# 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**? |
|---|---|
| Character traits such as:<br><br>Kind, Generous, Friendly, Brave, Respectful<br>Funny, Athletic, Helpful, Calm, Supportive<br>Exciting, Strong, Reliable, Bold, Creative<br>Caring, Honest, Adventurous, Loyal, Curious<br>Understanding, Patient, Hardworking, Hopeful<br>Resourceful, Thoughtful, Courageous, Tough<br>Inspiring, Trustworthy, Etc. | Phrases such as:<br><br>Hang out and have fun together<br>Show up for each other when it matters<br>Encourage each other when things are tough<br>Help each other out when we can<br>Etc. |

## What do you want from your…

| …relationships? | …reputation? |
|---|---|
| Possible sentence starters:<br><br>In my relationships, I want to be known for…<br><br>In my friendships, I want to be the person who…<br><br>I want my interactions to be… | Possible sentence starters:<br><br>When people think of me, I want them to think of……<br><br>When people talk about how I treat others, I'd like for them to say……<br><br>When my friends describe me, I hope they say I am… |

## 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.

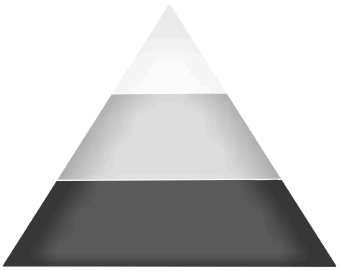
# UNIT 1: GET FOCUSED

**LESSON 1:** VISION - *What do I want? (continued)*

## AFTER WATCHING THE VIDEO

1. **Label the <u>PYRAMID OF YOU</u> by writing the correct phrase in the blank for each layer**

WHAT I DO WHAT OTHERS SEE WHAT I WANT



WHAT OTHERS SEE

WHAT I DO

WHAT I WANT

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

CHARACTER REPUTATION COMMUNITY RELATIONSHIPS VALUES

___RELATIONSHIPS__ = the friendships and close connections that I make

____REPUTATION____ = the ways people think of me and how they say that I am

____CHARACTER____ = the person that I actually am inside

_____VALUES_____ = the things and ideas that are most important to me

____COMMUNITY____ = 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?

*(Journal style personal reflection)*

Encourage students to consider:

CHARACTER is who I am even when nobody's looking.
REPUTATION is who people *think* I am based on what they can *see*.

# UNIT 1: GET FOCUSED

**LESSON 2:** AGENCY

*What can I control?*

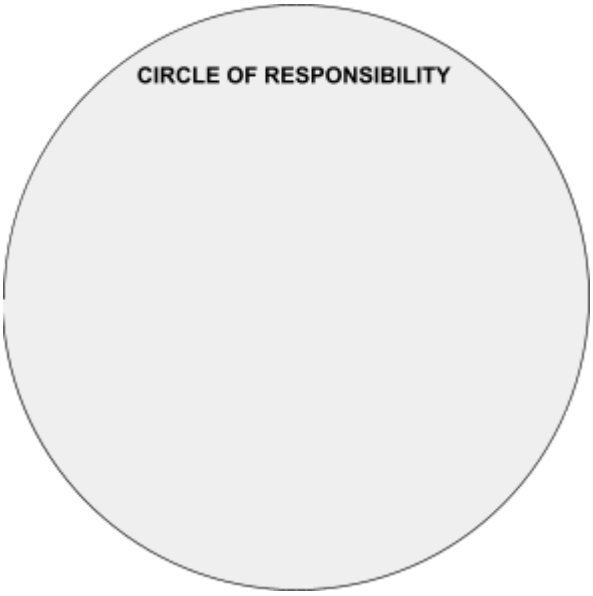
## CIRCLE OF RESPONSIBILITY

**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**

*Invite students to discuss. Answers will vary*




## 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.
- *I can choose to do my homework.*
- *I can choose to help a friend.*
- *I can choose to clean my room.*
- *I can choose to practice/work hard, etc.*

**Thoughts**

- I can choose to have positive thoughts.
- I can choose to challenge negative thoughts.
- *I can choose to focus on my strengths.*
- *I can choose to be optimistic about the future, etc.*

**Emotions**

- I can choose how I express my emotions.
- I can choose to talk about my feelings.
- *I can choose to practice calming techniques.*
- *I can choose to seek help when I'm feeling overwhelmed, etc.*

**Self-Care**

- I can choose to eat healthy food.
- I can choose to get enough sleep.
- *I can choose to exercise.*
- *I can choose to take breaks when I need them, etc.*

# 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 |
|---|---|
| *blame* | *power* |
| *can't* | *strong* |
| *powerless* | *can* |
| *inability* | *choices* |
| *weak* | *ability* |

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?

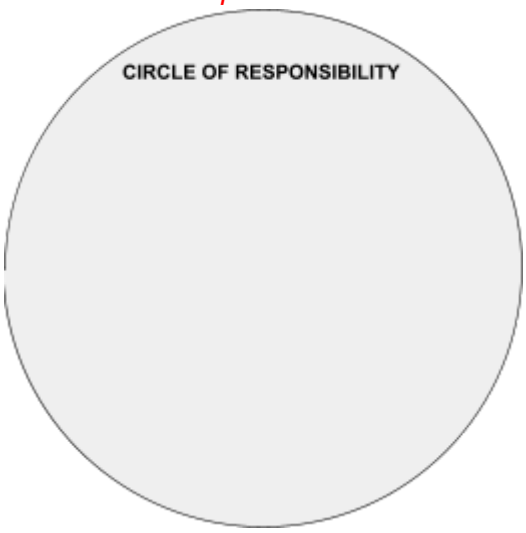
*Answers will vary.*
*Should contain something about taking an active role in changing the outcome of situations*

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**

*Personal response. Answers will vary.*



# UNIT 2: GET CURIOUS

## LESSON 3: CURIOUS ABOUT MYSELF

*What am I feeling?*

## EMOTION WHEEL

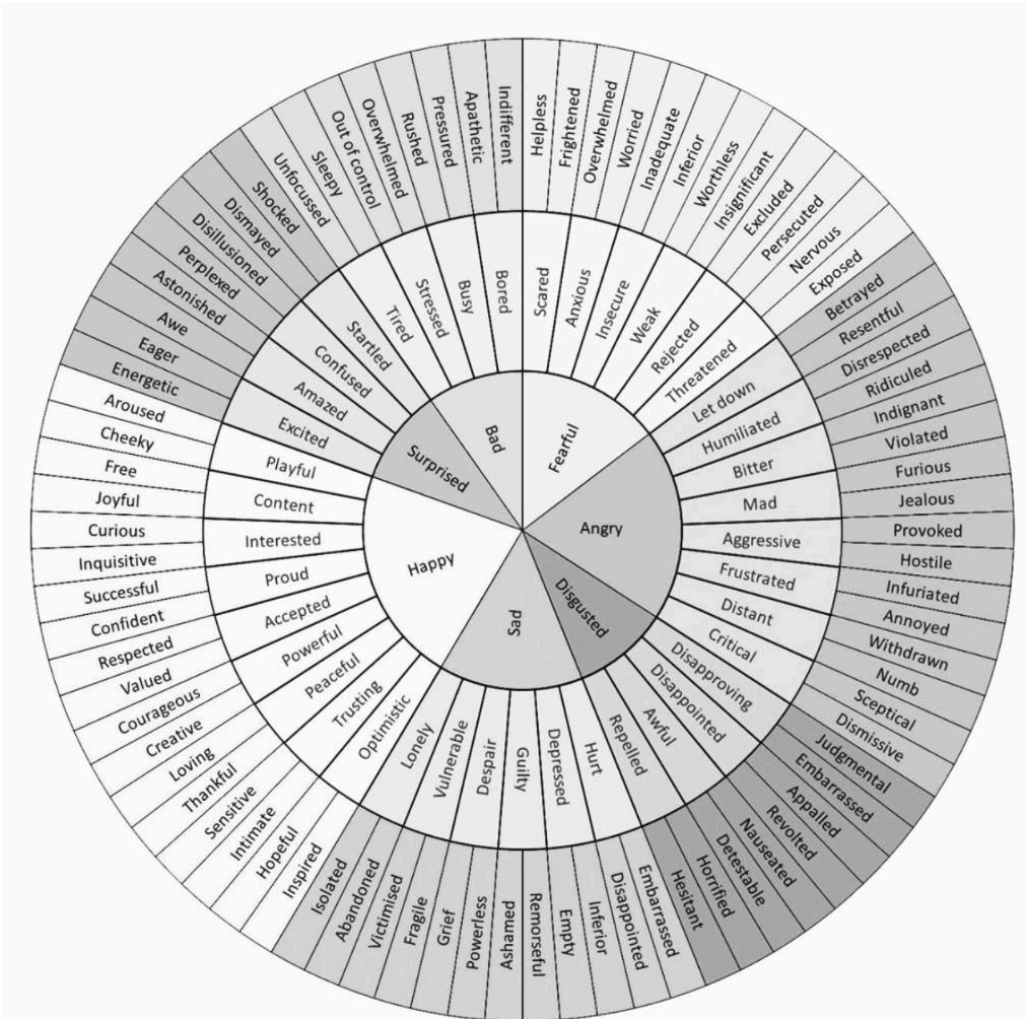
**Consider the following scenario and possibilities:** *GROUP DISCUSSION*

SCENARIO

Imagine your class is being broken into 2 teams to play a game of kickball.
Two students are selected to be the leaders and will choose who is on their team.

POSSIBILITIES

1. You were *not* chosen to be a team leader. How might you be feeling?
2. You *were* chosen to be a team leader. How might you be feeling?
3. You were chosen *last* to be on a team. How might you be feeling?
4. You were chosen *first* to be on a team. How might you be feeling?
5. A person who often annoys you or says unkind things was chosen first. How might you be feeling?
6. Your closest friend was chosen first. How might you be feeling?



# UNIT 2: GET CURIOUS

**LESSON 3:** CURIOUS ABOUT MYSELF - *What am I feeling? (continued)*

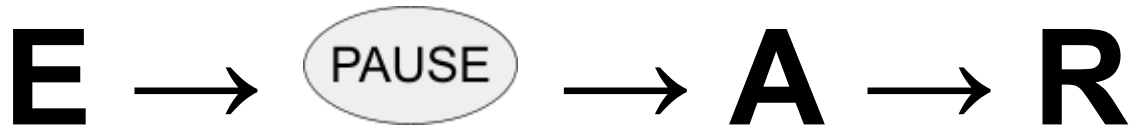
## AFTER WATCHING THE VIDEO

1. **Fill in the blanks with the words below to complete each sentence:**

   *circumstance body thought responds circumstance thought*

   - An emotion is NOT a _____thought_____ or a _____circumstance_____.
   - An emotion IS the way my ____body_____ _____responds_____ to a _____thought_____ or a _____circumstance_____.

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




E M O T I O N
*(E stands for…)*

A C T I O N
*(A stands for…)*

R E A L I T Y
*(R stands for…)*

1. **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. _____NOTICE_____ the emotion
   2. _____NAME_____ the emotion

2. **Think of a time this week when you felt a strong emotion, and finish the following sentences to journal your experience:** personal response - answers will vary

| | |
|---|---|
| *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?*

### GROUP ACTIVITY INSTRUCTIONS

Use the THINK, PAIR, SHARE method to evaluate the given scenario

1. Distribute WORKSHEETS 7-9
2. Divide students into pairs (if there is an odd number, the instructor can pair with a student)
3. Read the scenario together out loud.
4. EXERCISE A: Notice & Name
   a. Review the EMOTION WHEEL
   b. Allow 2-3 minutes for students to **independently** consider and write down their answers
   c. Allow 5 minutes for students to share and discuss their answers with their **partners**
   d. Allow 5 minutes for students to share and discuss their answers with the **whole group**
5. EXERCISE B: Discern & Decide
   a. Review the CIRCLE OF CONTROL
   b. Allow 2-3 minutes for students to **independently** consider and write down their answers
   c. Allow 5 minutes for students to share and discuss their answers with their **partners**
   d. Allow 5 minutes for students to share and discuss their answers with the **whole group**
6. EXERCISE C: Compare Emotions
   a. Invite students to **recall** their answers from Exercise A > NAME
   b. Instruct students to **copy** those answers to the BEFORE box in Exercise C
   c. Allow 5 minutes for students to discuss answers to the AFTER box with their **partners**
   d. Allow 5 minutes for students to share and discuss their answers with the **whole group**
7. EXERCISE D: Imagine A New Reality
   a. Allow 5 minutes for students to discuss possible answer with their **partners**
   b. Allow 5 minutes for students to share and discuss their answers with the **whole group**
8. EXERCISE E: Personal Reflection
   a. Invite students to **independently** reflect and respond to the experience.

**OPTIONAL: Switch partners between each exercise to mix it up**
Instruct 1 student from each pair to move to a different group (to the right, clockwise, etc.)

### THE POWER OF PAUSE

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

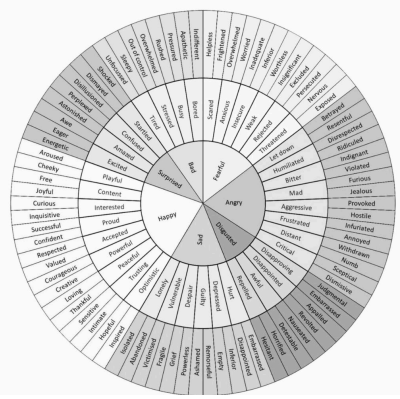
**E** → PAUSE → **A** → **R**

**EMOTION** ↓ **ACTION** **REALITY**

**<u>NOTICE</u>**
*I notice this emotion…*
in my BODY as…
in my THOUGHTS as…
in my ACTIONS as…

**<u>NAME</u>**
*This emotion might be called…*
Emotion Wheel - CIRCLE 1
Emotion Wheel - CIRCLE 2
Emotion Wheel - CIRCLE 3

### 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<br>*I might notice this emotion…* | | NAME<br>*This emotion might be called…* | |
|---|---|---|---|
| in my BODY as… | *sick stomach, shoulders slump clenched fist, tightness, flush* | Emotion Wheel (CIRCLE 1) | *sad* *angry* |
| in my THOUGHTS as… | *What if… I can't believe… If only…* | Emotion Wheel (CIRCLE 2) | *lonely* *let down* *despair* *frustrated* |
| in my ACTIONS as… | *checking my phone again pacing back and forth kicking the door* | Emotion Wheel (CIRCLE 3) | *abandoned* *betrayed* *grief* *resentful* *powerless* *annoyed* |

### 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**

*I'm not the one driving.*
*I can't drive myself.*
*I can't control the traffic. etc.*

# **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** | **AFTER** |
|---|---|
| I might have been feeling…<br>*(copy from EXERCISE A: NAME)*<br>*sad, angry, lonely, let down, despair, frustrated, abandoned, betrayed, grief, resentful, powerless, annoyed* | I might be feeling…<br>*(NAME new emotions)*<br>*still sad, hurt, disappointed*<br>**AND* can also feel*<br>*optimistic, hopeful, powerful, creative, etc.* |

## **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?

*In anger, might have lashed out onto others, possibly acted out and gotten in trouble, maybe grounded from playing video games, etc.*
*In sadness, might have spent the day crying in my bed for hours and feeling drained and sick for hours.*

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?

*Choosing to do something else like drawing, reading, or playing a game might have distracted from my anger or sadness and turned into a fun way to spend the day, even if it wasn't the experience I'd hoped*

## **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?*

*Personal Response. Answers will vary.*

# 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 |
|---|---|---|
| *red face*<br>*furrowed eyebrows*<br>*clenched fists*<br>*shirt untucked* | *door slammed* | *door shaking*<br>*books on the ground*<br>*people staring and whispering*<br>*someone running away* |

### WONDER

| ***What might have happened?*** | ***What might they be feeling?*** |
|---|---|
| *Did he drop his books?*<br>*Did someone knock the books out of his hands?*<br>*Did someone upset him and he threw his books?*<br>*etc.* | *angry, frustrated, annoyed*<br>*sad, embarrassed,*<br>*humiliated, disrespected,*<br>*etc.* |

# **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*"

*Personal response. Answers will vary.*
***CONSIDER only allowing students to use examples from outside of the classroom if you are including a time of sharing out loud in order to avoid classroom gossip.*

# **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

*actions*

*body (cannot see inside)*

*thoughts*

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

SELF-CONSCIOUS EMPATHY SELF-AWARE JUDGMENT

| | |
|---|---|
| _____ **X** *judgment*_____ | *forming an opinion or conclusion about someone or something* |
| _____ ✔ empathy _____ | *the ability to imagine and express care for the feelings of another person* |
| _____ ✔ self-aware _____ | *being aware of your own character, emotions, desires, and behaviors* |
| _____ **X** self-conscious_____ | *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 it might be **harmful**?

*Answers will vary.*

*May include something about only being able to see the way a person's emotions are reflected in their ACTIONS, so we can only judge the ACTION and not the person.*

*Judgment itself is sometimes good and necessary if a person's actions are HARMFUL.*

*For example, if someone hits another person or is holding a weapon, it is good to make the conclusion that it is not SAFE to be around that person right now.*

# 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

| *What might have happened?* | *What might they be feeling?* |
|---|---|
| **ACTIVITY INSTRUCTIONS:**<br>1. Read the scenario together out loud<br>***You might allow 3 students to stand up front and pose to "re-enact" the scene***<br>2. Instruct each group to complete the exercise for a different person in the scenario<br>○ GROUP 1: complete the exercise for **Sean**<br>○ GROUP 2: complete the exercise for **Kelsey**<br>○ GROUP 3: complete the exercise for **Kira**<br>3. Allow each group to share their answers and discuss with the whole class. | |

# **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?*

   *Personal Reflection. Answers will vary.*

## 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?*

   *Personal Reflection. Answers will vary.*

# 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

| *What might have happened?* | *What might they be feeling?* |
|---|---|
| **ACTIVITY INSTRUCTIONS:**<br>4. Read the scenario together out loud<br>***You might allow 3 students to stand up front and pose to "re-enact" the scene***<br>5. Instruct each group to complete the exercise for a different person in the scenario<br>○ GROUP 1: complete the exercise for **Teresa**<br>○ GROUP 2: complete the exercise for **Jayden**<br>○ GROUP 3: complete the exercise for **Teacher**<br>6. Allow each group to share their answers and discuss with the whole class. | |

# 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** *NOTE: answers will vary depending upon the environment card*

COMING FROM: insert name from environment card A GOING INTO: insert name from environment card B

| GROUP A<br>*What was it like here? How can you tell?* | GROUP B<br>*What's going on here? How can you tell?* |
|---|---|
| *I saw…* *what people were doing, items in the room that provide context etc.* | *I can see…* |
| *I heard…* *sounds, volume, conversation topics, etc.* | *I can hear…* |
| *Other people seemed to be feeling…* *emotions* | *Other people seem to be feeling…* |
| *I might have been feeling…* *emotions* | *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:* *answers will vary depending upon the environment*

**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:* *answers will vary depending upon the environment*

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

*answers will vary depending upon the environment*
*ie: lower my volume, slow down, stop talking, etc.*

# **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** *SAME AS WORKSHEET 16: answers will vary depending upon the environment*

COMING FROM: _____ GOING INTO: _____

| GROUP A<br>*What was it like here? How can you tell?* | GROUP B<br>*What's going on here? How can you tell?* |
|---|---|
| *I saw…* | *I can see…* |
| *I heard…* | *I can hear…* |
| *Other people seemed to be feeling…* | *Other people seem to be feeling…* |
| *I might have been 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**<br>Grandma is in the front and baby sister is in the back seat | **A HOUSE OF WORSHIP**<br>A church, temple, mosque, synagogue, cathedral, etc. |
| **THE LIBRARY** | **A FINE ART MUSEUM**<br>on a school field trip | **A MOVIE THEATER**<br>inside the viewing room |
| **THE LUNCHROOM** | **THE GYMNASIUM**<br>for P.E. class | **THE CLASSROOM** |
| **THE PLAYGROUND**<br>at recess or after school | **A BIRTHDAY PARTY**<br>in your friend's backyard | **A FOOTBALL GAME** |
| **A SCHOOL DANCE**<br>to celebrate the end of the school year | **A SCHOOL ASSEMBLY**<br>to hear a special speaker | **SOCCER PRACTICE**<br>with your teammates |
| **A SCHOOL CONCERT**<br>(vocal or band performances) | **A CLOTHING STORE**<br>with a parent | **THE ZOO**<br>with your family |
| **A BONFIRE**<br>with friends | **A HOSPITAL**<br>to visit your grandparent who has been ill | **A FANCY RESTAURANT**<br>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

**1. Write the correct word in the blank for each definition:**

*situational-awareness* *perspective*

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

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

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

| energetic, excited, active | calm, peaceful, relaxed |
|---|---|
| • *answers will vary*<br>• *ie: sporting event, party, etc.*<br>• | • *answers will vary*<br>• *ie: bedroom, living room, etc.*<br>• |
| **somber, sad, quiet** | **focused, thoughtful, attentive** |
| • *answers will vary*<br>• *ie: funeral, hospital, etc.*<br>• | • *answers will vary*<br>• *ie: classroom, assembly, etc.*<br>• |

**3. 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?*

*answers will vary - may include a closed circle of people, or people turning away, closed off facial expressions and body language to suggest wanting to be alone, suddenly hushed, etc.*

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

*answers will vary - may include someone behaving aggressively, angry tone of voice or angry chanting, visuals (posters, symbols) growing volume, large crowd, the presence of a weapon, etc.*

# 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…* |
|---|---|
| *Specific people, activities, food, etc.* | *Laughter, talking, video game sounds, etc.* |

### HOW ARE PEOPLE FEELING ABOUT IT?

| *People might be feeling…* | *I'm probably feeling…* |
|---|---|
| *Consider different groups*<br>*Some might be happy if winning the game, upset if losing, excited about swimming if they enjoy it or anxious if they don't know how to swim, etc.* | *Nervous about not knowing many people, anxious about talking to strangers, possibly excited about swimming or enjoying good food, etc.* |

### WHAT AM I LOOKING FOR?

| BLUE FILTER (*opportunities*) | RED FILTER (*threats*) |
|---|---|
| *Might meet and make a new friend*<br>*Might discover a new video game you enjoy*<br>*Might not get to swim often and could be fun, etc.* | *Concerned you might not be welcomed into a group, uncomfortable about the way you look in a bathing suit, afraid of saying the wrong thing, etc.* |

# **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 themself with the concert program.

### WHAT'S GOING ON IN HERE?

| *I can see…* | *I can hear…* |
|---|---|
| *Fancy clothes, lots of traffic and minimal parking, only adults, narrow seats, etc.* | *Cars and traffic sounds, possibly the orchestra warming up, silence in the concert hall, loud gum chewing next to me, etc.* |

### HOW ARE PEOPLE FEELING ABOUT IT?

| *People might be feeling…* | *I'm probably feeling…* |
|---|---|
| *Excited about or dreading the music, comfortable or uncomfortable depending on the person, etc.* | *Excited about or dreading the music, comfortable or uncomfortable, etc.* |

### WHAT AM I LOOKING FOR?

| BLUE FILTER (*opportunities*) | RED FILTER (*threats*) |
|---|---|
| *Get to spend time with mom, get to wear fancy clothes, get to see something I might have never seen before, get to enjoy the breeze from my neighbor's paper fan, etc.* | *Have to walk a long way, have to wear uncomfortable clothes, have to hear annoying music, have to listen to loud gum chewing, etc.* |

# **UNIT 2:** GET CURIOUS

**LESSON 8:** SITUATIONAL AWARENESS - *Did I miss something? (continued)*

## AFTER WATCHING THE VIDEO

1. **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?**

   _____*What's going on here*_____?

   _____*How are people feeling about it*_____?

   _____*What am I looking for*_____?

2. **Write your own definition for negativity bias:**

   *Answers will vary - something about the brain choosing to see the negative in situations first*

3. **Consider and answer the following questions:**

   *What are some of the benefits of "looking for what you hope to find"?*

   *Answers will vary - might include:*
   *Begin to see opportunities and change our attitudes about citations*
   *Provide courage to try something new, etc.*

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

   *Answers will vary - might include:*
   *Identifying dangerous situations*
   *Identifying patterns and behaviors in others that could be toxic, etc.*

**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. *personal response - answers will vary*
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?*

*PERSONAL RESPONSE - Answers will vary*

*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…")

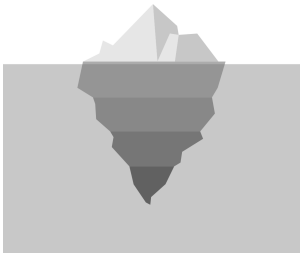
**2. Decide which words might go above or below the surface of the icebergs below.**

*nervous scared grumpy angry insecure*

**EXAMPLE**

"They're just…"
- grumpy
- angry

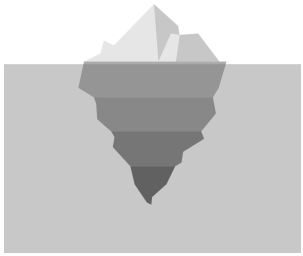
"I wonder if they're…"
- nervous
- scared
- insecure



*grouchy confused mad overwhelmed stressed*

"They're just…"
- *grouchy*
- *mad*

"I wonder if they're…"
- *confused*
- *overwhelmed*
- *stressed*



*vulnerable snippy rejected rude excluded*

"They're just…"
- *rude*
- *snippy*

"I wonder if they're…"
- *vulnerable*
- *rejected*
- *excluded*

*happy lonely sad playful depressed*

"They're just…"
- *happy*
- *playful*

"I wonder if they're…"
- *lonely*
- *sad*
- *depressed*

# 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?**

**GAME INSTRUCTIONS**

- Print and cut out cards on **Worksheet 27**
- Distribute **Worksheets 25-26**
  - Choose a student to draw a card.
  - Have this student act out their surface appearance (A) as written on the card.
  - Allow the class to vote FRIEND or FOE (Would you approach this student or walk away?)
  - Discuss Why or Why not?
  - Instruct the class to write judgment statements based on what they observed (*"They're just…angry, moody, hyper, etc."*)
  - Allow time for students to share these initial thoughts with the class.
  - Then, have the student-actor change their actions to reflect what they're actually feeling (B) as written on the card.
  - Instruct the class to write curiosity questions based on these new actions ("*I wonder if they're feeling…sad, lonely, nervous, shy, etc.*")
  - Allow time for students to share these questions with the class.
  - Have the student-actor tell the class what they actually wanted (C) as written on the card, and discuss the results as a class.
  - Allow the class to share possible ways the character could adapt their behavior to invite what they really wanted, and have the student-actor imitate these suggestions.
- Repeat with a new student actor for up to 8 rounds (print additional worksheet copies for rounds 5-8)

### 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.)*

*Answers will vary depending upon the card drawn*

**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** | **ROUND 4** |
|---|---|
| **Circle your vote:** FRIEND or FOE | **Circle your vote:** FRIEND or FOE |
| **Write a judgment statement with 2-5 emotions:**<br>*"They're just…"*<br>*(angry, moody, hyper, silly, aggressive, etc.)* | **Write a judgment statement with 2-5 emotions:**<br>*"They're just…"*<br>*(angry, moody, hyper, silly, aggressive, etc.)* |
| *Answers will vary depending upon the card drawn* | *Answers will vary depending upon the card drawn* |
| **Write a curiosity question with 2-5 emotions:**<br>*"I wonder if they're feeling…"*<br>*(sad, lonely, nervous, confused, shy, etc.)* | **Write a curiosity question with 2-5 emotions:**<br>*"I wonder if they're feeling…"*<br>*(sad, lonely, nervous, confused, shy, etc.)* |
| **What did they actually want?** | **What did they actually want?** |
| **How could they change their body language to invite what they 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.<br>B) **Under the surface**, you're feeling humiliated, betrayed, and disrespected because someone said something embarrassing about you.<br>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 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.<br>B) **Under the surface**, you're feeling anxious, alone, and a little scared because it's your first day at a brand new school.<br>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 goofy. You're bouncing from side to side, laughing on and off, and being louder than necessary.<br>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.<br>C) **What you really want** is for someone to invite you to hang out or dance with them. | A) **On the surface**, you appear sad. Your body is slumped, your head is down, and you rock forward and backward, hands clasped<br>B) **Under the surface**, you're feeling nervous, insecure, and vulnerable because a person you really like is standing just a few feet away.<br>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 peaceful. Your body is calm and you keep your chin up and look around with a small closed-mouth smile.<br>B) **Under the surface**, you're feeling sad, disappointed, and afraid you might cry because you didn't make the basketball team.<br>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 confident and relaxed. Your shoulders are back, your chin is up, your eyebrows are up, and you are smiling<br>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.<br>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 furious. You lean forward, throwing your hands in the air, rolling your eyes, letting out loud sighs and groans.<br>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.<br>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 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.<br>B) **Under the surface**, you're feeling excited, hopeful, and optimistic because you've just joined this club and are eager to make friends.<br>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. |

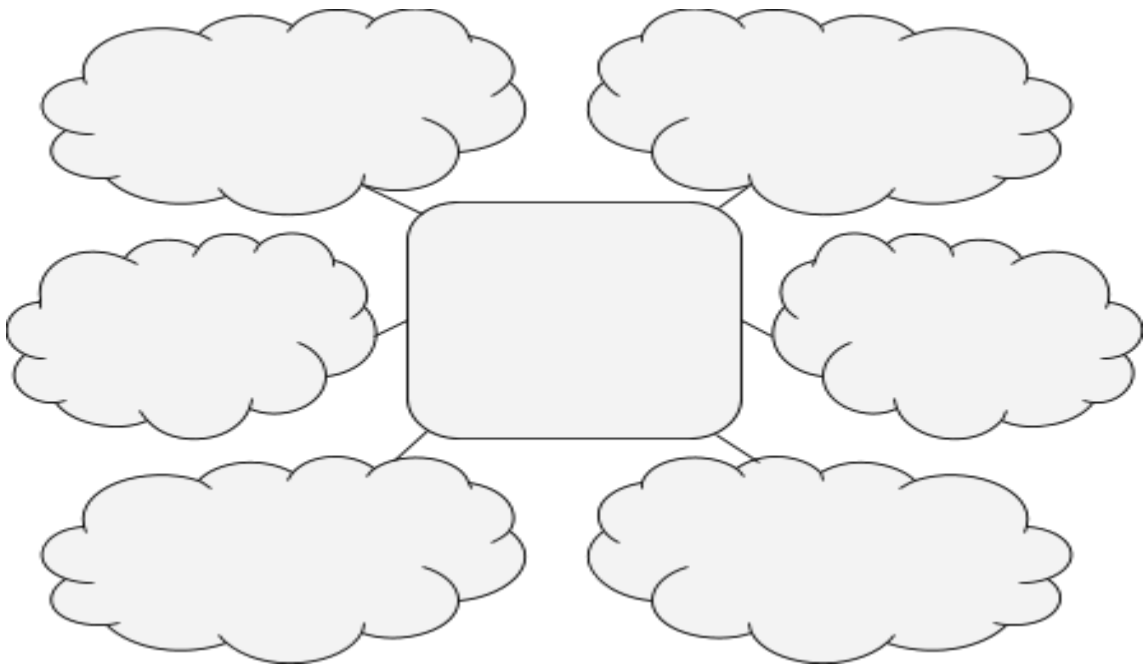
# UNIT 2: GET CURIOUS

**LESSON 11:** FINDING CLUES (a)

*Wearing & Carrying*

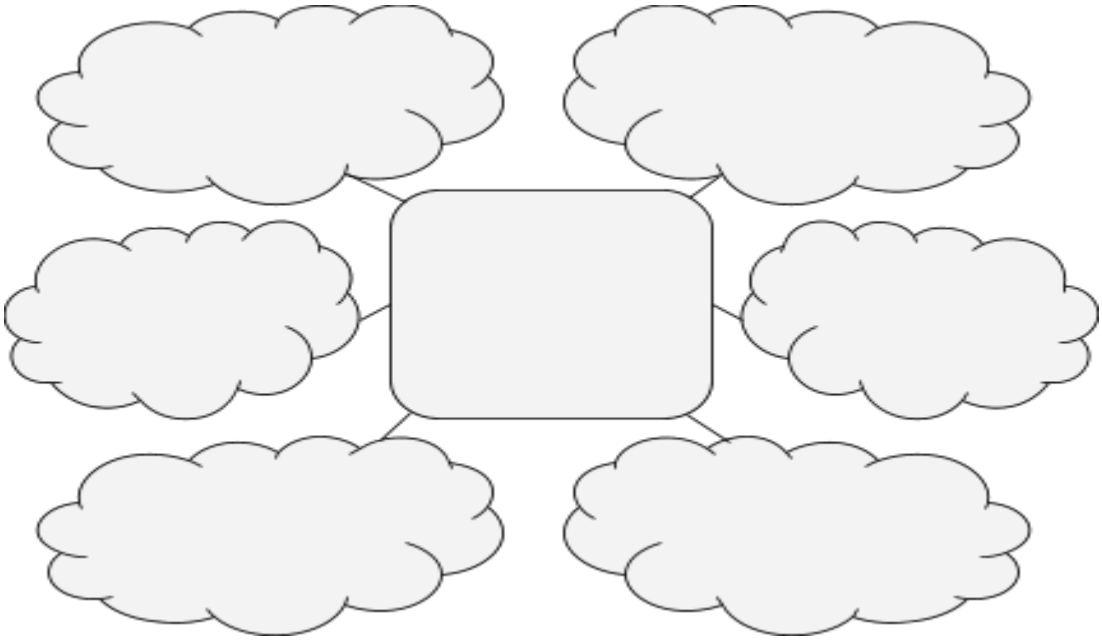
## CURIOSITY WEB

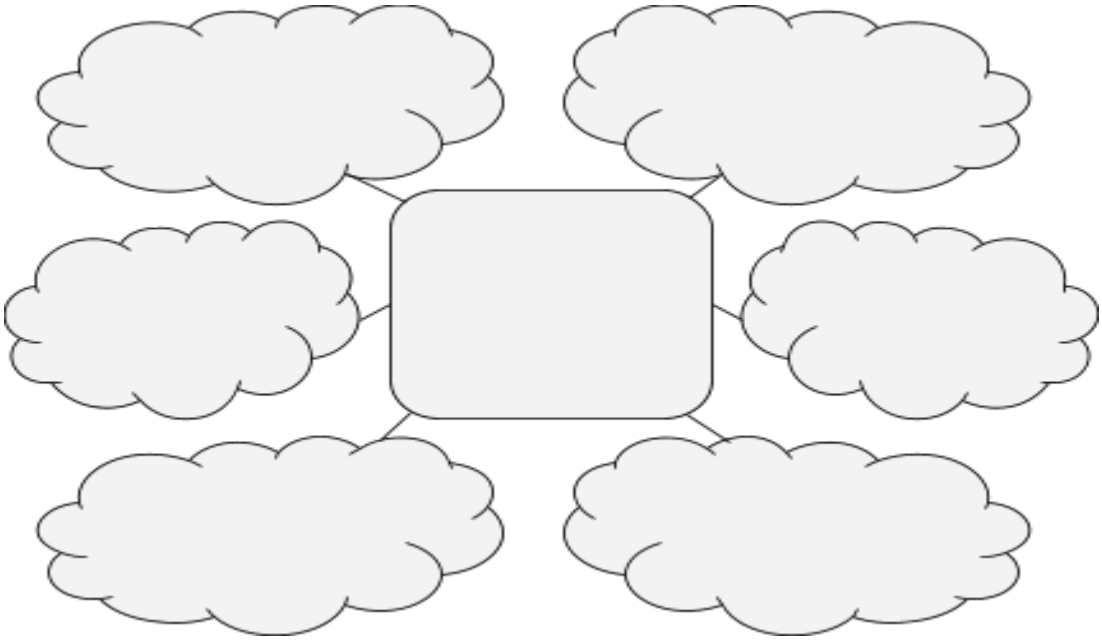
1. **What do you NOTICE on the student?** *Write one thing in the center box.*
2. **What might you WONDER about the student from this?** *Write questions in the clouds.*



# **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?*

*Personal reflection: answers will vary. Consider clothing, jewelry, hats, bags, shoes, etc.*

# 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 _____*wonder*_____ about it.

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

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

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

1. *The item (that others **see**) is:*
   *Personal reflection: answers will vary*
   *Example: green water bottle with hiking/camping stickers on it*

2. *Some questions others might **wonder** about me from this item:*
   *Personal reflection: answers will vary*
   *Example: Is it their water bottle or did they borrow it from someone?*
   *Is green their favorite color?*
   *Do they like to hike and camp?*
   *Where is their favorite place to hike and camp?*
   *Do they try to drink a certain amount of water everyday?*
   *What is their favorite beverage to drink?*

3. *What I **know** is actually true or interesting about me related to this item:*
   *Personal reflection: answers will vary*
   *Example: This is my dad's water bottle, and I'm using it because mine is dirty*
   *My dad loves the outdoors, but I would rather stay inside.*
   *I don't like plain water, so I add flavored electrolytes to my water.*

4. *Do I think this item **invites** an interesting conversation? Why or why not?*
   *Personal reflection: answers will vary*
   *"Yes, because…" or "No, because…"*

# UNIT 2: GET CURIOUS

**LESSON 12:** FINDING CLUES (b)

*Wearing & Carrying*

## GROUP ACTIVITY

### ROUND 1

**WHAT I NOTICE:**

Tell students:

- *"Your mission today is to discover interesting stories or details behind the items your classmates are wearing or carrying by crafting thoughtful, curious questions."*

Invite one student to come to the front of the room.

- Allow 2 minutes for the class to silently observe and write any interesting items they notice the student is wearing or carrying.
- Invite students to share the items they noticed (red shirt, logo, necklace with pink stone, etc.)
- Ask the student in the front to choose one of these items they feel comfortable talking about.
- Allow the class to silently write as many thoughtful, kind, and curious questions about the selected item as they can in 3 minutes.
- Invite the class to take turns sharing their questions with the group.
- After several questions have been shared, allow the student in the front to share what they wish about the item (story behind it, how they got it, why it matters to them, etc.)

Repeat with a new student for a second round.

**THE ITEM CHOSEN:**

**WHAT I WONDER:**

*(After hearing the story behind it)*

**WHAT I FOUND INTERESTING or RELATABLE:**

### ROUND 2

**WHAT I NOTICE:**

*Ex: watch with pink band*
*purple hat that says "VIKINGS"*
*Notebook with horses on it*
*Holding a spiderman comic book*
*T-shirt that says "Gamer For Life"*
*Hair in a glittery black scrunchie*

**THE ITEM CHOSEN:** *Spiderman Comic Book*

**WHAT I WONDER:**

*Was this a gift or did they buy it for themselves?*
*Do they only like Spiderman or all superheroes?*
*Did they watch/enjoy the Spiderman movies?*
*Are they strictly team Marvel or also DC Comics?*
*How long have they been into Spiderman?*

*(After hearing the story behind it)*

**WHAT I FOUND INTERESTING or RELATABLE:**

*They had to save up for 3 months to buy this comic because it was a special edition. I once saved up my allowance to buy a video game I really wanted, so we have this in common.*

# **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 | ROUND 4 |
|---|---|
| **WHAT I NOTICE:**<br><br>*Answers will vary based on individuals* | **WHAT I NOTICE:** |
| **THE ITEM CHOSEN:** | **THE ITEM CHOSEN:** |
| **WHAT I WONDER:** | **WHAT I WONDER:** |
| *(After hearing the story behind it)*<br>**WHAT I FOUND INTERESTING or RELATABLE:** | *(After hearing the story behind it)*<br>**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…"*

*TO BE USED WITH VIDEO. Answers will vary.*

## WHAT DOES KINDNESS DO?

**Think of someone you know who is KIND.**
*What types of things do they DO that are kind?*

*TO BE USED WITH VIDEO. Answers will vary.*
*Might include: helps others, makes others feel good about themselves, considers others first, etc.*

## 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?*

*Personal reflection - Answers will vary.*

# **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?*

Instructions:

- Read the story together out loud, then invite students to silently reflect on the question:

  "*Where would you insert kindness, and how might that change the ending of this story?"*
- After a few minutes, invite students to share their thoughts out loud, choosing a moment of kindness to insert and "disrupt" the story.
- Discuss the potential ways this might create a "snowball effect" of benefits.
- Rewrite the story together as a collaboration of everyone's ideas.

# **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 _____HELPING_____ and _____CONSIDERING_____ others.

Cruelty is _____HARMING_____ and _____CRUSHING_____ 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** __HELP__ **I** ____INVITE____ **R** __RESPECT__ **E** _ENCOURAGE_

**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)*

*Answers will vary.*
*Might include: body is tense, hands clenched, furrowed brow, annoyed sigh, etc.*

# 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?*

*Answers will vary. Might include discomfort, inconvenience, reputation, etc.*

### JUDGE

What might you negatively assume about this person?
*"Oh, they're just…"*

*Answers will vary. Might include annoying, weird, lazy, rude, etc.*

**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)*

*Answers will vary.*
*Might include ignore them, laugh/make fun of them to someone else, say something rude to them, etc.*

# **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?* |
|---|---|---|
| *Ex: sad, disappointed, lonely, angry, offended, etc.* | *Ex: constant disappointment might encourage them to stop trying to make friends, offense or unresolved anger might cause them to be snippy with someone they care about, etc.* | *Ex: if they stop trying to make friends, they might miss out on a great friendship and loneliness will grow; if they are snippy with someone they love, it could damage the relationship, etc.* |

### 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?* |
|---|---|---|
| *Ex; possibly guilty, ashamed, anxious or nervous, or maybe powerful and popular if others joined me* | *Ex: guilt, shame, and anxiety might impact my ability to focus in my classes, or a power trip might encourage me to participate in more hurtful behaviors again to get more attention* | *Ex: inability to focus might lead to poor grades, engaging in additional hurtful behaviors might lead to consequences such as demerits, suspension, or worse.* |

## 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?

*Answers will vary. Should reflect a "snowball effect" of this might lead to this which might lead to this, etc.*

# UNIT 3: CHOOSE KINDNESS

**LESSON 14:** KINDNESS (b)*…is the filter (continued)*

## GROUP ACTIVITY 1 - BLUE TEAM

### GET CURIOUS

| **NOTICE** | **WONDER** |
|---|---|
| What do you notice about their *appearance, actions,* and *environment* that might provide clues about what's going on *"under the surface?"* | What might have *happened* before this, or what might be *out of their control* in this situation? |
| *Answers will vary - should include body language, actions, and actions/attitudes of others in the room* | *Ex: maybe they had a family emergency, illness, can't control the fact that their family moved and had to leave friends behind, etc.* |
| | What might they be *thinking or feeling?* |
| | *Ex: lonely, anxious, etc.* |

**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.

*Answers will vary. Might include inviting, joining, checking in, etc.*

# **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? |
|---|---|---|
| *Ex: relieved, happy, included, grateful, encouraged, etc.* | *Ex: happiness might rub off and they extend kindness to someone else (pay it forward) or encouragement might help them feel more confident to interact more in class, etc.* | *Ex: confidence might spill into other areas, leading to better grades, better relationships, etc.* |

### 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? |
|---|---|---|
| *Ex: fulfilled, inspired, grateful, empowered, etc.* | *Ex: inspired and empowered might lead to taking more courageous actions throughout the day in class, in relationships, trying something new, etc.* | *Ex: courageous steps might lead to finding a new hobby or skill, making new friendships, etc.* |

## 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?

*Answers will vary. Should reflect a "snowball effect" of this might lead to this which might lead to this, etc.*

# **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 | RECEIVER ****FUNNY**** |
|---|---|
| Look and point at the other person's feet and laugh. Then say, "*Nice shoes! Did you steal them from your grandpa*?" | 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** | **RECEIVER** ****CRUEL**** |
| Look and point at the other person's clothes and say, "*So you're really gonna wear that, huh? Bold choice!*" Then laugh. | 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** | **RECEIVER** ****CRUEL**** |
| 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. | 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** | **RECEIVER** ****FUNNY**** |
| Start walking towards the other person and say, "*Oh hey, so how's the world's biggest Star Wars nerd today?*" with a laugh. | 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?*

*Personal response. Answers will vary.*

*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?

*Personal response. Answers will vary.*

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

*Personal response. Answers will vary.*

*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?*

INSTRUCTIONS:

- Break students into small groups
- Read the short story out loud as a group: then, instruct each group to consider what might happen if she had chosen courage, and rewrite the ending of the story.
- Allow time for each group to share their new endings with the class.

# **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 | *Possible answers: sad, disappointed, ashamed, etc.* | *Possible answers: zero chance to win the prize, missed opportunity to grow as an artist, etc.* | *Possible answers might include: a sense of safety, didn't take a scary risk* |
| If she tries but doesn't win | *Possible answers might include: disappointed, proud of herself for trying, brave, empowered, etc.* | *Possible answers might include: might not win the prize, people might not like her art, etc.* | *Possible answers might include: might win the prize, people might like her art, opportunity to grow, etc.* |
| If she tries and wins | *Possible answers might include: excited, empowered, encouraged, validated, etc.* | *Possible answers might include: might not win the prize, people might not like her art, etc.* | *Possible answers might include: win the prize, her art is liked, grew in courage and as an artist, etc.* |

**DISCUSS:** *PROCESS VERBALLY TOGETHER OUT LOUD AS A CLASS -*

- 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)?*

*Personal response. Answers will vary*

*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 _____telling_____ _____fear_____ "____NO___ " !

**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

| | |
|---|---|
| ___Notice & Name Your Emotions___ | Identifying what we're feeling can help shrink really BIG emotions (fear), and bring our thinking brain back online. |
| _____Know What You Want_____ | Remembering and focusing on the thing we want *most* can help quiet the *fear-based* desire we feel in the moment. |
| _____Plan A Safety Check-In_____ | Kindness from a *safe person* can encourage and remind us that we are loved before and after a brave action. |
| _____Be Patient_____ | 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?

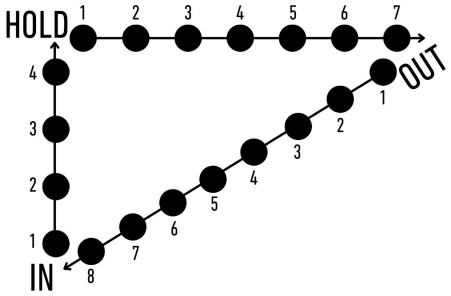
*Personal Response. Answers will vary. Should reflect a dangerous situation and a plan to seek safety and/or get help.*

# UNIT 4: CHOOSE COURAGE

**LESSON 16:** COURAGE (b)

*…is the bridge*

## PATHWAYS TO COURAGE

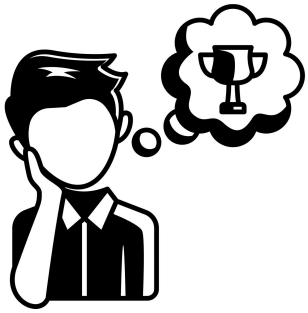



**BREATHE**

4 - 7 - 8 METHOD

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

*Walk students through this exercise 2-3 times*

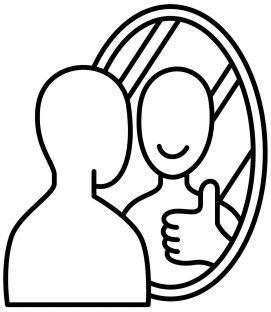


**VISUALIZE**

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*)

*Read the scenario on Worksheet 47 and invite students to share answers to the questions above for this scenario*



**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.

*Read the scenario on Worksheet 47 and invite students to share answers to the questions above for this scenario*

**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).

*Invite students to practice this pose with you one step at a time.*

# **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 *DISCUSS AS A CLASS* | POSITIVE SELF TALK *DISCUSS AS A CLASS* |
|---|---|
| *Imagine a good outcome:*<br>What's the BEST that could happen?<br>What positive things might come from this?<br>"No matter what, I will gain…" (*fill in the blank*) | *Consider:*<br>What would I tell a friend in this same situation?<br>Create a list of "I AM" words that feel empowering.<br>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 *(C and F might be considered DANGEROUS - discuss safety)*

| | |
|---|---|
| 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** | **POSITIVE SELF-TALK** |
|---|---|
| What's the BEST that could happen? | What might Jenna tell a friend in this same situation? |
| *Get the role she really wants*<br>*Have a fantastic experience* | *I believe in you!*<br>*I think you can do this!*<br>*You enjoy acting and would really enjoy this!*<br>*etc.* |
| What positive things might come from this? | Create a list of "I AM" words that might empower Jenna. |
| *Get a role in the play*<br>*Make new friends*<br>*Gain confidence*<br>*etc.* | *capable, courageous, confident, etc.* |
| "No matter what, Jenna will gain…" (*fill in the blank*) | Create a list of "I CAN" sentences to inspire Jenna |
| *Pride in herself for trying*<br>*Build confidence in telling fear "no"*<br>*(gets easier the more you do it)*<br>*etc.* | *I can say no to fear.*<br>*I can choose to go after what I really want most.*<br>*I can breathe through this and find courage.*<br>*etc.* |

# **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?*

*Answers will vary. Should include elements like:*
*Calming her body with breathing or other "body" tools*
*Calming her mind and encouraging herself with visualization tools and positive self-talk*
*Experiencing positive benefits/gains/outcomes*
*etc.*

## 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?*

*Personal response. Answers will vary.*

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

| **VISUALIZE** | **POSITIVE SELF-TALK** |
|---|---|
| What's the BEST that could happen? | What might you tell a friend in this same situation? |
| What positive things might come from this? | Create a list of "I AM" words that might empower you. |
| "No matter what, I will gain…" (*fill in the blank*) | 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:**

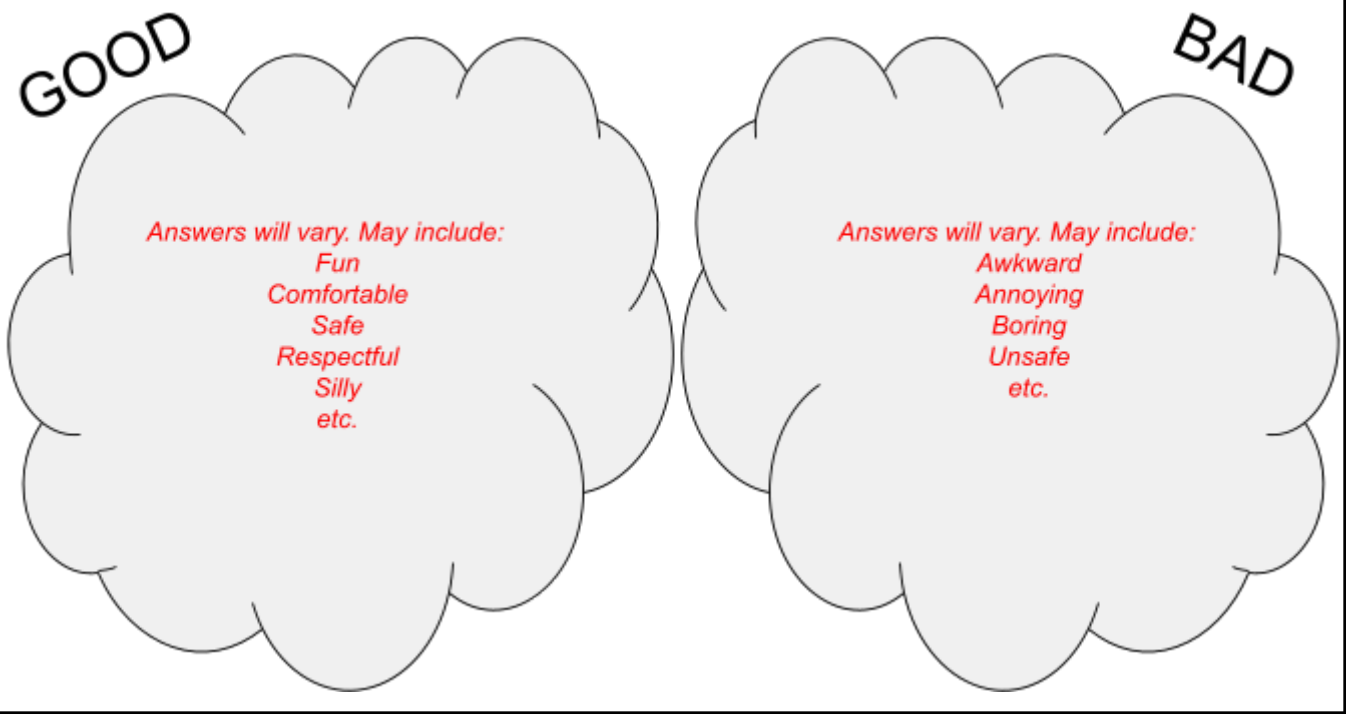
*Think of a conversation you really enjoyed. What was it like? What was enjoyable about it?*

*Personal Reflection. Answers will vary*

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

*Personal Reflection. Answers will vary*

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



# 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!"

   *Both people were talking and listening equally.*

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.

   *The focus was on the activity - taking pictures. There was not a pattern of talking and listening.*

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!"

   *While a few comments were made, there was not a continuing pattern of talking and listening. The focus was on the activity - playing a video game.*

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.

   *Both people were talking and listening equally.*

## PERSONAL REFLECTION

**Consider and Respond:**

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

*PERSONAL RESPONSE - Should indicate one or the other*

*What is uncomfortable about the one you prefer less?*

*PERSONAL REFLECTION - Answers will vary*

*What do you think might make it feel less uncomfortable?*

*PERSONAL REFLECTION - Answers will vary*

# **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 _____DOING_____ .

CONVERSATIONS require _____TALKING_____ and _____LISTENING_____ .

**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
- X ONLY TALK ABOUT YOURSELF
- X BE QUICK TO JUDGE OTHERS
- X CORRECT THE OTHER PERSON A LOT
- ✓ STAY CURIOUS
- ✓ 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?*

*PERSONAL REFLECTION - Answers will vary, but should reference one of the 3 labeled awkward (X) above*

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

*PERSONAL REFLECTION - Answers will vary,*

# 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**<br>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<br>"*Only talk about yourself*"<br>Keep interrupting to talk instead about the best meal you ever ate and all of your favorite foods |
| **SCENARIO**<br>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<br>"*Correct the other person repeatedly*"<br>Keep interrupting to tell them, "You're saying that wrong" or "That's not how it went" or "Try again" |
| **SCENARIO**<br>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<br>"*Be quick to judge*"<br>Respond with sarcasm, eye rolls, and "Really?" or "Oookay" or "Mmm hmm - sure" or "Whatever" |
| **SCENARIO**<br>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<br>"*Let both people talk*"<br>Offer feedback, "I felt the same!" or "I liked what you said about __ " then ask a follow-up question |
| **SCENARIO**<br>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<br>"*Celebrate The Other Person*"<br>Respond with phrases like, "That must have been amazing!" and "Wow - that's impressive!" |
| **SCENARIO**<br>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<br>"*Stay Curious*"<br>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**<br>…is talking about the big sports game last weekend.<br><br>CHOOSE A SPORT AND<br>2 TEAM NAMES FOR THE BIG GAME:<br><br>**Sport:**<br><br>**Team 1:** **Team 2:**<br><br>LIST 4 THINGS THEY MIGHT WANT TO SHARE:<br><br>**1.**<br>**2.**<br>**3.**<br>**4.** | **STUDENT A**<br>…is talking about a new hobby they enjoy.<br><br>CHOOSE A HOBBY FOR THIS STUDENT:<br>(*painting, playing guitar, horseback riding, etc.*)<br><br>**Hobby:**<br><br>LIST 4 THINGS THEY MIGHT WANT TO SHARE:<br><br>**1.**<br>**2.**<br>**3.**<br>**4.** |
| **STUDENT B**<br>…keeps correcting the other person.<br><br>CIRCLE: *Awkward* or *Awesome*<br><br>LIST 4 THINGS THEY MIGHT SAY:<br><br>**1.**<br>**2.**<br>**3.**<br>**4.** | **STUDENT B**<br>…keeps interrupting to talk about themself.<br><br>CIRCLE: *Awkward* or *Awesome*<br><br>LIST 4 THINGS THEY MIGHT SAY:<br><br>**1.**<br>**2.**<br>**3.**<br>**4.** |
| **Use the information above to write a short scene to act out for the class.**<br>*(Make notes on the back of this paper if needed)*<br><br>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.**<br>*(Make notes on the back of this paper if needed)*<br><br>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

CREATE AN IMAGINARY CONVERSATION

**STUDENT A**

…is talking about the big sports game last weekend.

CHOOSE A SPORT AND
2 TEAM NAMES FOR THE BIG GAME:

**Sport:**

**Team 1:** **Team 2:**

LIST 4 THINGS THEY MIGHT WANT TO SHARE:

1.
2.
3.
4.

**STUDENT B**

…shows interest and asks questions to learn more.

CIRCLE: *Awkward* or *Awesome*

LIST 4 THINGS THEY MIGHT SAY:

1.
2.
3.
4.

**Use the information above to write a short scene to act out for the class.**
*(Make notes on the back of this paper if needed)*

Choose 2 people from your group to play Student A and Student B.

### GROUP 4

CREATE AN IMAGINARY CONVERSATION

**STUDENT A**

…is talking about a new hobby they enjoy.

CHOOSE A HOBBY FOR THIS STUDENT:
(*painting, playing guitar, horseback riding, etc.*)

**Hobby:**

LIST 4 THINGS THEY MIGHT WANT TO SHARE:

1.
2.
3.
4.

**STUDENT B**

…is excited for them and encourages them.

CIRCLE: *Awkward* or *Awesome*

LIST 4 THINGS THEY MIGHT SAY:

1.
2.
3.
4.

**Use the information above to write a short scene to act out for the class.**
*(Make notes on the back of this paper if needed)*

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:**

| *Personal Response. Answers will vary.* | 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?*

*Personal Reflection. Answers will vary. Should include behaviors from the list above.*

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

*YOU MIGHT CHOOSE TO DISCUSS THIS AS A CLASS*
*Answers may include:*
*focusing on one behavior at a time*
*prepare a short list of things you might say or ask ahead of time*
*prepare a formula ie: "repeat one thing that was interesting and ask them to tell you more"*
*practicing at home with a trusted adult*
*practicing with friends from this class, etc.*

# 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?

*Personal response. Answers will vary*

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. _____NOTICE_____: Pause to pay attention and find something that seems interesting or important to the other person, or that you might have in common.
2. _____WONDER_____: Stay curious about the other person, and allow your mind to create questions about what they might enjoy and what matters to them.
3. _____SHARE_____: Offer something about yourself that you might have in common to let them know you're interested in connecting with them.
4. _____ASK _____: 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?*

*Personal response. Answers will vary*

*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:**<br>*EXAMPLE: What do you enjoy doing after school?* | **EXAMPLE QUESTION:**<br>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:**<br>*EXAMPLE: Hanging out with my next door neighbor* | **EXAMPLE ANSWER:**<br>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:**<br>*EXAMPLE: Baking with my mom* | **INTRODUCE:** *Hi, I'm (name).* **SHARE:** *My stomach is growling! I can't wait to get home and make a snack.* **ASK:** What's the first thing you do when you get home from school?<br>**EXAMPLE ANSWER:** *"play video games"* |

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

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

| | |
|---|---|
| **QUESTION:**<br>*EXAMPLE: What are some of the things you've baked before?* | **EXAMPLE QUESTION:**<br>What kind of games are you into right now? |

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

| | |
|---|---|
| **THEIR ANSWER:**<br>*EXAMPLE: cornbread, brownies, cookies* | **EXAMPLE ANSWER:**<br>*"first person role player games"* |

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

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

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 <u>in your class</u> might be interested in talking about this week?*

*Answers will vary - might reflect a recent holiday or school event, etc. EXAMPLE: Homecoming Weekend*

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

*EXAMPLE : Are you coming to the Homecoming Game on Saturday?*

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

*1) EXAMPLE - What do you think about the homecoming theme this year?*

*2) EXAMPLE - How are you planning to dress for Spirit Day on Friday?*

**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. _____*yes*_____ or _____*no*_____ questions only require one word answers, and can stall a conversation without a good follow-up question.
2. Questions beginning with ____*when*_____ or ___*where*____ can provide some information to help focus a conversation, but do not invite a longer response.
3. Questions that begin with _____*why*_____ can make the other person feel defensive.
4. Questions beginning with _____*what*_____ or _____*how*_____ 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? | *EXAMPLE: What kind of pet would you get if you could have any pet you wanted?* |
| Did you like the zoo? | *EXAMPLE: What was the best part about your zoo trip?* |

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

| | |
|---|---|
| Why do you like that ice cream? | *EXAMPLE: How did you first discover that flavor of ice cream?* |
| Why did you wear those earrings? | *How did you decide which jewelry to wear today?* |

**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?*

*Answers will vary.*

*EXAMPLE: I'm not comfortable answering that. Is there something else you'd like to ask?*

*OR: Hmm, let me see if I understand what you're asking…would you like to know ____ ?*

*(rephrase the question in a way you are comfortable answering)*

# 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:**

*Personal response. Answers will vary*

**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?* *Personal response. Answers will vary*

NOTICE: *When (person's name)* ____*Ex: Kira*_____ *said* ___*she has a calico cat that she got from the humane society* _____

WONDER: *It made me wonder* ___*if she would have taken any cat as a pet or if there was a special reason she chose this cat* _____

SHARE: *This is interesting to me because* _*I also got a cat from the humane society, but I wasn't looking for one. I was volunteering and this cat always cuddled with me, so I adopted it.*

ASK: *I could invite them to share more by asking (write a how/what question)* ___*"I heard you say your cat came from the humane society. I volunteered there and ended up adopting a cat! WHAT made you decide to adopt your cat?* _____

**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:** *(will be different for each group) Ex: "What is your favorite subject in school?"*

**SHORT ANSWER:** *Write a 3-7 word answer*

*I like Art.*

**ELABORATE**: *Write a 1-3 sentence answer that includes more than one fact for someone to ask about*

*I like Art and Literature. I also like Science.*

**EMPHASIZE**: *Add exciting words and details to the part of your answer that you most want to talk about*

***I really like Art because you get to create fun pictures and sculptures, and explore so many different mediums like paint and clay. It's really cool to see how everyone in the class creates something different.*** *But Literature is also fun for creating pictures with your imagination. And in Science, we create experiments. I guess I really like being creative!*

### 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*

1. Putting good _____*clues*_____ in my answers to other people's questions provides an opportunity for them to _____*notice*_____ and _____*wonder*_____ about me.
2. A *better* sign will ___*elaborate*_____ by adding more than one fact to your answer, and the *best* signs will ___*emphasize*_____ 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?*

1. Put an X beside the question from the list that you find most difficult to talk about:
   a. Why do you think this is challenging for you?

   *Personal response. Answers will vary*

   b. What could you do or change to make it easier?

2. Put a ✔ beside the question from the list that you find easiest to talk about:
   a. Why do you think this is easier for you?

   b. 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 - GAME CARD DECKS

| QUESTIONS | SECRET TOPICS |
|---|---|
| **GOAL:** Try to guess the subject they want to talk about. Start with this question:<br>***"What's your favorite dessert?"***<br>Ask 2 follow-up questions, then take a guess:<br>*"It sounds like you really enjoy talking about __"* | **GOAL:** Try to change the subject<br>Answer their questions, but also include clues that might get them to ask about…<br>**aliens**<br>…without saying the actual word |
| **GOAL:** Try to guess the subject they want to talk about. Start with this question:<br>***"What kind of music do you like?"***<br>Ask 2 follow-up questions, then take a guess:<br>*"It sounds like you really enjoy talking about __"* | **GOAL:** Try to change the subject<br>Answer their questions, but also include clues that might get them to ask about…<br>**Disney characters**<br>…without saying the actual word |
| **GOAL:** Try to guess the subject they want to talk about. Start with this question:<br>***"What is your dream job?"***<br>Ask 2 follow-up questions, then take a guess:<br>*"It sounds like you really enjoy talking about __"* | **GOAL:** Try to change the subject<br>Answer their questions, but also include clues that might get them to ask about…<br>**superheroes**<br>…without saying the actual word |
| **GOAL:** Try to guess the subject they want to talk about. Start with this question:<br>***"What's your favorite holiday?"***<br>Ask 2 follow-up questions, then take a guess:<br>*"It sounds like you really enjoy talking about __"* | **GOAL:** Try to change the subject<br>Answer their questions, but also include clues that might get them to ask about…<br>**mythical creatures** (dragons, unicorns, etc.)<br>…without saying the actual word |
| **GOAL:** Try to guess the subject they want to talk about. Start with this question:<br>***"What's your idea of a perfect day?"***<br>Ask 2 follow-up questions, then take a guess:<br>*"It sounds like you really enjoy talking about __"* | **GOAL:** Try to change the subject<br>Answer their questions, but also include clues that might get them to ask about…<br>**your birthday**<br>…without saying the actual word |
| **GOAL:** Try to guess the subject they want to talk about. Start with this question:<br>***"What's your favorite animal?"***<br>Ask 2 follow-up questions, then take a guess:<br>*"It sounds like you really enjoy talking about __"* | **GOAL:** Try to change the subject<br>Answer their questions, but also include clues that might get them to ask about…<br>**pizza flavors**<br>…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:** | **EXAMPLE** |
|---|---|
| **STUDENT A:**<br>Ask one of the questions from the list below. | **STUDENT A:**<br>*"What's your favorite season?"* |
| **STUDENT B:**<br>Respond using the three answers provided in the list, but secretly choose one to emphasize. | **STUDENT B:** (secretly chooses Winter)<br>*"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:**<br>Try to figure out which one they are emphasizing by asking a follow up question. | **STUDENT A:**<br>*"Which would you rather do, jump in the leaves or build a snow fort?"* |
| **STUDENT B:**<br>Provide a final response, then ask them the original question. | **STUDENT B:**<br>*"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:** Respond using the 3 answers provided, but secretly choose one to emphasize. | **STUDENT A:** (secretly chooses Fall)<br>*"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:** Try to figure out which one they are emphasizing by asking a follow up question. | **STUDENT B:**<br>*"That sounds awesome! What kinds of activities do they have at the festival?"* |
| **STUDENT A:** Provide a final response. | **STUDENT A:**<br>*"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.

*Personal Response. Answers will vary.*

EXAMPLE:

# 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?*

*Personal response. Answers will vary*

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

*How could you practice this week?*

*Answers will vary. Should include a plan - practice at home, during lunch with friends, etc.*

# 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 _____longer_____ *(Doorway check! What's the vibe, topic, level of privacy…?)* |
| **SHARE** | …something about yourself related to the topic. | …only if _____needed_____ based on what you _____observe_____ *(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 *deeper* or share a *story*. | …_____broad_____ or _____shallow_____ questions |

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

DISRUPT ANALOGY BROAD SHALLOW

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

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

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

_____*broad*_____ *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?*

*Personal response. Answers will vary*

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

*Personal response. Answers will vary*

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

*Personal response. Answers will vary*

## VOTING CARDS

**CUT OUT THE CARDS BELOW TO USE DURING THE VIDEO**

**TEXT**

**CALL OR FACETIME**

**FACE TO FACE**

# UNIT 5: GET TALKING

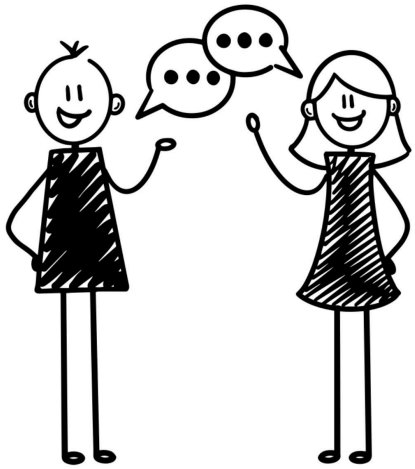
**LESSON 24:** DIGITAL CONVERSATIONS (a) - *Does this work on my phone? (continued)*

## GROUP ACTIVITY

**Circle the best communication mode for each scenario:**

**TEXT**

**CALL / FACETIME**



**IN PERSON**

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**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

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

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

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

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

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

_____TEXT_____ 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*

_____content_____ the message or information you are sharing

_____context_____ 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:** ____*34*___% of teens have experienced people picking on them online.

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

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

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

**OTHER NEGATIVES:**

*Selah said: "You never know who will see what you post"*
****Students should add their own thoughts*

**Statistic #5:** 90% of teens have access to a ____*smart*_____ _____*phone*____, and 75% use ____*social*_____ _____*media*_____ regularly.

**Statistic #6:** ___*70*___% 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 _____*connected*_____ to their peers.

**OTHER POSITIVES:**

*Cole said: "We can keep up with family and friends who are far away."*
*Cole said: "We can use it to track birthdays and encourage people"*
*Cole said: "We can find and make new friends through social media interest groups."*
****Students should add their own thoughts*

---

**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 am 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?*

*Personal response. Answers will vary. Should be from the debate on social media.*

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

*Personal response. Answers will vary. Should reflect an application of something presented during the debate on 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: ***COMPLETED AS AN EXAMPLE ONLY***

**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 *(You may encourage using a separate piece of paper to complete this outline.)*

*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: *Example: "Steve Jobs once said…" or "Imagine a young girl who…" followed by, "This is why we believe Social Media is more harmful than it is helpful to society. It creates a dangerous environment for bullying, encourages addictive behavior, and is a leading cause of anxiety."*

### 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: _*Social Media creates a dangerous environment for cyberbullying*_____

Evidence: _*A study from [source] says [ _%] of middle school students have experienced…*_____

More Evidence: _*Julie, a 6th grade student at WMS received these messages on Snapchat…*__

Reason 2: _*Social Media use can be extremely addictive*_____

Evidence: _*According to an article in Common Sense Media, more than 50% of teens report…*__

More Evidence: _*The constant need for social media has distracted them from focusing on…*____

Reason 3: _*Social Media is a leading cause of anxiety in middle school students*_____

Evidence: _*The Journal of Adolescent Health studied over 200 teenagers and discovered…*_____

More Evidence: _*In our school, 48 out of 79 students polled said they felt anxious because…*____

### 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: _*the majority of students feel happy, not anxious when using social media but*_

We disagree because: _*7 out of the 10 studies we looked at all said the opposite*_____

Final summary or story: _*Nate, a member of our team, was a victim of cyberbullying. He was threatened online when…and no longer feels safe using social media. These threats created anxiety for him in other ways such as…and when he talked to his friends about it, he found out that many of them had experienced similar bullying. This is just one of many reasons why we stand by our position that Social Media is more harmful than helpful to society.*_____

# 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 | **1** + | **2** + | **6** + | **4** = |
| ***** EXAMPLE ONLY ***** | | TOTAL POINTS >>>>>>>>> | | **13** |

| NEGATIVE 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 | **0** + | **2** + | **9** + | **4** = |
| ***** NEGATIVE TEAM WOULD WIN THIS DEBATE ***** | | TOTAL POINTS >>>>>>>>> | | **15** |

# UNIT 5: GET TALKING

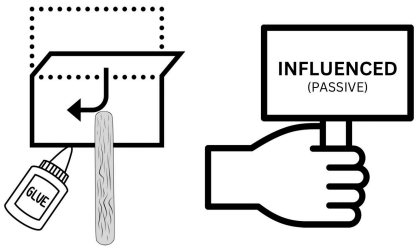
**LESSON 26:** SOCIAL MEDIA (b)

*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)

POST

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<br>INFLUENCED - PASSIVE | Uploading a vlog on YouTube<br>INFLUENCER - ACTIVE |
| Creating a poll on Instagram Stories<br>INFLUENCER - ACTIVE | Designing and uploading a Snapchat filter<br>INFLUENCER - ACTIVE |
| Watching a livestream on Twitch<br>INFLUENCED - PASSIVE | Scrolling through YouTube Shorts<br>INFLUENCED - PASSIVE |
| Commenting on an Instagram Post<br>INFLUENCER - ACTIVE | Browsing the “For You” page on TikTok<br>INFLUENCED - PASSIVE |

## POSITIVE or NEGATIVE? - Card Deck

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

## REACT, COMMENT, or SCROLL? - Card Deck

*There are no “right” or “wrong” answers - use each response as an opportunity for discussion.*

| | |
|---|---|
| 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:

*Answers will vary. Might include inspirational, celebratory, skill-building, artistic, educational, etc.*

**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:

*Answers will vary. Might include rude, complaining, hurtful, inciting fear or panic, spreading lies, etc.*

**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:

*Answers will vary. Might include school, homework, clubs, sports, friends, family, rest, etc.*

**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 |
|---|---|
| *produce, share, active, create* | *watch, consume, receive, passive* |

**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.

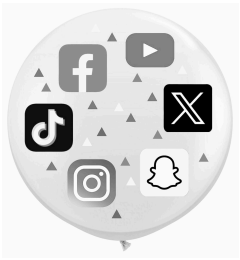
**TRUE / FALSE** Choosing kindness and courage on social media can be powerful.

**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:*

*Personal response. Answers will vary*

*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 GOSSIPPING?**
*(talking about someone who isn't here)*

| YES | NO |
|---|---|

**Would this message be KIND or HELPFUL?**

| NO | YES |
|---|---|

**NOPE. IT'S JUST NOT WORTH IT** ←

### 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?**

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

**LEAVE IT TO SOMEONE ELSE** ←

### DOES IT NEED TO BE SAID…*RIGHT NOW*?

**Is there an IMMEDIATE need or danger?**

| NO | YES |
|---|---|

→ **SEEK HELP**

**Would this cause an unnecessary INTERRUPTION?**

| YES | NO |
|---|---|

**Is this APPROPRIATE for everyone present?**

| NO | YES |
|---|---|

**IT SEEMS LIKE THIS CAN WAIT** ← → **GO FOR IT!**

# 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 _____worlds_____ so we should choose them carefully.
2. If someone cannot _____fix_____ something in 30 seconds or less, it might not be worth pointing out.
3. ___complaining_____ focuses on what we can't control, leading us (and others) to feel powerless.
4. Without the right kind of ____relationship_____, a well-meaning word might be seen as offensive or disrespectful.
5. The _____right_____ thing said at the _____wrong_____ 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?*

*Personal response - Answers will vary.*
*Should involve having the power to impact people and situations and reflect a relationship between authority and responsibility*

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

*Personal response - Answers will vary.*

# 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?** *Share the things you DO appreciate about their work or about their character or effort on the drawing*

**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?** *Let them know why you think it's good AND encourage them to consider incorporating more of their personality*

**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?** *Share the things you DO like about it (looks, scent, etc.) or express appreciation for the time, energy, effort that goes into baking*

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

**What would you say?** *Offense is never kind. Gently explain why you found it offensive.*

## 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")?*

*Personal Response. Answers will vary.*

# 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)
*BODY LANGUAGE*
(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).
*VERBAL HINT*
**Mia** (lightheartedly): *"Whoa, you must really like tapping!"*

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

---

*BODY LANGUAGE*
(Alex frowns slightly, shifts their body away, and pulls their pencil case closer. Jordan doesn't notice and keeps using the pen/pencil)
*VERBAL HINT*
**Alex** (casually): *"Oh… I kinda needed that."*

**Jordan** (smiling): *"Don't worry, I'll give it back in a minute!"*
*DIRECTNESS*
**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."*
*BLUNT DIRECTNESS*
**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."*
*BODY LANGUAGE*
(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."*
*VERBAL HINT*
**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.

---

*BODY LANGUAGE* (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.)
*VERBAL HINT*
**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."*
*DIRECTNESS*
**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)
*BLUNT DIRECTNESS*
**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.)
*BOUNDARY*
**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…?

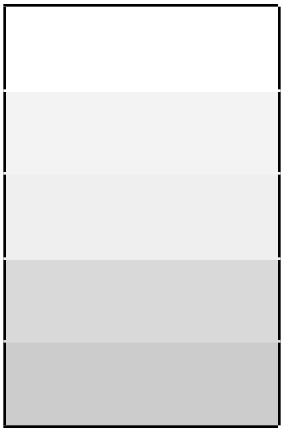
**LESSON 28:** FROM "HINT" TO "HEY STOP" (a) - *How do I say THAT? (continued)*

## AFTER WATCHING THE VIDEO

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

*blunt directness* *body language* *directness* *verbal hint*

### HINT → HEY STOP!



_____body language_____

_____verbal hint_____

_____directness_____

_____blunt directness_____

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?*

*Answers will vary. Should reflect consideration of the impact on the other person, hurt feelings or harm*

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

*Answers will vary. Might include when someone is harming someone else, or when relaying important information about an event, etc.*

# UNIT 7: GET GOING

## LESSON 29: FROM THE TOP

*Course Review*

## COURSE MAP (OVERVIEW)

## **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?

*EXAMPLE: Matthew*

**BACKGROUND:** What's their background?

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

*EXAMPLE: 13 years old, typically outgoing, likes hanging out with friends, enjoys sports and plays on a junior hockey team.*

**CORE WANTS:** What do they want most?

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

*EXAMPLE: …a person who is kind, honest, and friendly*

*(RELATIONSHIPS "I want the kind of friends who…")*

*EXAMPLE: …friends who respect and make time for each other*

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

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

*EXAMPLE: He's struggling to fit in on the hockey team since the other team members have been friends for awhile, but he's new to the team. He's feeling insecure and isolated there, and is experiencing stressful thoughts throughout the day at school on practice days.*

**COMMUNICATION STYLE:** How do they usually communicate? *(direct, indirect, nervous, confident, etc.)*

*EXAMPLE: Usually confident and friendly, but he sometimes uses humor to avoid tough conversations.*

# 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)*

*EXAMPLE: At school, in the cafeteria. The room is bustling and students are talking and laughing all around, but at THIS table, the mood is tense.*

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

*EXAMPLE: Two friends try to sit at their usual table with their friend group, but they had a fight yesterday that was never resolved.*

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

*EXAMPLE: The fight occurred when STUDENT A made a joke that was offensive to STUDENT B, and STUDENT B got angry and left the room. All of their friends saw it, and they haven't spoken since.*

*Will one of them take the initiative to make it right before they sit down with their friends? Or will they both ignore the fight and allow the awkwardness at the table to continue?*

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

1. *The Triangle of You - What do you want most? (to be right, or to have a relationship with your friend?)*
2. *Iceberg Principle - Maybe there's more going on under the surface?*
3. *Emotion Wheel or EAR - What are you feeling? What action can produce a better reality?*
4. *Field of Faults - Identify where you have control and where you are responsible*

## 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 |
|---|---|---|---|
| *They identified what they really wanted and were willing to pursue what matters most to them* | | | |
| *They recognized what they were feeling and paused to choose actions that would lead to a better reality* | | | |
| *They checked in on the other person to see if there was more to the story that they didn't know in the moment* | | | |
| *They took responsibility for their part in the argument (whether or not they started it)* | | | |

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

**STUDENT:** *EXAMPLE: Julie Smith*

### DAY ONE: Simulation Creation _12__ / 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 __11__ / 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?*

*Personal Response. Answers will vary. Should directly reflect the assessment above*

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

*Personal Response. Answers will vary. Should list specific course skill or tools*

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

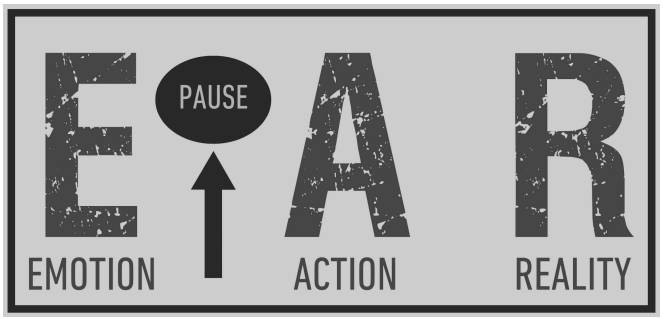
*Personal Response. Answers will vary. Should list specific course skill or tools*

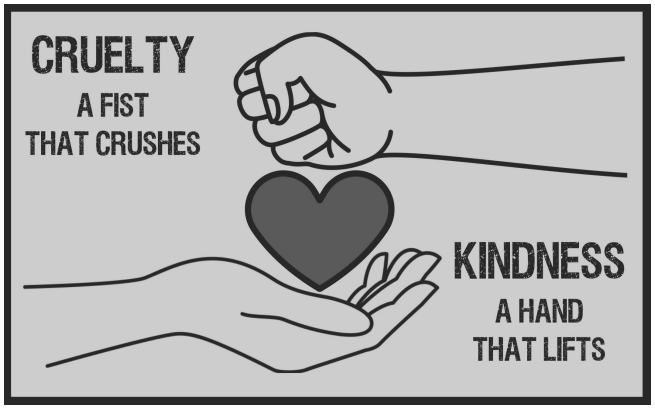
# UNIT 7: GET GOING

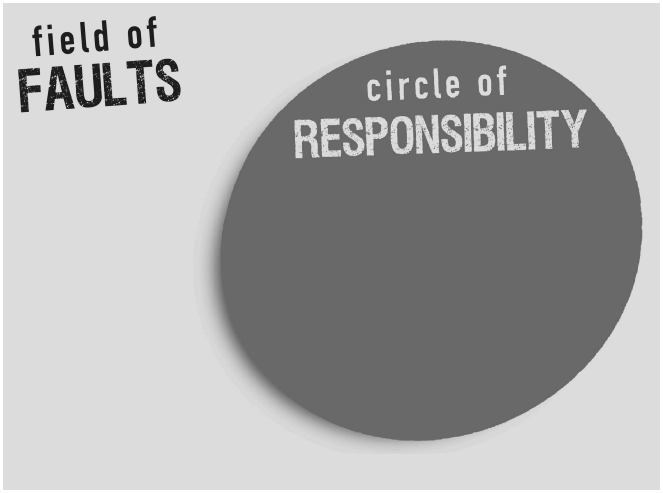
**LESSON 31:** NOW YOU TRY (a) - *Practice, Practice, Practice (continued)*

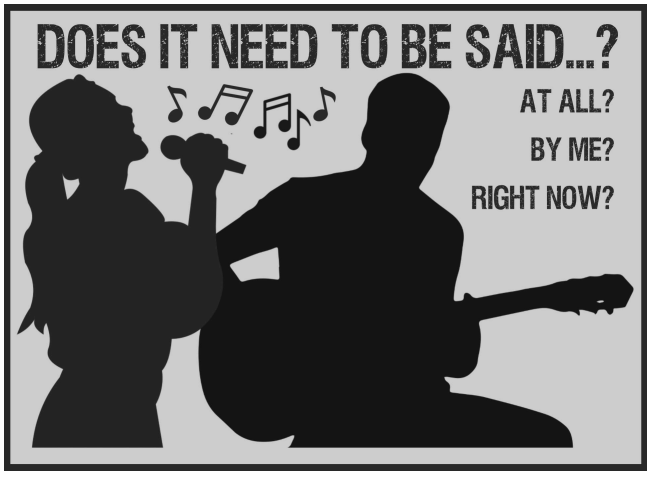
## TOOL-KIT CARDS

*(Print and cut one set of cards)*



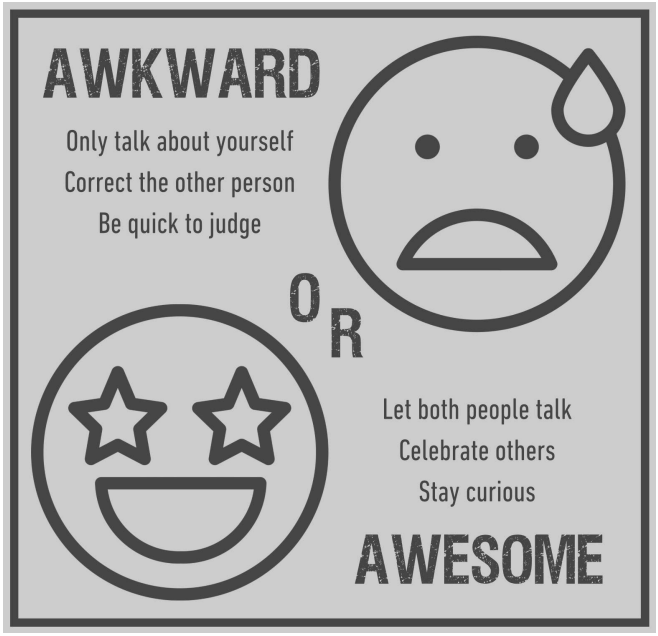


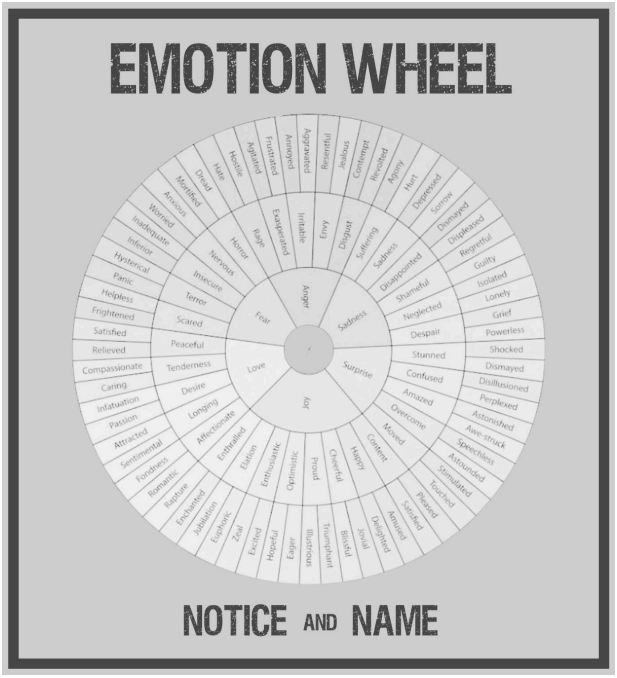
# **UNIT 7:** GET GOING

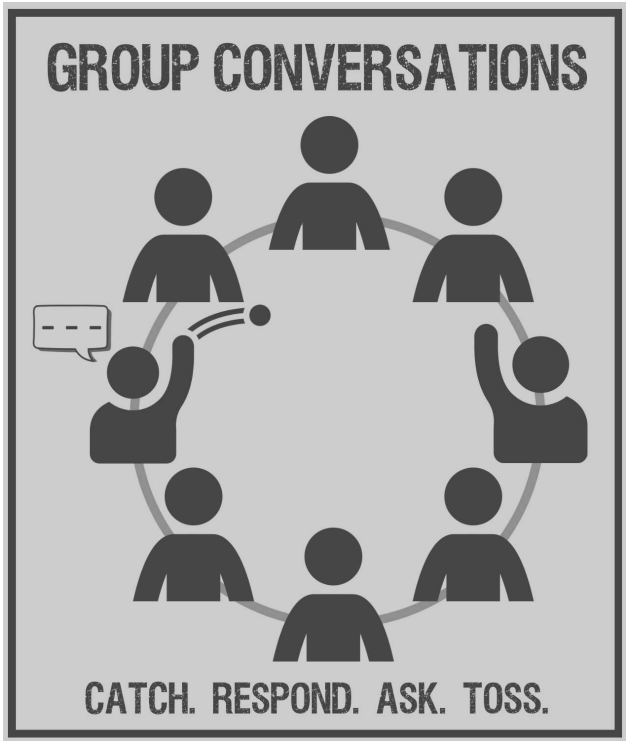
**LESSON 31:** NOW YOU TRY (a) - *Practice, Practice, Practice (continued)*

## **TOOL-KIT CARDS *(continued)***

*(Print and cut one set of cards)*



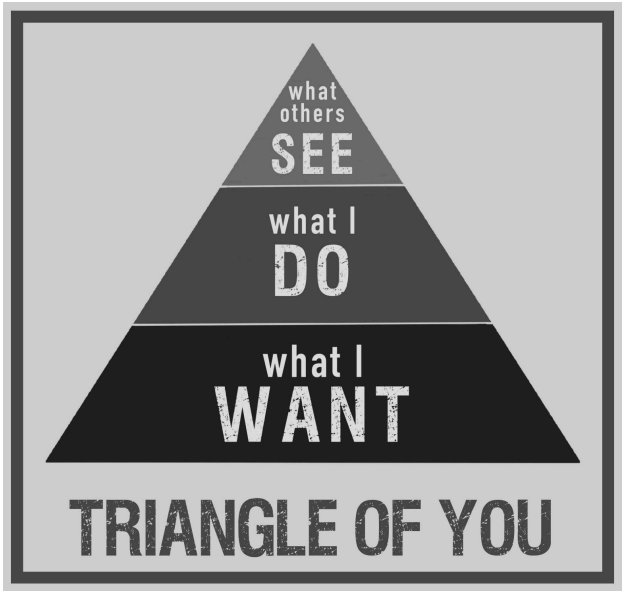



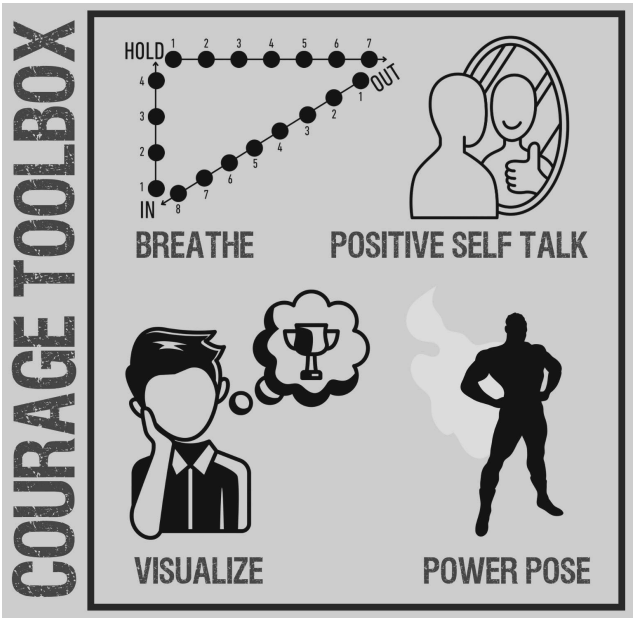
# UNIT 7: GET GOING

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

## TOOL-KIT CARDS *(continued)*

*(Print and cut one set of cards)*



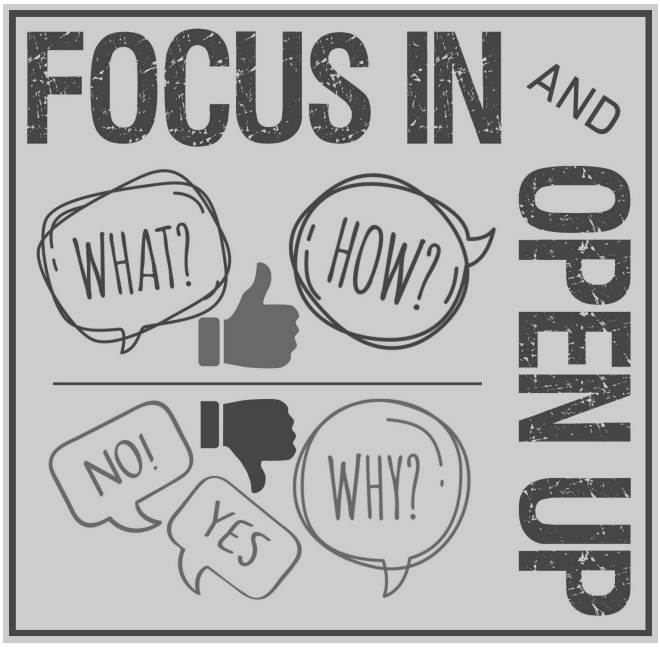



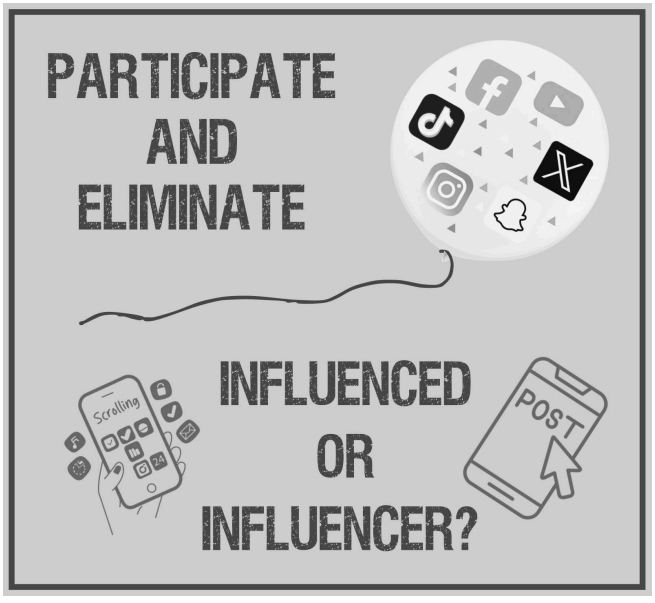
# UNIT 7: GET GOING

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

## TOOL-KIT CARDS *(continued)*

*(Print and cut one set of cards)*



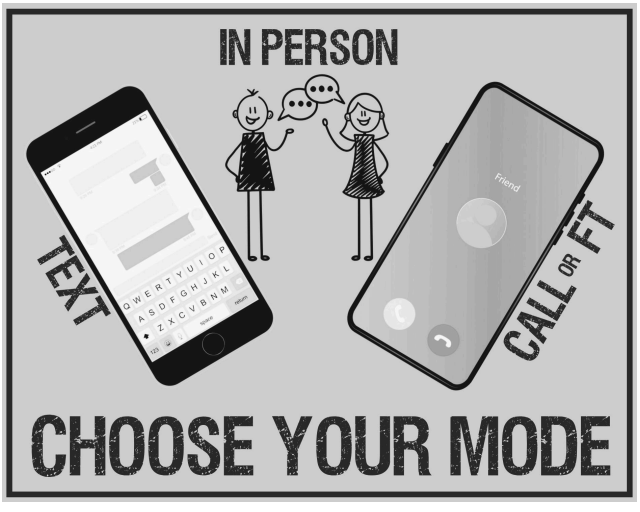


# UNIT 7: GET GOING

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

## TOOL-KIT CARDS *(continued)*

*(Print and cut one set of cards)*



# 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? *CIRCLE YOUR ANSWER*

*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?

*Example: "I really enjoyed the lesson on ___ because it helped me improve my relationship with my best friend."*
*OR*
*"I loved the simulation exercise at the end because I finally felt like I could put all the pieces together." etc.*

**3.** What was the most challenging part?

What do you think made it feel that way?

*Example: "I really struggled with the lesson on ___ because it just wasn't working for me in practice."*
*OR*
*"I had a hard time using the tools in the activities because I would get nervous and freeze." etc.*

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

**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?

*Example: "I think I grew in courage as the class went on because it got easier and easier for me to speak up and share."*
*OR*
*"I think I grew in curiosity, because I stopped jumping into conversations so quickly and wanted to take the time to really listen and understand first." etc.*

**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?

*Example: "The Emotion Wheel was so helpful for me because I used to struggle to know why I was feeling a certain way, and the wheel gave me the words to understand better."*
*OR*
*"The Doorway Vibe Check has really helped me to remember to read the room and avoid feeling overwhelmed or confused in new situations" etc.*

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

**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? *CIRCLE YOUR ANSWER*

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? | *Example: "I didn't really understand ___ because I only got to practice once and it just wasn't making sense to me yet." OR "Sometimes the words you used like ___ were really confusing to me. It would be helpful to use smaller words or give us better explanations of new words," etc.* |
| **10.** If you could give advice to a future student taking this course, what would it be? | *Example: "Don't hold back. Go all in! You might think you're going to feel silly, but the exercises are actually really fun and by the time the class is over, you're going to feel so much more confident." OR "This was amazing! Our class really grew together and we all made some new friendships. Do the work - it's worth it!" etc.* |

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

*Literally anything!*
*We want to know, and we will read EVERY SINGLE WORD with curiosity and enthusiasm!*

## PERSONAL REFLECTION

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

*Before Pathways, I…*

*Example: "I thought I knew what a good friend looked like, and I thought I was a really good friend to others." OR "I knew a lot of people, but I didn't really know them well or could call any of them a close friend. I was actually pretty lonely." etc.*

*FACILITATOR EXAMPLE: "My students seemed disconnected, and we really struggled with kindness and empathy in and out of the classroom." OR "I had to scrounge for hours, looking for teaching materials from here, there, and everywhere that were solid and engaging; the units felt somewhat disconnected as a result."*

*After Pathways, I…*

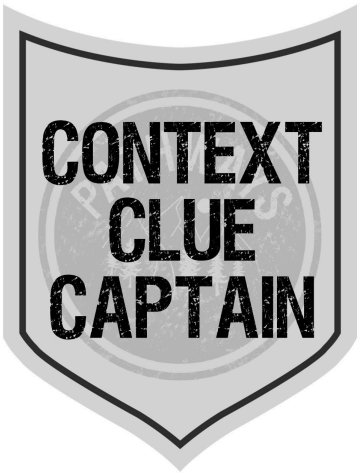
*Example: "I discovered that there is a lot more to friendship, the kind of friends I actually want to pursue, and the kind of friend I want to be. The tools I learned are helping me to move towards those things." OR "I learned so much about my classmates! We made some really great connections, and now I have a couple of really close friends ad feel so much happier." etc.*

*FACILITATOR EXAMPLE: "My students are making connections left and right, showing interest in one another and choosing kindness in the hallways." OR "This all-in-one course redeemed my time and saved my sanity! I'm no longer putting my energy into finding and preparing the lessons, and I can focus on the things that really matter to me instead!" etc.*

# UNIT 7: GET GOING

**LESSON 32:** YOU'VE GOT THIS! - *Encouragement for the Journey (continued)*

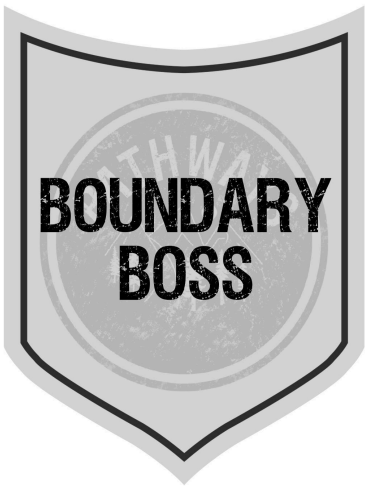
## SPECIAL RECOGNITION BADGES



# 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