, then toss it to someone else in the group.
5. Continue this pattern of **answer/share-ask-toss** until the topic feels stale or there is an awkward silence, OR if someone's answer relates to your own topic.
6. When this happens, after answering the question, DROP their ball/topic on the floor and share/ask a new question about YOUR topic. Then toss YOUR ball to someone else to keep your new topic going in the same way.
7. The rules and goals from Round 1 remain the same, with these additions...

ADDITIONAL RULE: **ONCE YOUR BALL/TOPIC HAS BEEN DROPPED, YOU CANNOT PICK IT UP**

ADDITIONAL GOALS:

- Try to leave clues in your answers that might get someone to ask about your topic
- Try to find clues in other people's answers that you might ask about to identify their topic

UNIT 5: GET TALKING

LESSON 23: GROUP CONVERSATIONS (a) - *What if there are more than two of us? (continued)*

TOPICS TO CHOOSE FROM

1. **Favorite Board or Card Games** (ex: Uno, Monopoly, Chess)
2. **A Special Family Tradition** (ex: movie nights, game nights)
3. **Favorite Clothing Styles** (ex: hoodies, sneakers, graphic tees)
4. **Space and Planets** (ex: black holes, Mars, constellations)
5. **A Cool Science Fact** (ex: the speed of light, volcanoes, sea creatures)
6. **Favorite Snacks** (ex: popcorn, chips, granola bars)
7. **Sports Teams or Players** (ex: a favorite team or athlete)
8. **Fun School Memories** (ex: field trips, science fairs)
9. **Dream Inventions** (ex: flying cars, robot helpers)
10. **Favorite Songs or Albums** (ex: a catchy tune you can't stop singing)
11. **Video Games** (ex: Minecraft, Fortnite, Roblox)
12. **Favorite Things About Nature** (ex: waterfalls, sunsets, forests)
13. **Favorite Cartoons or Animated Characters** (ex: SpongeBob, Scooby-Doo)
14. **Something They're Proud Of** (ex: learning a skill, winning a game)
15. **Dream Birthday Party Theme** (ex: superheroes, under the sea)
16. **Favorite Things to Collect** (ex: stickers, coins, Pokémon cards)
17. **Favorite Fictional Worlds** (ex: Narnia, Hogwarts, Middle-earth)
18. **Sports or Activities They Want to Try** (e.g., archery, scuba diving)
19. **A Funny or Embarrassing Moment** (ex: slipping in the rain, a wardrobe mishap)
20. **Special Talents or Skills** (ex: juggling, magic tricks, solving Rubik's Cubes)

PERSONAL REFLECTION

Circle the answer that is closest to how you feel, then respond to the questions:

What is the scariest or hardest part of group conversations for you?

starting a new topic - answering questions - knowing when to talk - knowing how much to share

something else: _____

What might make it easier for you?

Which part of group conversations do you want to get better at?

How could you practice this week?

UNIT 5: GET TALKING

LESSON 23: GROUP CONVERSATIONS (a) - *What if there are more than two of us? (continued)*

AFTER WATCHING THE VIDEO

1. Fill in the blanks with the correct words to compare INDIVIDUAL and GROUP conversations:

*observe**shallow**longer**broad**needed*

	INDIVIDUAL	GROUP
NOTICE	Pause. Pay attention. Listen with curiosity.	Pause for _____ (Doorway check! What's the vibe, topic, level of privacy...?)
SHARE	...something about yourself related to the topic.	...only if _____ based on what you _____ (Do you have something new or interesting to contribute to the topic, or is there a lull that invites a new topic?)
ASK	...a "what" or "how" question related to the topic that invites the other person to go <i>deeper</i> or share a <i>story</i> .	... _____ or _____ _____ questions

2. Write the correct word in the blank to match each term with its definition:

DISRUPT

ANALOGY

BROAD

SHALLOW

_____ *not very deep; doesn't require a lot of serious thought*

_____ *comparing two things with something in common to help explain a big idea*

_____ *an interruption that keeps things from continuing as they were or causes a big change*

_____ *covering one big general idea or a lot of small ideas*

3. Circle TRUE or FALSE for the following statements:

TRUE / FALSE You don't always have to contribute to a group conversation.

TRUE / FALSE You should keep bringing up your own topic every chance you get.

TRUE / FALSE You should only go as deep into a topic as the level of trust that you have with every member of the group (ex: *newbie, classmates, bestie*).



UNIT 5: GET TALKING

LESSON 24: DIGITAL CONVERSATIONS (a)

Does this work on my phone?

PERSONAL REFLECTION

Consider and respond to the following:

When do you feel the least connected to your friends or family?

When do you feel the most connected to your friends or family?

Can you think of a specific time when your phone has helped you to feel more connected to someone?

VOTING CARDS

CUT OUT THE CARDS BELOW TO USE DURING THE VIDEO



TEXT



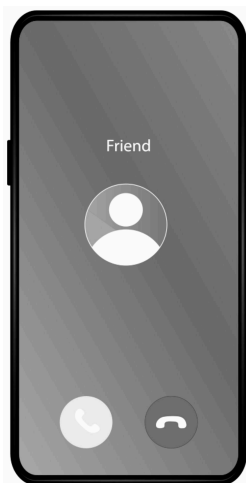
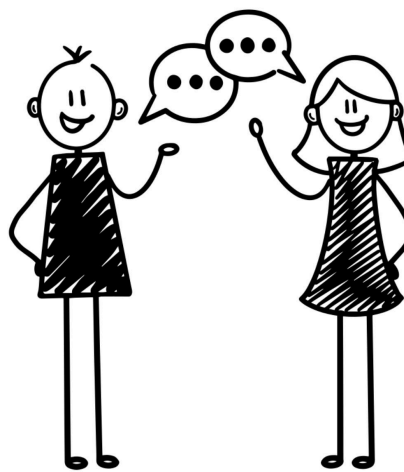
CALL OR FACETIME



FACE TO FACE

UNIT 5: GET TALKING**LESSON 24: DIGITAL CONVERSATIONS (a) - Does this work on my phone? (continued)****GROUP ACTIVITY**

Circle the best communication mode for each scenario:

**TEXT****CALL / FACETIME****IN PERSON****Scenario 1:**

You have a quick question about a homework assignment that a classmate could answer.

TEXT**CALL / FACETIME****IN PERSON****Scenario 2:**

You saw a classmate being teased during lunch and you want to check in on them.

TEXT**CALL / FACETIME****IN PERSON****Scenario 3:**

You need to remind your friend about a study group meeting after school.

TEXT**CALL / FACETIME****IN PERSON****Scenario 4:**

You want to share a funny meme you found with your friends to brighten their day.

TEXT**CALL / FACETIME****IN PERSON****Scenario 5:**

You need to discuss a disagreement you had with a friend about a game you both play.

TEXT**CALL / FACETIME****IN PERSON****Scenario 6:**

You want to congratulate a friend on winning a school competition.

TEXT**CALL / FACETIME****IN PERSON**

UNIT 5: GET TALKING

LESSON 24: DIGITAL CONVERSATIONS (a) - *Does this work on my phone? (continued)*

AFTER WATCHING THE VIDEO

Choose the mode of communication that best matches the listed benefits/downsides and write it in the blank: (you will use each word twice)

TEXT

CALL / FACETIME

IN PERSON

_____ BENEFITS: *can respond when you have time, easier to think before you reply, can talk to more people at once, nobody can interrupt you*

_____ BENEFITS: *can see full body language, easier to understand the bigger context, more personal and connected*

_____ BENEFITS: *can see facial expression and hear tone, can respond and get a response immediately, can include more content*

_____ DOWNSIDES: *less time to think about a response, missing some context, can't do other things while talking, can be glitchy*

_____ DOWNSIDES: *harder if you're nervous or shy, more difficult to end the conversation, hard to find the time, can be awkward if emotional*

_____ DOWNSIDES: *almost all context is missing, takes longer for a full conversation, misunderstandings can happen easier*

Write the correct word in the blank to match each term with its definition:

*context**content*

_____ the message or information you are sharing

_____ the things that are going on around or related to the message

CONSIDER THESE TIPS WHEN CHOOSING THE BEST MODE OF COMMUNICATION:

- **Think about the purpose of your message:** *Is it to share information, express feelings, resolve a conflict, or have a casual chat?*
- **Consider the emotions involved:** *Sensitive or emotional topics might be better handled in person or through a call.*
- **Evaluate the urgency:** *If you need an immediate response, a call or Facetime might be better than texting.*
- **Think about the relationship:** *Close friends or family might appreciate a face-to-face conversation, while casual acquaintances might be fine with texting.*



UNIT 5: GET TALKING

LESSON 25: SOCIAL MEDIA (a)

The Great Debate

TAKING NOTES

Fill in the blanks with information from the video to consider as evidence for your debate:

Statistic #1: _____% of teens have experienced people picking on them online.

Statistic #2: Over 50% of teens report feeling addicted to their smartphones, largely because of _____.

Statistic #3: 60% of teens feel pressure to post content that makes them _____.

Statistic #4: Studies show that high social media usage is linked to increased levels of _____ and _____ in teens.

OTHER NEGATIVES:

Statistic #5: 90% of teens have access to a _____, and 75% use _____ regularly.

Statistic #6: _____% of Gen Z say they learn something new each week on social media platforms.

Statistic #7: 70% of teens say social media helps them feel more _____ to their peers.

OTHER POSITIVES:

**Statistics drawn from:*

Common Sense Media, 2022; Pew Research Center, 2023; Journal of Adolescent Health, 2023

UNIT 5: GET TALKING

LESSON 25: SOCIAL MEDIA (a) - *The Great Debate (continued)*

WHAT IS A DEBATE?

WHAT A DEBATE IS:

- A debate is a *discussion* between two people or teams about a **big question or idea**. This question or idea (called a “motion” or “proposition”) is usually very controversial, and **does NOT have a clear, right or wrong answer**.

WHAT A DEBATE IS NOT:

- A *battle* to see who is right or wrong
- A *fight* to win a disagreement
- An *angry* argument (the term “argue” in debate means “to present your points for or against an idea in a *clear, calm, logical, and persuasive* manner”)

WHY SHOULD WE DEBATE?

- A respectful debate encourages us to:
 - Explore *both sides* of an issue
 - Think *critically* and *analyze* a problem
 - Ask *good questions* to get to the deeper roots of an issue
 - *Listen carefully* and *develop empathy* for those affected on both sides of an issue
 - Discover *new information* and gain a *new perspective*

WHAT DOES A DEBATE LOOK LIKE?

- BEFORE THE DEBATE:
 - Students will form teams on both sides of an issue (the “Motion”)
 - The AFFIRMATIVE team will argue for the Motion
 - The NEGATIVE team will argue against the Motion
 - Each team will discuss, research, and collect evidence to determine their strongest arguments (called “claims”) to support and defend their position, then choose who will present each claim during the debate
- DURING THE DEBATE:
 - Members from each team will take turns presenting their arguments
 - A panel of Judges WILL:
 - Decide *which team was the most convincing* based on how strong their claims were, and how they supported them with evidence and logic in a respectful manner
 - The Judges will NOT:
 - Decide which team is *right* or which side of the argument is *correct* (remember - there is no right or wrong answer in a debate)
 - A Moderator will:
 - Make sure everyone knows and follows the *debate format*
 - Keep track of the *time* and tell debaters to *stop speaking* when time’s up
 - Make sure all team members, judges, and guests are following the *rules*

UNIT 5: GET TALKING**LESSON 25: SOCIAL MEDIA (a) - *The Great Debate (continued)*****DEBATE FORMAT**

Debates can take many different forms for different events and purposes. Sometimes, debates can have multiple rounds of statements and arguments, and can even include opportunities to ask questions of the other team and provide more evidence based on their answers.

For today's debate, this will be the format:

- Both **Teams** will sit in the front on either side of a podium, facing the **Judges**
- The **Moderator** will welcome everyone to the debate, then introduce the Motion "*Social Media Is More Helpful Than Harmful To Society*"
- The **Moderator** will introduce the teams "[Insert names] will be arguing the Affirmative, and [insert names] will be arguing the Negative" and the judges
- The **Moderator** will invite the AFF team to begin the debate
- The **Teams** will take turns sending a different person to speak at the podium for each part of the debate:
 - Introduction for the AFFIRMATIVE (*up to 2 min.*)
 - Introduction for the NEGATIVE (*up to 2 min.*)
 - Claims & Evidence for the AFFIRMATIVE (*up to 5 min.*)
 - Claims & Evidence for the NEGATIVE (*up to 5 min.*)
 - Response & Conclusion for the AFFIRMATIVE (*up to 3 min.*)
 - Response & Conclusion for the NEGATIVE (*up to 3 min.*)
- The **Moderator** will thank everyone for participating and close the debate
- The **Judges** will tally points for each team, and give their forms to the **Moderator**
- The **Moderator** will announce the winner of the debate

PERSONAL REFLECTION

Consider and respond to the following questions:

Which of the points made in today's debate stood out to you the most?

How will you allow this debate to change the way you think about or use social media?

UNIT 5: GET TALKING**LESSON 25: SOCIAL MEDIA (a) - The Great Debate (continued)****TEAMS: ORGANIZE YOUR ARGUMENT**

Check the correct box for the team you are on:

THE MOTION: Social Media Is More Helpful Than Harmful To Society

- ☐ We are debating the AFFIRMATIVE side of this motion (agree with the statement)
☐ We are debating the NEGATIVE side of this motion (disagree with the statement)

INTRODUCTION

Open with a quote or personal story that supports your team's position. Then, state your team's position and why you agree or disagree with the motion (list your claims - below).

Opening Quote or Story: _____

CLAIMS

Explain why your team agrees or disagrees with the motion, then present evidence (examples, data, statistics, testimonies, etc.) to prove your point.

Reason 1: _____

Evidence: _____

More Evidence: _____

Reason 2: _____

Evidence: _____

More Evidence: _____

Reason 3: _____

Evidence: _____

More Evidence: _____

RESPONSE & CONCLUSION

If the other team says something during the debate that you know is incorrect, this is your chance to explain why you disagree with what they said and to offer your version or correction. You will have to think fast in the moment and keep it simple to stay in the time allowed!

Finally, restate your position and summarize your argument, or end with another story that makes it feel more personal and urgent. Then, close with a "Thank You" to the judges.

The other team said: _____ We disagree because: _____

Final summary or story: _____

UNIT 5: GET TALKING**LESSON 25: SOCIAL MEDIA (a) - The Great Debate (continued)****JUDGES: CHOOSE A WINNER**

Your job as a judge is to decide which team was the *most convincing*, NOT which position you agree with personally. You will need to set aside your personal feelings to do this fairly.

Use the charts below to assign points to each team by *circling one answer in each row* based on the strength of their claims, the impact of their evidence and stories, and how much the argument made sense to you. You might want to take notes on a piece of paper to help you remember what was said.

AFFIRMATIVE TEAM

20 POINTS POSSIBLE	1	2	3	4
Opened with a powerful quote or story related to the issue	NOT REALLY	KIND OF	MOSTLY	100% YES!
Made points/claims that are important and make you think	NEVER	SOMETIMES	A LOT	ALWAYS
Used evidence that clearly shows the problem or solution	NEVER	SOMETIMES	A LOT	ALWAYS
Responded to the other team's claims with clarifying facts	NOT REALLY	KIND OF	MOSTLY	100% YES!
Overall, their argument was memorable, clear, and made sense	NOT REALLY	KIND OF	MOSTLY	100% YES!
POINTS PER COLUMN	+	+	+	=
TOTAL POINTS >>>>>>>>				

AFFIRMATIVE TEAM

20 POINTS POSSIBLE	1	2	3	4
Opened with a powerful quote or story related to the issue	NOT REALLY	KIND OF	MOSTLY	100% YES!
Made points/claims that are important and make you think	NEVER	SOMETIMES	A LOT	ALWAYS
Used evidence that clearly shows the problem or solution	NEVER	SOMETIMES	A LOT	ALWAYS
Responded to the other team's claims with clarifying facts	NOT REALLY	KIND OF	MOSTLY	100% YES!
Overall, their argument was memorable, clear, and made sense	NOT REALLY	KIND OF	MOSTLY	100% YES!
POINTS PER COLUMN	+	+	+	=
TOTAL POINTS >>>>>>>>				



UNIT 5: GET TALKING

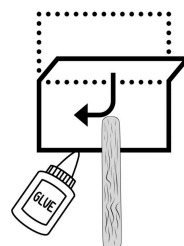
LESSON 26: SOCIAL MEDIA (b)

Influenced or Influencer?

VOTING PADDLES

Create **VOTING PADDLES** for the Large Group Activity:

- Print enough copies for one paddle per student
- Cut out the large rectangle along the solid lines.
- Fold the card in half along the dotted line, keeping the text on the outside.
- Place or tape a popsicle stick between the two layers of paper, then glue the papers together.



INFLUENCER (ACTIVE)



INFLUENCED (PASSIVE)



UNIT 5: GET TALKING**LESSON 26: SOCIAL MEDIA (a) - Influenced or Influencer? (continued)****INFLUENCED or INFLUENCER? - Card Deck**

Watching a makeup tutorial on TikTok	Uploading a vlog on YouTube
Creating a poll on Instagram Stories	Designing and uploading a Snapchat filter
Watching a livestream on Twitch	Scrolling through YouTube Shorts
Commenting on an Instagram Post	Browsing the “For You” page on TikTok

POSITIVE or NEGATIVE? - Card Deck

Reposting a video of someone getting injured during a crazy stunt with a laughing emoji	Creating a TikTok video where you share a new trick you learned to help you lose weight
Starting a fundraising campaign on Facebook for the animal shelter where you volunteer	Encouraging your friends via DM to try the latest “Don’t Be A Wimp” challenge
Commenting on someone’s Instagram picture, “Wow you’re brave! I would never wear that!”	Making an Instagram post with a picture and a quote that inspire you
Liking a classmate’s post complaining about the teacher who assigned a difficult project	Giving a shout out to a friend on your Stories to celebrate their award at the Art Show

REACT, COMMENT, or SCROLL? - Card Deck

A classmate shares a group photo but crops someone out without explanation.	Someone comments “Nobody cares!” on a friend’s video review of her favorite book
A classmate posts, “Finally finished my science project! Super proud of how it turned out.”	A popular influencer pranks a stranger in public, making them visibly upset.
A friend posts, “If you don’t like and share this post right now, you’re not really my friend!”	A friend shares a screenshot of a private conversation without the other’s permission.
A classmate shares a dramatic story about a fight, but you were there and know it’s not true.	A classmate posts a video of their homework captioned, “Copy fast before I delete!”

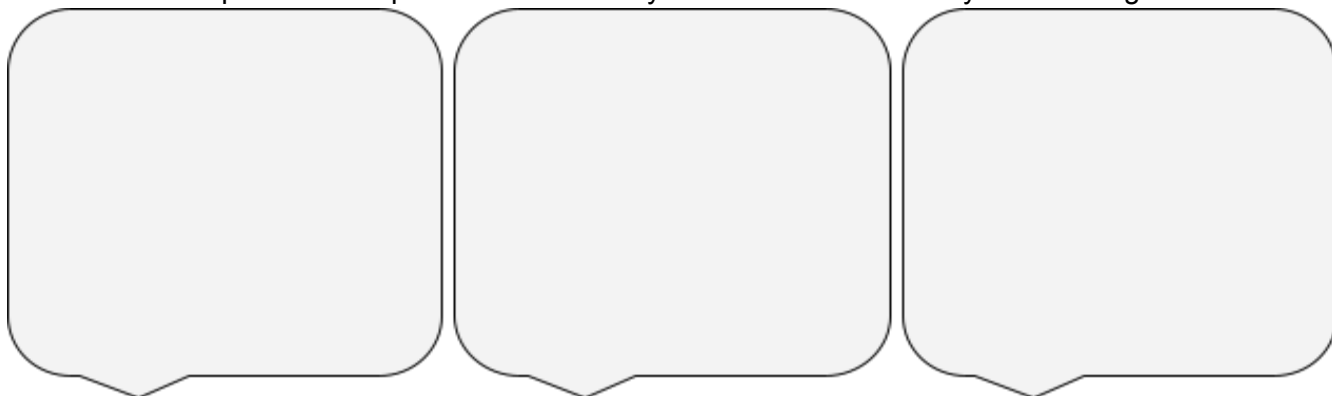
UNIT 5: GET TALKING**LESSON 26: SOCIAL MEDIA (a) - Influenced or Influencer? (continued)****PARTICIPATE****Who/What do you want to influence YOU?**

List examples of the kinds of people and posts that have encouraged you or made you a better person:

Consider following or interacting the next time one of these appears in your feed to encourage more of the same

How do YOU want to influence others?

Draw samples of three posts or comments you could share as a way to encourage others:

**ELIMINATE****What kinds of posts or comments drain your energy and joy and are not worth your attention?**

List examples of the kinds of messages you have seen that are not encouraging or do not build you up:

The next time one of these appears in your feed, scroll past quickly and do not engage

Consider blocking certain people from your profile whose messages consistently drain your energy and joy

How much is TOO much of a good thing?

List the parts of your day/week that need to be protected for other things besides social media:

Talk to a parent or trusted adult about scheduling a healthy balance of social media use and one-on-one time

UNIT 5: GET TALKING**LESSON 26: SOCIAL MEDIA (a) - Influenced or Influencer? (continued)****AFTER WATCHING THE VIDEO**

Write each word in the correct box to connect them with *influencing* or being *influenced*:

watch produce share consume active receive create passive

BEING AN INFLUENCER**BEING INFLUENCED**

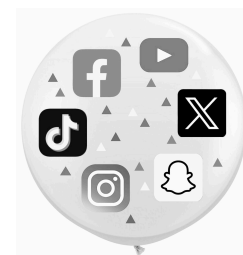
Circle TRUE or FALSE for the following statements:

- TRUE / FALSE** As long as you don't engage with it, scrolling social media is harmless.
- TRUE / FALSE** Whatever you give attention to on social media will grow into more.
- TRUE / FALSE** You have the power to see and create a better world on social media.
- TRUE / FALSE** Social media cannot inspire belonging or connection.
- TRUE / FALSE** Choosing kindness and courage on social media can be powerful.

Consider and respond to the following prompt:

Describe a specific post/video/comment you've seen that encouraged you or made you a better person:

How could you interact with this post in a positive way that might encourage someone else?





UNIT 6: WHAT IF...?

LESSON 27: DOES IT NEED TO BE SAID (a) *at all...? by me...? right now...?*

DOES IT NEED TO BE SAID...AT ALL?

Would I be CRITICIZING?

(pointing out something minor or that cannot be helped right now)

↓	YES	NO	↘
---	-----	----	---

Would I be COMPLAINING?

(dislike/not my preference, but not an actual problem)

↓	YES	NO	↘
---	-----	----	---

Would I be GOSSIPING?

(talking about someone who isn't here)

↓	YES	NO	↘
---	-----	----	---

Would this message be KIND or HELPFUL?

**NOPE. IT'S JUST
NOT WORTH IT** ←

NO	YES	↘
----	-----	---

DOES IT NEED TO BE SAID...BY ME?

Do I have the AUTHORITY to do anything?

↓	NO	YES (or N/A)	↘
---	----	--------------	---

Do I have the right RELATIONSHIP with them?

**LEAVE IT TO
SOMEONE ELSE** ←

NO	YES (or N/A)	↘
----	--------------	---

DOES IT NEED TO BE SAID...RIGHT NOW?

Is there an IMMEDIATE need or danger?

↘	NO	YES	→ <u>SEEK HELP</u>
---	----	-----	---------------------------

Would this cause an unnecessary INTERRUPTION?

↓	YES	NO	↘
---	-----	----	---

Is this APPROPRIATE for everyone present?

**IT SEEMS LIKE
THIS CAN WAIT** ←

NO	YES	→ <u>GO FOR IT!</u>
----	-----	----------------------------

UNIT 6: WHAT IF...?**LESSON 27: DOES IT NEED TO BE SAID (a) - ...at all?...by me?...right now? (continued)****SMALL GROUP ACTIVITY - SCENARIO CARDS***(Print and cut one set of cards for the facilitator)*

A classmate left their backpack open and their things are falling out behind them as they walk down the hallway.	You can't follow the Math teacher's instructions during class because you left your calculator in your locker.
A new student mispronounces a word while reading out loud in Science class.	A group of friends are asking why a classmate is absent, and you know they were suspended for inappropriate behavior.
During recess, you hear your close friend spreading a rumor that you know isn't true about another classmate.	After lunch, while walking to your next class with a friend, you notice she has some food stuck in her teeth.
The bell rings to end class, and you see your classmate drop their trash on the floor as they walk away.	While the Gym teacher is busy gathering equipment, your friend dares another student to jump off the top of the bleachers.
You see someone cut in the lunch line ahead of you, and you know they've done it many times before.	A classmate is talking loudly during a quiet reading time, making it difficult for you to concentrate.
You are taking a test in class and notice two students fighting outside the window, but you don't see any adults outside.	A good friend tells you they've been feeling depressed, and that they sometimes wonder if the world would be better without them.
A substitute teacher is struggling with the classroom technology, and everyone is bored waiting for the class to start.	You disagree with something your History teacher is saying in class because it's the opposite of what you've heard before.
A classmate is really excited about his new haircut, but you think it looks ridiculous. You heard other students laughing about it, too.	You overhear two classmates talking in the bathroom, and one of them is bragging about sneaking in a pocket knife.
A classmate's lunch looks and smells gross and unrecognizable to you, but they seem to be enjoying it.	A good friend created a meme about a teacher, making fun of her large nose, and is about to post it online.
You don't like your team's idea for a class project, but everyone else on the team seems excited about it.	You think your audition for the school play was much better than the person who got the role, and feel you were treated unfairly.

UNIT 6: WHAT IF...?

LESSON 27: DOES IT NEED TO BE SAID (a) - ...at all?...by me?...right now? (continued)

AFTER WATCHING THE VIDEO

Fill in the blanks with the correct words from the list below to complete the statements:

wrong relationship right worlds fix complaining

1. Our words create _____ so we should choose them carefully.
2. If someone cannot _____ something in 30 seconds or less, it might not be worth pointing out.
3. _____ focuses on what we can't control, leading us (and others) to feel powerless.
4. Without the right kind of _____, a well-meaning word might be seen as offensive or disrespectful.
5. The _____ thing said at the _____ time can end up feeling like the wrong thing.

Circle TRUE or FALSE for the following statements:

- TRUE / FALSE** You should always speak up when you see a problem or mistake, even if you don't have a solution or the ability to help.
- TRUE / FALSE** Sometimes choosing kindness means going along with something you don't love or isn't your first choice, but is important to the other person.
- TRUE / FALSE** It's ok to talk about other people when they're not around as long as you're not saying anything untrue.

Consider these definitions for "authority" and respond to the following prompt:

authority: 1. *the power and responsibility to make decisions or enforce obedience*

2. *the power to influence others, especially because of one's recognized knowledge, personal experience, position, or ability to be a reliable source*

What does it mean to you to have "authority" in a situation?

In what kinds of situations or places do you have the authority to speak up?



UNIT 6: WHAT IF...?

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

How do I say THAT?

WHOLE TRUTH or HOLD BACK?

WHOLE TRUTH / HOLD BACK: *Your classmate spent a lot of time working on a drawing, but you don't think it's very good, and they ask for your opinion.*

What would you say?

WHOLE TRUTH / HOLD BACK: *Your best friend wants your honest opinion about their speech for student council elections, and you think it's good, but doesn't really reflect their personality.*

What would you say?

WHOLE TRUTH / HOLD BACK: *Your friend asks if you liked the homemade cookies they baked, but you think they tasted awful.*

What would you say?

WHOLE TRUTH / HOLD BACK: *A classmate thinks their joke was funny, but you found it offensive.*

What would you say?

PERSONAL REFLECTION

Consider and respond to the following questions:

Can you recall a time when someone said something to you that was true, but the way they said it was hurtful? How could they have handled it differently (use the "Scale of Directness")?

UNIT 6: WHAT IF...?**LESSON 28: FROM "HINT" TO "HEY STOP" (a) - How do I say THAT? (continued)****SCRIPT 1**

SCENARIO - Mia and Chris are friends. Chris has a habit of tapping Mia's arm whenever they talk, but Mia finds it annoying and uncomfortable. Mia and Chris are chatting in the hallway.

Chris: *"You won't believe what happened in class today..."* (taps Mia's arm)

(Mia shifts slightly away and rubs her arm but doesn't say anything.)

Chris (smiling): *"You know we have a new student, right?"* (taps Mia's arm again).

Mia (lightheartedly): *"Whoa, you must really like tapping!"*

Chris (laughs): *"Ha! Yeah, I guess I do!"* (Taps Mia's arm again.)

Mia (calm and clear): *"Hey, I don't think you mean anything by it, but I actually don't like being tapped."*

Chris (surprised): *"Oh, really? I didn't realize that! I'm sorry. I'll stop."*

Mia (smiling): *"Thanks, I appreciate that!"*

SCRIPT 2

SCENARIO - Two students are sitting next to each other in class, when Jordan reaches over and takes Alex's pen/pencil without asking.

(Alex frowns slightly, shifts their body away, and pulls their pencil case closer. Jordan doesn't notice and keeps using the pen/pencil)

Alex (casually): *"Oh... I kinda needed that."*

Jordan (smiling): *"Don't worry, I'll give it back in a minute!"*

Alex (kindly): *"Hey, I don't mind sharing sometimes, but I'd really appreciate it if you asked before using my stuff."*

Jordan (busy writing): *"I'll give it back in a sec. I promise."*

Alex (firmly): *"Jordan, I need you to stop taking my things without asking. It's not okay."*

Jordan (hesitant): *"Oh...sorry. I didn't mean to upset you. Here you go."* (hands over the pen/pencil)

Alex (kindly): *"Thanks. Next time you need to borrow something, please just ask first."*

UNIT 6: WHAT IF...?**LESSON 28: FROM "HINT" TO "HEY STOP" (a) - How do I say THAT? (continued)****SCRIPT 3**

SCENARIO - Taylor and Sam are lab partners, working on a Science project together. Sam keeps interrupting Taylor while they're working, making it hard for Taylor to contribute.

Taylor: *"So I was thinking maybe we should - "*

Sam (excitedly interrupting): *"I know what the problem is!"*

Taylor: *"Yeah, me too! I was..."*

Sam (interrupts again): *"I think we should add more of these instead of those."*

(Taylor leans back slightly, folds their arms, and lets out a sigh.)

Sam (keeps talking): *"If we only used 4 of them, that would be enough to get the reaction we want."*

Taylor (lightheartedly): *"Funny, I was just about to say the same thing - if only I could've gotten the words out!"*

Sam (tilts their head a bit): *"Huh? Oh, did I interrupt you? I'm sorry. I just really love Science experiments and get kind-of excited! What did you want to say?"*

SCRIPT 4

SCENARIO - Noah and Chris sit next to each other in class, and Chris often leans over and copies Noah's answers. Noah doesn't want to get in trouble or let Chris take advantage of his work.

(Chris leans over slightly, trying to see Noah's paper. Noah shifts his body, covers his paper with his arm, and moves his notebook closer to himself. Chris hesitates but keeps looking over.)

Noah (softly, without making a scene): *"Hey, I think the teacher wants us to do our own work."*

Chris (laughs it off): *"Yeah, yeah, just let me check something real quick."*

Noah (firmly whispering): *I don't feel comfortable with you copying my answers. I worked hard on this.*

Chris (shrugs): *"Whatever."* (Chris looks at his own work, then peeks again at Noah's paper)

Noah (serious): *"Chris, I told you already. I don't want you copying my work. You need to do your own."*

Chris (grumbling): *"Alright, alright."* (Chris continues to try copying, even after being told to stop.)

Noah (calm but firm): *"If you keep trying to copy my work, I'm going to tell the teacher. I don't want to get in trouble for something I didn't do."*

Chris (finally realizing Noah is serious): *"Okay, okay. I'll do it myself."* (starts working on their own)

UNIT 6: WHAT IF...?**LESSON 28: FROM "HINT" TO "HEY STOP" (a) - How do I say THAT? (continued)****AFTER WATCHING THE VIDEO**

Fill in the blanks with the correct words to complete the **SCALE OF DIRECTNESS**:

*blunt directness**body language**directness**verbal hints***HINT → HEY STOP!**

BOUNDARIES (*step away*)

Circle TRUE or FALSE for the following statements:

- TRUE / FALSE** Giving hints instead of telling the whole truth is lying.
- TRUE / FALSE** Hints are tricky, because sometimes people guess the wrong thing.
- TRUE / FALSE** If someone doesn't pick up on your hint, they're just being rude.
- TRUE / FALSE** If you've tried using the scale, and your voice still isn't being heard or you're being disrespected, it might be time to step away.

Consider and respond to the following questions:

Cole said it's not always kind to share the FULL truth ALL of the time, because some of the details can be hurtful. In what kind of situations might it be better to keep some details to yourself?

In what kind of situations is it important to provide ALL of the details?



UNIT 7: GET GOING

LESSON 29: FROM THE TOP

Course Review

COURSE MAP (OVERVIEW)

--- CONVERSATION TRAIL

◆ REST STOPS

📖 GET FOCUSED

🔍 GET CURIOUS

👉 CHOOSE KINDNESS

👊 CHOOSE COURAGE

🗣️ GET TALKING

❗ WHAT IF...?

🚶 GET GOING

📍 WAY POINTS

A. What do I want?

B. What can I control?

C. What am I feeling?

D. What are they feeling?

E. What's going on here?

F. Did I miss something?

G. Friend or Foe?

H. Wearing & Carrying Clues

I. Kindness is...

J. Kindness for H.I.R.E.

K. Courage is...

L. Courage Toolkit

M. Awkward or Awesome?

N. Share & Ask

O. Focus in & Open up

P. Elaborate & Emphasize

Q. Group Conversations

R. Digital Conversations

S. Social Media Conversations

T. Does it need to be said?

U. From "Hint" to "Hey stop!"

V. Review

W. Practice, practice, practice.



UNIT 7: GET GOING

LESSON 29: FROM THE TOP - Course Review (continued)

THE TOOLS IN YOUR BAG





UNIT 7: GET GOING

LESSON 31: NOW YOU TRY (b)

Practice, Practice, Practice

CREATE YOUR AVATAR

NAME: What's your avatar's name?

BACKGROUND: What's their background?

(age, unique personality traits, likes and dislikes, etc.)

CORE WANTS: What do they want most?

(REPUTATION "I want to be known as a person who...")

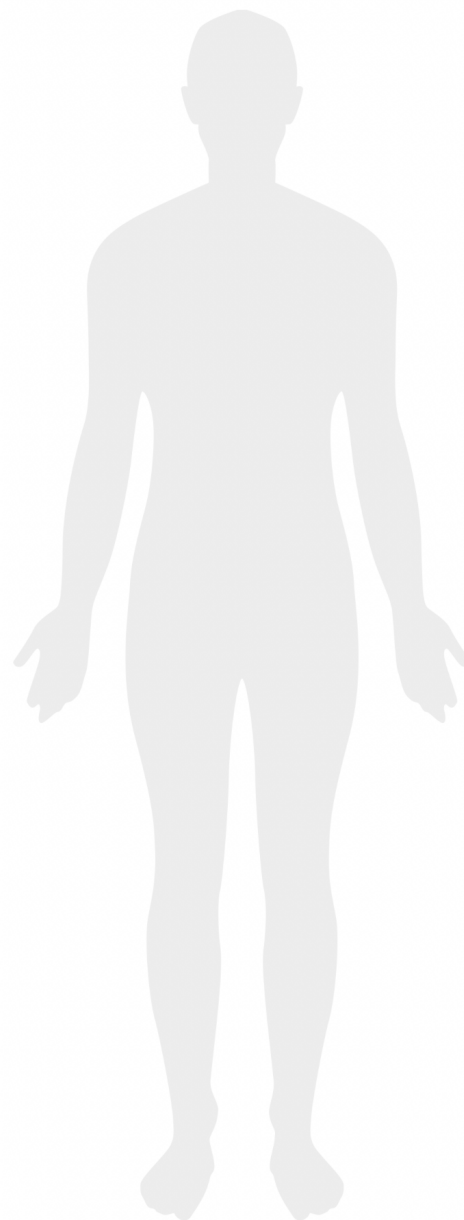
(RELATIONSHIPS "I want the kind of friends who...")

HIDDEN CONFLICT: What's "underneath the surface"?

(internal or external struggles & emotions they are dealing with)

COMMUNICATION STYLE: How do they usually

communicate? *(direct, indirect, nervous, confident, etc.)*



UNIT 7: GET GOING

LESSON 31: NOW YOU TRY (b) - *Practice, Practice, Practice (continued)*

CREATE THE SCENARIO

SETTING: Where does the conversation take place? (*Describe the environment and mood*)

SITUATION: What's happening in this moment? (*What brings these 2 avatars together?*)

CONFLICT or OPPORTUNITY: What is the main issue to be resolved, or opportunity to explore?

HINTS: Which tools might help them navigate this conversation? Provide 4 hints for the players.

- 1.
- 2.
- 3.
- 4.

SUCCESS CRITERIA

List 4 specific goals that will be used to assess how well the conversation is handled.

What does a "good conversation" look like in this scenario? Which tools do you hope they will use?

GOALS	YES	SOMEWHAT	NO

UNIT 7: GET GOING
LESSONS 30-31: NOW YOU TRY
INDIVIDUAL STUDENT ASSESSMENT

STUDENT:

DAY ONE: Simulation Creation _____ / 15

GOALS	STRONG(3)	EMERGING (2)	NEEDS IMPROVEMENT (1)
COLLABORATION & PARTICIPATION	Actively engaged with a partner, contributed thoughtful ideas, and worked efficiently	Participated but needed some prompting or relied on the partner often	Was disengaged, uncooperative, or did not contribute meaningfully
AVATAR DEVELOPMENT	Created a detailed and unique avatar with clear descriptors	Avatar has some details but lacks depth or clarity	Avatar is vague, missing key elements
SCENARIO DEPTH	Scenario is realistic, and includes a strong conflict/opportunity	Scenario is understandable but lacks depth or clarity	Scenario is unclear, unrealistic, or missing key components
RUBRIC & GOAL SETTING	Created clear, measurable success criteria	Success criteria are present but somewhat vague or incomplete	Rubric lacks clarity or is missing important elements
UNDERSTANDING OF COURSE CONCEPTS	Clearly demonstrated an understanding of key course concepts	Showed some understanding but applied inconsistently	Struggled to apply or misunderstood key concepts or ideas

DAY TWO: Simulation Role-Play _____ / 15

GOALS	STRONG (3)	EMERGING (2)	NEEDS IMPROVEMENT (1)
ROLE PLAYING & ENGAGEMENT	Fully embraced the avatar's role, and engaged actively in the conversation	Participated but struggled or hesitated in engagement	Was disengaged, off-task, or avoided participation
UNDERSTANDING OF COURSE CONCEPTS	Clearly demonstrated an understanding of key course concepts	Showed some understanding but applied inconsistently	Struggled to apply or misunderstood key concepts or ideas
APPLICATION OF APPROPRIATE TOOLS	Used multiple course tools effectively	Used at least one course tool but inconsistently	Did not use tools or reverted to negative communication habits
EMOTIONAL AWARENESS & REGULATION	Managed emotions well, responded thoughtfully rather than reactively	Showed some emotional control but had moments of frustration/avoidance	Struggled with emotional regulation, reacted impulsively, or withdrew
CONFLICT RESOLUTION & ADAPTABILITY	Worked towards a constructive resolution and adapted well	Acknowledged conflict but didn't fully resolve it or struggled to adapt	Avoided the conflict or escalated the situation in an unhelpful way



UNIT 7: GET GOING

LESSON 31: NOW YOU TRY (b)

Practice, Practice, Practice

SELF ASSESSMENT

Analyze your own performance. How well do you think you navigated the simulation?

GOALS	YES	SOMEWHAT	NO
I was all-in on the simulation, embracing my avatar character and engaging with my partner			
I felt confident that I was well prepared and knew what to do in each moment			
I was able to choose and use appropriate tools in the moments when they were needed			
I was able to manage my emotions and respond thoughtfully instead of reacting in frustration			

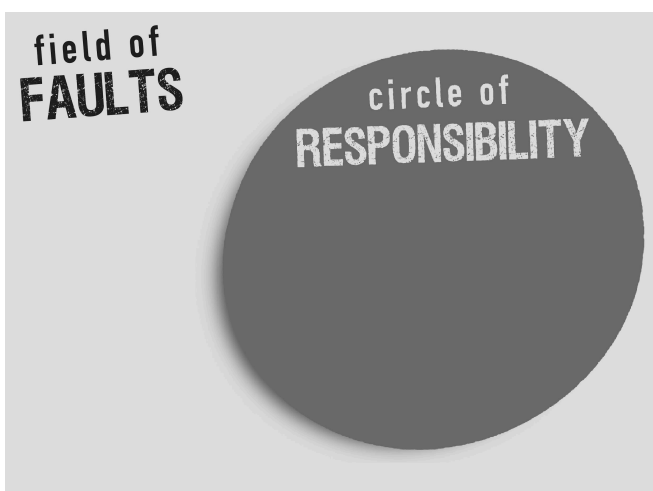
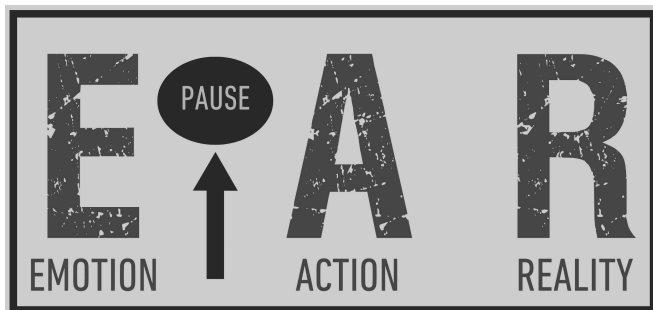
PERSONAL REFLECTION

Consider and respond to the following questions:

As you review your own performance today, what would you do differently next time?

Where did you feel strongest? Which skills or tools were easier for you to remember and use?

Where did you notice areas or tools that could use more practice?

UNIT 7: GET GOING**LESSON 31: NOW YOU TRY (a) - Practice, Practice, Practice (continued)****TOOL-KIT CARDS***(Print and cut one set of cards)*

UNIT 7: GET GOING

LESSON 31: NOW YOU TRY (a) - Practice, Practice, Practice (continued)

TOOL-KIT CARDS (continued)

(Print and cut one set of cards)

AWKWARD

Only talk about yourself
Correct the other person
Be quick to judge

OR

AWESOME

Let both people talk
Celebrate others
Stay curious

The graphic features two large, stylized faces. The top face, labeled 'AWKWARD', has a sad expression with a single tear and is associated with the text: 'Only talk about yourself', 'Correct the other person', and 'Be quick to judge'. The bottom face, labeled 'AWESOME', has a happy expression with two stars for eyes and is associated with the text: 'Let both people talk', 'Celebrate others', and 'Stay curious'. The word 'OR' is placed between the two faces.

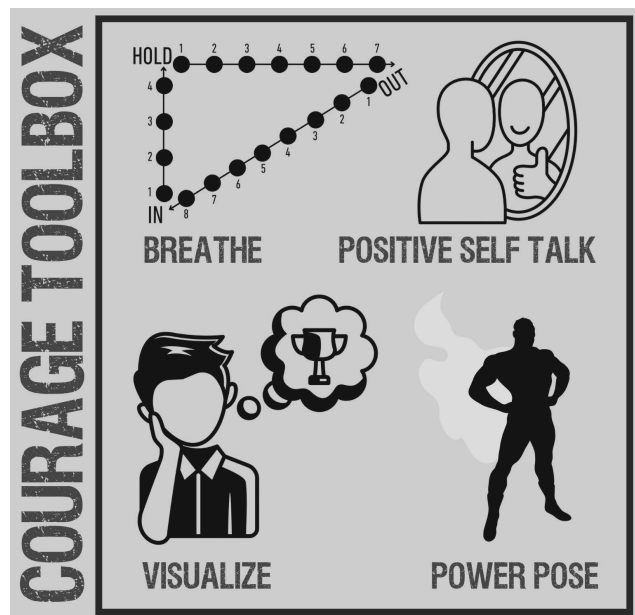
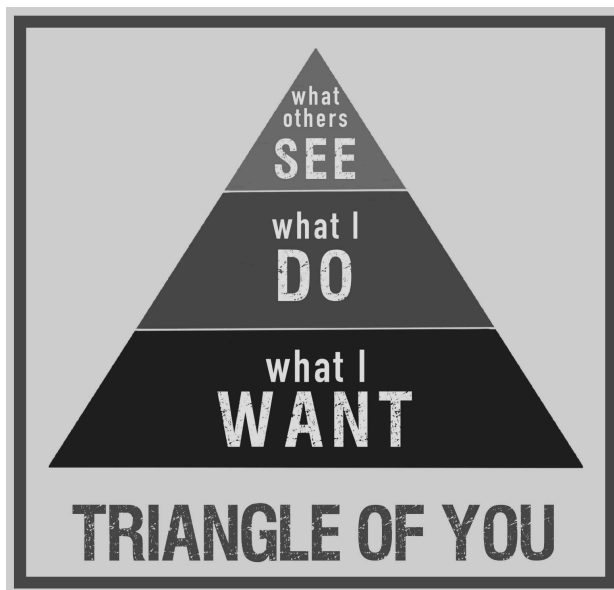
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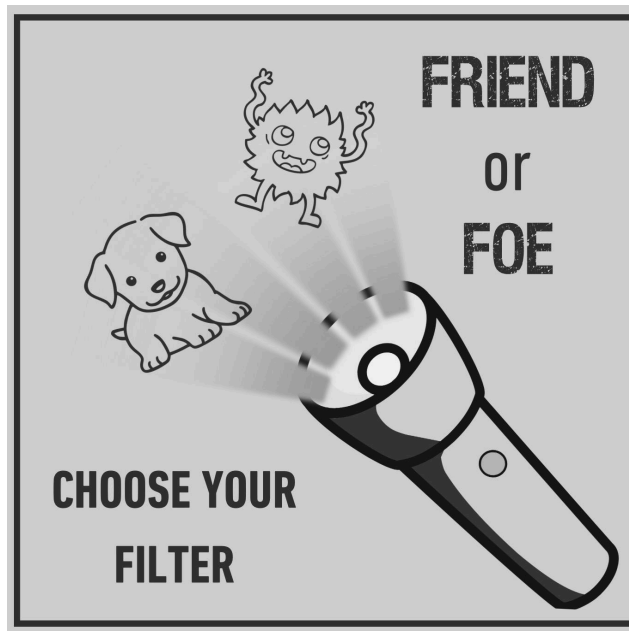
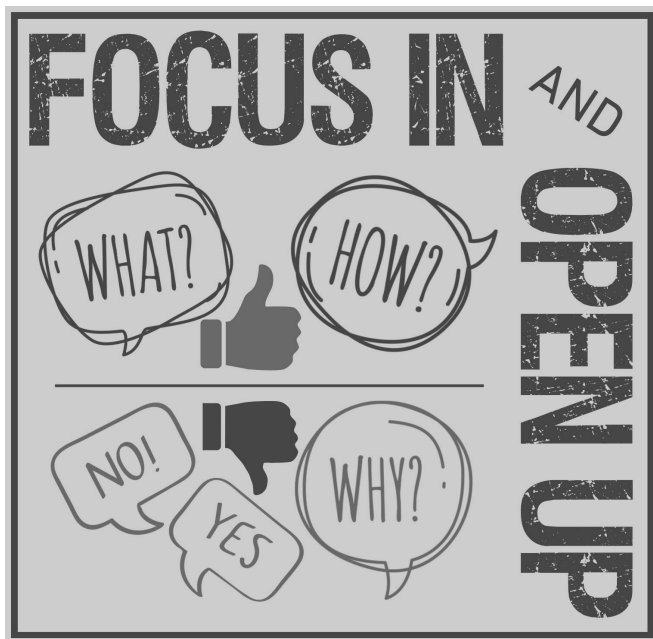
GROUP CONVERSATIONS

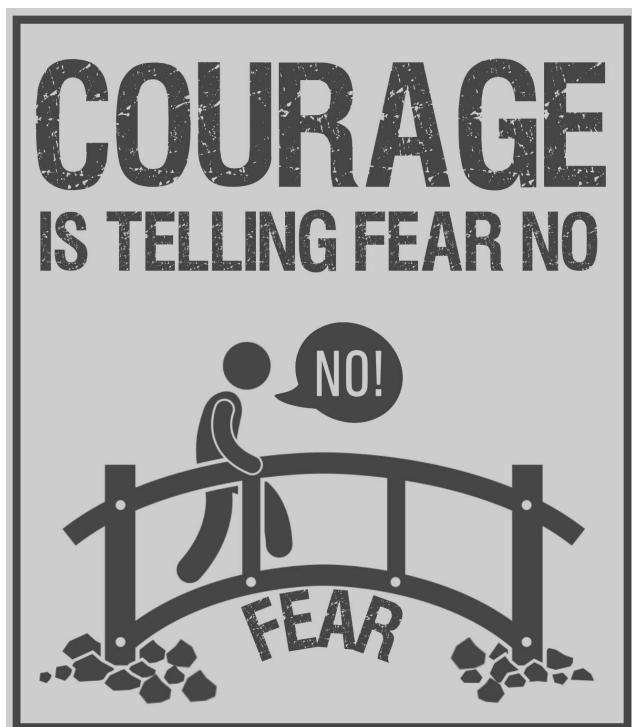
A diagram showing eight stylized human figures arranged in a circle, connected by a thin line. One figure on the left is speaking, with a speech bubble above their head. A ball is shown being tossed from this figure towards the center of the circle.

CATCH. RESPOND. ASK. TOSS.

A hand-drawn illustration of a signpost. The sign is rectangular with a handle at the top, mounted on a simple post. The text on the sign is written in a bold, hand-drawn font. The first line reads "GIVING CLUES". The second line reads "ELABORATE..." and the third line reads "EMPHASIZE!". There are some decorative lines around the text, including a vertical line on the left and a horizontal line under "EMPHASIZE!". The background is a solid light gray.

UNIT 7: GET GOING**LESSON 31: NOW YOU TRY (a) - Practice, Practice, Practice (continued)****TOOL-KIT CARDS (continued)***(Print and cut one set of cards)*

UNIT 7: GET GOING**LESSON 31: NOW YOU TRY (a) - Practice, Practice, Practice (continued)****TOOL-KIT CARDS (continued)***(Print and cut one set of cards)*

UNIT 7: GET GOING**LESSON 31: NOW YOU TRY (a) - Practice, Practice, Practice (continued)****TOOL-KIT CARDS (continued)***(Print and cut one set of cards)***Hint --> Hey Stop!**

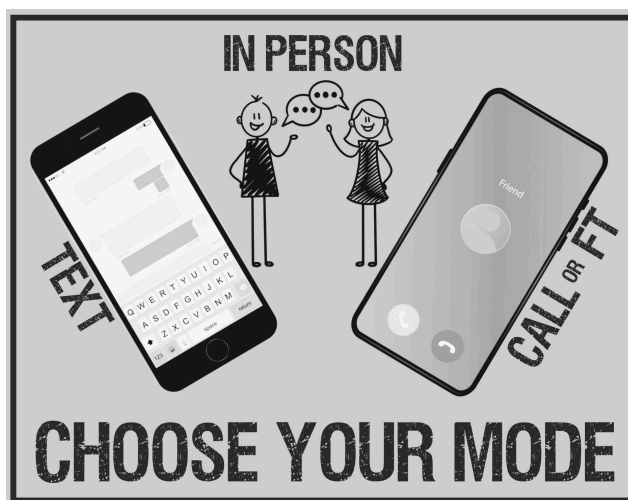
Body Language

Verbal Hints

Directness

Blunt Directness

Boundaries





UNIT 7: GET GOING

LESSON 32: YOU'VE GOT THIS!

Encouragement For The Journey

WHAT DID YOU THINK?

1. How would you describe your overall experience with this course?

*Amazing!
I loved it.*

*Pretty good,
I learned a lot.*

*It was ok,
but could be better.*

*I didn't enjoy
it at all*

2. What was your favorite part of the course?

What do you think made it feel that way?

3. What was the most challenging part?

What do you think made it feel that way?

4. How do you feel about your ability to handle real life conversations after taking this course?

1 = not at all

2 = barely

3 = somewhat

4 = pretty prepared

5 = very prepared

5. In which of the 3 CORE VALUES
(curiosity, kindness, courage) do you feel
you grew the most?

Where have you seen this growth in your
everyday experiences?

6. Which skill or tool that you learned do you
think was the most helpful for you personally?

What do you think made it feel that way?

7. On a scale of 1-5, how confident do you feel using the conversational tools you learned?

1 = not at all

2 = barely

3 = somewhat

4 = pretty confident

5 = very confident

8. Which part of the course helped you learn the most?

Teaching
Videos

Group
Discussions

Review
Worksheets

Practice In
Simulations

Watching Others
Practice

Feedback From
The Facilitator

UNIT 7: GET GOING**LESSON 32: YOU'VE GOT THIS! - Encouragement for the Journey (continued)****WHAT DO YOU THINK? (continued)**

9. Was there anything confusing or unclear about the lessons?

10. If you could give advice to a future student taking this course, what would it be?

Is there anything else you would like Cole and Selah to know?

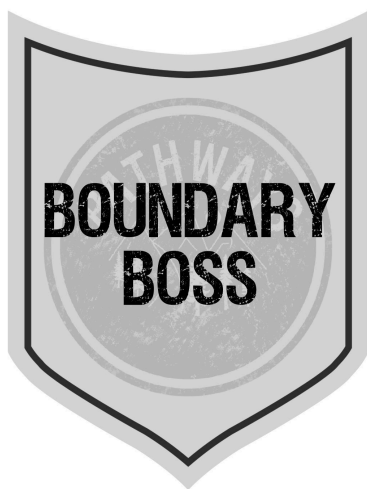
PERSONAL REFLECTION

After answering the questions above and reading your letter from the Time Capsule, how would you complete these sentences?

Before Pathways, I...

After Pathways, I...

UNIT 7: GET GOING**LESSON 32: YOU'VE GOT THIS!** - *Encouragement for the Journey (continued)***SPECIAL RECOGNITION BADGES**

UNIT 7: GET GOING**LESSON 32: YOU'VE GOT THIS!** - *Encouragement for the Journey (continued)***SPECIAL RECOGNITION BADGES**

PATHWAYS

TRAILBLAZER AWARD

proudly presented to

for setting out on a journey to become the kind of friend they wish they had, exploring the tools of curiosity and kindness along the way, and stepping courageously into relational conversations on the trail to more meaningful friendships.

Cole & Selah

COURSE CREATORS



FACILITATOR