



Session Topics and Objectives **4th-6th grade**

The Mission of the TEACH program is to provide a safe environment for students to express themselves while they learn to build healthy relationships and bystander intervention skills. To achieve this mission, The Center For Violence-Free Relationships has developed a program that builds on the interrelated social-emotional skills of students that include self-awareness, self-management, social awareness, responsible decision making, and relationship skills. These skills will help students and faculty create a school community that encourages and supports healthy interpersonal relationships.

1. TEACH Overview

- Introduce the TEACH program, meet facilitators and begin to build trust
- Take pre-survey

2. Mindfulness

- Introduce the key parts of the brain that show us how we learn and why we behave the way we do
- Learn how brains respond to stress
- Practice strategies for quieting the mind

3. Empathy (Part 1 of 4)

- Explore mindful attention in all 5 senses (taste, touch, hearing, sight, smell)
- Practice mindfulness as a way to process emotions for better decision making

4. Empathy (Part 2 of 4)

- Learn to recognize feelings in yourself (self -reflection) and in others (Empathy)
- Participate in an activity to increase sensitivity to interpreting emotions

5. Empathy (Part 3 of 4)

- Learn about *perspective taking* (seeing situations/events from another person's Point of view)
- Practice taking different perspectives
- Practice acts of kindness

6. Empathy (Part 4 of 4)

- Increase ability to recognize and communicate your own feelings and feelings in others
- Practice empathy strategies by 'walking in someone's shoes'

7. Self-Esteem (Part 1 of 3)

- Introduce optimistic and pessimistic thinking
- Learn the benefits of choosing optimistic thinking as a daily practice
- Practice strategies for thinking optimistically

8. Self-Esteem (Part 2 of 3)

- Learn to foster positive attitudes toward self and others
- Learn to recognize, accept, respect and appreciate individual differences
- Practice giving gratitude in a fun activity

9. Self Esteem (Part 3 of 3)

- Learn strategies that help build and enhance positive self-esteem
- Practice giving and accepting verbal compliments that enhances self-esteem

10. Body Image (Part 1 of 2)

- Introduce the term **body image** and what it means to be healthy
- Participate in an activity the reinforces why it's important for each of us to feel good about our bodies

6th grade only:

Explore how media can create unrealistic expectations of the way we look

- Examine the ways 6th graders define each other in terms of how they look and act; how they might reinforce stereotypes, prejudices and discrimination in each other

11. Body Image (Part 2 of 2)

- Review ways to keep a positive body image
- Practice reinforcing positive thoughts and feelings in terms of **body image**

6th grade only:

- Practice building a body positive community

12. Boundaries (Part 1 of 3)

- Define boundaries and the difference between physical and emotional boundaries
- Practice new skills for reinforcing personal boundaries by using “I” statements

13. Boundaries (Part 2 of 3)

- Define Peers and Peer Influence
- Strategize ways to resist Peer Influence

14. Boundaries (Part 3 of 3)

- Practice refusal skills and reinforce saying ‘NO’ to protect personal boundaries

15. Communication (Part 1 of 4)

- Learn to listen in a reflective, mindful way
- Practice reflective listening

16. Communication (Part 2 of 4)

- Learn 3 Communication Styles (Passive, Aggressive, Assertive)
- Practice expressing needs and defending rights using assertive strategies

17. Communication (Part 3 of 4)

- Practice Assertive Communication skills

18. Communications (Part 4 of 4)

- Learn a problem-solving approach to managing anger
- Practice anger management techniques and skills

19. Healthy Relationships (Part 1 of 2)

- Learn the importance of friendship and the skills needed to find and keep friends

20. Healthy Relationships (Part 2 of 2)

- Understand power/control and equality in friendships
- Define characteristics of healthy/unhealthy friendships

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- 21. Peer Abuse (Part 1 of 3)
 - Define peer abuse (bullying) and abusive (bullying) behaviors
 - Define the types of abusive (bullying) behaviors and the emotional effects of peer abuse (bullying) on targets
- 22. Peer Abuse (Part 2 of 3)
 - Identify what specific emotions look like on different people and how they might be communicated non-verbally
 - Practice useful, safe and effective techniques for dealing with abusive (bullying) situations
- 23. Peer Abuse (Part 3 of 3)
 - Learn positive skills to use in abusive (bullying) situations
 - Practice being an ally in abusive (bullying) situations
- 24. Conflict Resolution (Part 1 of 5)
 - Practice authentic participation in a classroom conflict by practicing active listening, self-reflection and brainstorming solutions
- 25. Conflict Resolution (Part 2 of 5)
 - Practice ways to solve problems, communicate and accept ideas, develop leadership skills, give attention to detail, focus, and cooperate to achieve a goal in small groups
- 26. Conflict Resolution (Part 3 of 5)
 - Continue to practice communication skills, perspective taking and problem solving while working on a complex activity within a small group
- 27. Conflict Resolution (Part 4 of 5)
 - Continue to practice communication skills, perspective taking and problem solving while working on a complex activity within a very large group
- 28. Conflict Resolution (Part 4 of 5)
 - Practice conflict resolution skills while working in a large group on a complex activity within a large group
- 29. Final TEACH
 - Celebrate!



Session 1: Introduction to TEACH (4th-6th)

Key Objectives:

Introduce the TEACH program, meet facilitators And begin to build trust

Take pre-survey

Integrating TEACH into the Classroom and at Home:

Welcome to TEACH! TEACH is a weekly program for students in the 4th – 8th grade designed to help them gain the knowledge and develop attitudes and skills needed to identify and handle their emotions, demonstrate empathy for others, establish healthy relationships, make good choices, protect personal boundaries, stand up to peer abuse, and navigate social situations. These skills also help children to calm themselves, make friends, resolve conflicts and build resiliency. It is our mission to provide a safe environment that students feel respected and can receive positive guidance while they learn to build healthy relationships.

TEACH offers students the opportunity to learn, practice, and apply new skills. We are in the classroom only 45 minutes each week, therefore, it is the responsibility of teachers to recognize teachable moments and reinforce the skills students learn in TEACH. This means being present during TEACH and learning the skills along with the students; using the same language and encouraging students to apply what they are learning into their daily school experience.

In terms of introducing TEACH, only 4th graders are new to the program. Please talk to students about the TEACH Program and remind them that we will be visiting them every week beginning the week of September 4th. Most of the kids know us, but we have a hard time remembering every single name. This year we are in 16 classes in 2 schools and will be seeing over 425 students! Therefore, **please have each student make a name tag for their desk (if you don't already do) out of light colored, tri-folded construction paper.** Make sure they use a dark marker.

We will introduce TEACH Trash to the group and try to incorporate it as often as possible, but teachers can do it, too! The point of TEACH Trash is to get students to talk about issues that are bugging them by writing their problems on paper. Sometimes just writing them down on paper is all they need. They are anonymous and usually everyone can relate to them. We **never** give advice and we encourage you to help students to problem-solve their own issues. Always ask what they would do in that situation and how they would feel. Get as many ideas as possible. Never tell them they are wrong, there is no wrong or right OR silly questions. Only choices. We want the students to get to a place where they do not use TEACH Trash, but will ask the questions out loud or eventually handle them with the skills and knowledge they learn over the course of a year. These discussions will also build your connection to them on a deeper level.

Reminder*** *We will have a journal assignment every week. Students will be writing about the things they are learning in TEACH. We can bring journals for each student, or use the ones they have for class. We will talk to the appropriate teachers to see if they are providing journals and we can piggy-back on them. It is very important that teachers follow through and remind students about their journal assignments. Some of them are very personal and helping them to express their feelings in writing is very healthy.*



Session 2: Mindfulness (4th-6th)

Key Objectives:

Introduce the key parts of the brain that show us how we learn and why we behave the way we do

Learn how brains respond to stress

Practice strategies for quieting the mind

Integrating TEACH into the Classroom:

We will try to begin each TEACH session with a deep breathing exercise to help students get centered before we review the prior session and introduce the topic of the day. At the end of each session we'll try to do another deep breathing exercise just before we assign journal homework (time permitting). We are mindful to remind them they are **strong, healthy and kind**.

Today's session includes an introduction to the physiology of the brain, specifically the amygdala, prefrontal cortex and the hippocampus. All grades will learn the basics functions of the brain and how different parts react to stimuli. We will leave brain posters in each classroom to reinforce the lessons.

In this particular session we will introduce mindfulness through *mindful eating* with an activity called **Know Your Orange**. This activity was found in Child's Mind, Mindfulness Practices to Help Our Children Be More Focused, Calm and Relaxed by Christopher Willard (page 36). Students will experience eating oranges in a very thoughtful way. This activity is a great way for students to look beyond reactionary responses to thinking in a deep and meaningful way.

Mindful awareness can be described as "**focusing without judgement**." This definition is abstract, especially for younger students, so we will talk about it two parts: *focusing* and *being non-judgemental*. Learning to be 'in the moment' helps students to calm down and not be controlled by emotions. As we go through each session, we will encourage students to be mindful of their thoughts and feelings....by asking **what** they were thinking and feeling and **where** they felt it. This will help them to understand the distinction between thoughts and feelings and start to notice sensations in their bodies when they surface. The objective is to get to a place of understanding where they can acknowledge a strong feeling and learn to respond appropriately.

This year we are introducing a new book called "Hey Warrior" written by Karen Young and illustrated by Norvile Dovidonyte. The following excerpt is from the authors introduction of the book "Kids can do amazing things with the right information. Understanding why anxiety feels the way it does, and where the physical symptoms come from, is a powerful step in turning anxiety

around. A beautiful book, anxiety explained, kids empowered! For ages 5-10 (and up!).” We have embraced this book as part of our curriculum and will be reading it in the 4th – 6th grades. It will enhance what we already teach about the amygdala and the brain!

If you are interested in the science of Mindfulness, Dan Siegel, MD has a great video:

<https://www.youtube.com/watch?v=LiyaSr5aeho>

“Hey Warrior” written by Karen Young and illustrated by Norvile Dovidonyte

Here are some of the books we are using as resources for Mindfulness. Checkk them out for lesson extensions:

Mindful Teaching and Teaching Mindfulness by Deborah Schoeberlein David

The Whole Brain Child by Daniel Siegel, MD and Tina Payne Bryson, MD

The Whole Brain Child Workbook by Daniel Siegel, MD and Tina Payne Bryson, MD

Child’s Mind by Christopher Willard

MindUp Curriculum; The Hawn Foundation Grades 3-5 and Grades 6-8

5 Good Minutes by Jeffrey Brantley, MD and Wendy Millstine

Just One Thing by Rick Hanson, PHD



Session 3: Empathy 1 (4th-6th)

Key Objectives:

Explore mindful attention in all 5 senses (taste, touch, hearing, sight, smell)

Practice mindfulness as a way to process emotions for better decision making

Integrating TEACH into the Classroom:

In this session we will be using mindfulness in all of the senses to bring awareness to how perceptions, thought, and feelings are interconnected. Several activities will be used to bring focus to each of the senses.

In addition to exploring the five senses we will introduce the concept of thought as an additional sense. We will lead the students through a calming activity that validates their thoughts and feelings as their own.

This activity has been adapted from Child's Mind, Mindfulness Practices to Help Our Children Be More Focused, Calm and Relaxed by Christopher Willard (page 92).

Session 4: Empathy 2 (4th-6th)

Key Objectives:

Learn to recognize feelings in yourself (self-reflection) and in others (empathy)

Participate in an activity to increase sensitivity to interpreting emotions

Integrating TEACH into the Classroom:

In this session we focus on feelings, especially what and where we feel them in our bodies. We will have fun identifying different feelings and will play 'Feelings Charades' to help students act out (!) and understand how others show their feelings in a non-verbal way. Talking about feelings comes easy for some kids and it can be hard for others, but it's important to introduce the concept of self-reflection as they relate to their feelings. Again, learning to be 'in the moment' helps students to calm down and not be controlled by emotions. They simply acknowledge that these feelings exist, think through them and learn to recognize they don't have to act on them.

Teachers are encouraged to bring a simple practice of deep breathing into the classroom. It will help students focus, move through transitions, and self-regulate. It's also important for teachers to help students identify what they are feeling and help them express their needs, especially if they are self-destructive or hurting others.

By encouraging empathy, students begin to understand the feelings of others, which is a basic building block in healthy relationships. Often, when students see how their words and actions impact others, they begin to think through their actions.

Teachers can also model the use of self-reflective language in the classroom or in one-on-one conversations saying things like "What are you feeling? Or "How are you feeling?" And following up with "*what do you need?*" This reminds students that *feeling* is not only good, it's encouraged. You may need to help them to verbalize their needs. At the end of this plan is a list of feelings and needs that are good for teachers to become familiar with – especially "faux needs."

When studying other people or situations in class, ask things like "What do you think they were feeling? If this were to happen to you, how would you feel?" This promotes empathy and helps to develop an environment where students feel safe to verbalize their feelings and needs, and can understand and empathize with others who have been through similar experiences.

It's also good to be truthful about what **you** are feeling. For instance, "I'm feeling very frustrated at the amount of talking going on when only one person should be talking. I would like to take a few seconds for us to calm down and remember to listen and stay in the moment."



Emotionally Nutritious Words

Describe what is *right* about the person in front of you.

In the Nurtured Heart Approach®, created by Howard Glasser, this type of recognition is called Experiential Recognition (what you see + the value).

Ask yourself “What is so great about what I am seeing?” or “What do I appreciate about this moment in front of me?” Remember to stay in the NOW and relentlessly refuse to admire in silence.

Here is an example of how you may use these words to recognize and reflect what is right.

“I see, notice, etc. that you are (fill in emotionally nutritious word) because (describe specifically what evidence you have of this by their actions).

A joy	Being powerful	Detail-oriented
A good friend		
A great example	Compassionate	Exceeding expectations
A hard worker	Centered	Efficient
A helper	Cooperative	Easy to like
A great listener	Creative	Empathetic
A warrior of good	Courageous	Eager to learn
A spirit warrior	Constructive	Energetic
A problem solver	Clear	Encouraging
Able to think ahead	Committed	
Artistic	Courteous	Fearless in learning
Attuned to others	Content	Fair
Aware	Connected to others	Faithful
Authentic	Creating a peaceful place	Focused
Acting creatively	Contributing to a quiet	Forgiving
Acting responsible	classroom	Full of generosity
Admirable	Considerate	Full of joy
Appreciative	Capable of solving problems	Full of (add own word)
Attentive		Flexible
Attentive to detail	Dedicated	
	Deep thinker	Generous
Being wise	Determined	Gentle
Brave	Discerning	Giving of your time
Bringing out the best in others	Dignified	Giving
Being inspirational	Demonstrating integrity	Grateful
Brilliantly thinking	Delightful in spirit	Genuine

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Good-hearted	Merciful	Sunshine to others
Gracious		Showing integrity
	Neat	Seeking justice
Helpful		Showing wisdom
Harnessing your energy for good	Organized	Steadfast
Handling strong emotions	Open-minded	Soulful
Having unique ideas	Overflowing with thoughtfulness	Strong on the inside
Having an open mind	Overflowing with patience	Sensing what is right
Having a servant's heart	Observant	Spiritually wise
Honorable		
Honest	Polite	Trustworthy
Hopeful	Patient	Teachable
Humorous	Positive	Tenderhearted
Humble	Peaceful	Thankful
	Powerful	Thrifty
Independent	Powerfully spirited	Tactful
Inspiring	Productive	Thoughtful
Inquisitive	Purposeful	Tenacious
Intuitive	Passionate	
Intelligent	Pleasant	Understanding
Inquisitive	Persistent	Using a pleasant voice
		Using your great mind
Joyful	Quiet	Uplifting
	Questioning	Unifying
Kind		
Kindhearted	Reasonable	Vibrant
	Relationally focused	Visionary
Loving	Respectful	Vigilant
Looking out for others	Respecting of self	
Likable	Refined	Warm
Lighthearted	Receptive to new ideas	Wise
Logical	Relentless in finding the answer	Well mannered
Managing your time well	Relentless	Welcoming of all
Making great choices		Weighing your choices
Making an insightful inference	Seeing the big picture	
Making a solid educated guess	Sincere	Youthful
Motivated	Sensitive to others' needs	
Mindful	Self-controlled	Zestful

Challenge: Take these words and start your own day with the ABC's. "I am the greatness of..." or "I have the spirit of..." Start with an A word and continue. Remember to describe specifically how you demonstrate these qualities in your life.

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CORE FAMILIES OF FEELINGS

JOY AND CONTENTMENT

Adventurous	Curious	Giddy	Loving	Satisfied
Affectionate	Open	Glad	Moved	Stimulated
Alive	Determined	Grateful	Overjoyed	Surprised
Amazed	Eager	Happy	Peaceful	Thankful
Amused	Optimistic	Hopeful	Pleased	Thrilled
Astonished	Encouraged	Inspired	Proud	Tender
Calm	Excited	Intrigued	Refreshed	Touched
Confident	Fascinated	Invigorated	Relaxed	Tranquil
Content	Friendly	Joyful	Relieved	Trusting
Carefree	Delighted	Fulfilled	Aroused	Upbeat
Centered	Groovy	Worn out/Depleted		

FEAR & ANXIETY

- Afraid
- Alarmed
- Anxious
- Apprehensive
- Bewildered
- Cautious
- Concerned
- Confused
- Disconcerted
- Disturbed
- Dubious
- Embarrassed
- Jittery
- Nervous/Jumpy
- Numb
- Overwhelmed
- Panicky
- Perplexed
- Puzzled
- Reluctant
- Restless
- Scared
- Sensitive
- Shocked
- Stressed
- Shame
- Self-conscious
- Skeptical
- Terrified
- Vulnerable

Free

ANGER & FRUSTRATION

- Aggravated
- Agitated
- Angry
- Annoyed
- Appalled
- Cranky
- Disgusted
- Exasperated
- Frustrated
- Furious
- Keyed-up
- Impatient
- Indignant
- Indifferent
- Infuriated
- Irritated
- Resentful/Bitter
- Upset
- Unglued
- Grumpy
- Cold

SADNESS & GRIEF

- Anguish/Agony
- Bored
- Blah
- Depressed
- Disappointment
- Discouraged
- Disheartened
- Dismayed/Broken
- Despairing
- Exhausted
- Helpless
- Hopeless
- Hurt/Heartbroken
- Lonely
- Gloomy
- Sad/Melancholic
- Guilt/Shame
- Mournful
- Tired
- Troubled
- Forlorn
- Withdrawn

FAUX FEELINGS - Interpretations masquerading as feelings		
Abandoned	Disrespected	Manipulated
Abused	Ignored	Neglected
Attacked	Intimidated	Rejected
Betrayed	Invisible	Unheard
Controlled	Let Down	Unappreciated

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NEEDS

CONNECTION

Acceptance
Acknowledgement
Affection
Appreciation
Belonging
Benevolence
Bonding
Communication
Closeness
Community
Companionship
Compassion
Consideration
Consistency
Cooperation
Emotional Safety
Empathy
Encouragement
Forgiveness
Inclusion
Interdependence
Intimacy
Kindness
Love
Mutuality
Nurturing
Reassurance
Respect/Self-respect
Security
Stability
Support
Teamwork
Tenderness
To matter to someone
To enrich life/to serve life
Warmth
To know and be known
To see and be seen
To understand and be understood
To be heard
Friendship
Willingness

HONESTY

Authenticity
Integrity/Wholeness
To have one's intentions seen
Presence
Shared reality

Play

Humor
Joy
Fun
Excitement
Passion
Recreation

Peace

Beauty
Ease
Equality
Harmony/Balance
Inspiration
Order/Structure
Healing
Rhythm/Flow
Serenity
Spiritual Connection
To slow down
Tranquility

PHYSICAL WELL-BEING

Air
Conservation
Food/Water
Movement/Exercise
Rest/sleep
Sexual expression
Safety/Protection
Sensory Stimulation
Shelter
Soothing
Sustenance
Survival
Touch

MEANING

Awareness
Information
Celebration of life
Challenge
Clarity
Competence
Consciousness
Contribution
Courage
Creativity
Discovery
Efficacy (*power to be effective*)
Effectiveness
Growth/learning
Hope
Mourning
Participation
Purpose
Recognition
Self-expression
Self-mastery
Solitude
To express gratitude
To make sense of one's world
To process life/focus
Wonder

AUTONOMY

Choice
Choosing dreams/goals/values
Choosing plans for satisfying dreams, goals, values
Freedom
Independence
Individuality
Privacy
Space
Time (*choosing how to use time*)

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Session 5: Empathy 3 (4th-6th)

Key Objectives for Students:

Learn about *perspective taking* (seeing situations/events from another person's point of view)

Practice taking different perspectives

Practice acts of kindness

Integrating TEACH into the Classroom:

Teaching young children perspective taking can be tricky, it is so abstract. We approach it from feelings – what another person may be feeling. We will do an activity with pictures to prompt thoughts and discussions of what other people may be thinking and feeling. Students will work together in small groups to explore how many different perspectives there are for the same picture.

Perspective taking is the ability to consider a situation from another viewpoint. On the most practical level, students who are able to accept that other classmates may behave or think differently than they do are much better equipped to tolerate and find ways to get along with peers; they can talk out a problem and find a solution that is mutually agreeable. (MindUp Curriculum; 3-5, page 102)

Perspective taking is the ability to see situations and events from the viewpoint of another person. As we mindfully practice this, we become more skilled at interpreting the behavior of others. Mentally standing in someone else's shoes requires reflection, which can stall unthinking reaction. Repeatedly viewing issues or events through different 'windows' builds and strengthens the neural networks that enable us to reason before we take action. Paying attention to a situation in a calm, focused, mindful manner is a physiological workout for the brain, which actually stimulates blood flow to it! Calm perspective taking directs incoming information to the reflective, thinking prefrontal cortex, not the reflexive, reacting amygdala. A brain that operates in the prefrontal cortex makes superior decisions, facilitating making good choices. Honoring differences of opinion when disagreement is respectable allows students to perceive the classroom as safe and risk-free. We encourage teachers to include various opportunities for students to practice taking other perspectives. (MindUp Curriculum; 3-5, page 103)

Brain research confirms the power of practicing kindness. Scientists are discovering that compassion is an emotion as ancient as fear or anger. Other studies have shown that our brains are rewarded for altruism with the release of dopamine during acts of kindness. We are hard-wired to feel good about feeling good. (MindUp Curriculum; page 137)

In addition to the perspective taking activity, students will be given an opportunity to anonymously choose a name of a student in their class and will be tasked with performing an act of kindness for them during the next week. We will ask them to take notice of how it feels when they perform it AND

when someone performs one for them. And finally, they are tasked with noticing if they see acts of kindness around campus. Please encourage them during the week to do this and feel free to talk about acts of kindness with the students. Always ask them how it felt.

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Session 6: Empathy 4 (4th-6th)

Key Objectives for Students:

Increase ability to recognize and communicate your own feelings and feelings in others

Practice empathy strategies by 'walking in someone's shoes'

Integrating TEACH into the Classroom:

Empathy is the ability to recognize emotions in others and to have compassion when others react emotionally. In this session we have an opportunity for students to "walk in someone's shoes." We'll stress how important it is to see that others have gone through similar experiences.

REMINDER: To encourage empathy in students we invite teachers to continue to help students understand different perspectives as well as take responsibility for their own actions. Teachers can help to build empathy by encouraging students to remember what it was like for them when they experienced a similar situation. We encourage teachers to explore different points of view with their students, and ask, "how would you feel if you went through this similar experience?" How do you think they were feeling?"

In future sessions we will be practicing self-reflective language using "I" statements, but we will introduce them here. Using "I" statements does not accuse or blame, it simply states facts and can be empowering in some situations. It's important to note that not all students feel comfortable using "I" statements and verbalizing feelings. Some students feel this skill leaves them vulnerable to peers who abuse them. They also may not be able to verbalize what they feel or what they need. "I" statements work in most situations. We encourage teachers to help students decide if "I" statements are appropriate for a given situation. The basic formula is "I feel _ (feeling) ___ when you ___ (behavior) ____." "I feel sad when you yell at me."

Session 7: Self Esteem 1 (4th-6th)

Key Objectives:

Introduce optimistic and pessimistic thinking

Learn the benefits of using optimistic thinking as a daily practice

Practice strategies for thinking optimistically

Integrating TEACH into the Classroom:

This session will introduce students to Self Esteem. We spend 3 sessions on this topic, but it is never enough. Instead of learning about high/low self-esteem we are going to be more mindful and talk about attitude and how it increases our self-esteem. We will be learning about **optimistic thinking** and **pessimistic thinking** and doing an activity where each student will write something nice about another student on cards. These cards can be kept close by to remind them of the wonderful way they see each other.

*Optimism is a way of seeing life hopefully and having an expectation of success and well-being. It correlates strongly with good health and effective coping strategies. Optimism is a **learned trait** and if practiced, can become a way of thinking. (Mindup Curriculum; page 110)*

Remind students that brains, like your bodies are trainable. Explain that we can train our brains to be optimistic, just like we can train our brains do specific tasks. By repeating thoughts and experiences, we become familiar with them. Over time, they come more easily and begin to happen automatically – practice makes permanent. Help students target the time of day when they may feel anxiety or experience negative thoughts. (Mindup Curriculum; page 111)

Suggestions for teachers:

Each day make a point to model optimistic thinking and positive self-talk that you want the students to embrace. For example you might:

- *Acknowledge that current worries or sadness will pass*
- *Reaffirm that while we can't always control a problem, we can always control our reaction to it*
- *Encourage students with hopeful words, reminding them to make a fresh start*

- *Celebrate mistakes as opportunities to learn*
(*Mindup Curriculum; page 112*)

LESSON EXTENSIONS:

1. Students Birthdays

Student sits in front of the class and each student says a positive adjective about them. You or a volunteer can write the adjectives up on the board around the student or just say them. Also, have students go around the room and say something they appreciate about the student. It can be something as simple as liking their hair or appreciating what they are wearing. This activity could also be done when a student or students are having a hard time.

2. Adjective Frames

Materials: paper, color pencils, markers, magazines, paint, etc.

Each student has a piece of paper, and can pre-draw a circle in the middle of the paper for them or draw a circle that is big enough for their face to fit in. Cut out the circle, in the middle of the page, around the circle have students write positive adjectives about themselves. This could also be a fun activity to learn spelling words. Once the students are done they can put their face in the circle and have a positive adjective frame.

Session 8: Self Esteem 2 (4th-6th)

Key Objectives for Students:

Learn to foster positive attitudes toward self and others

Learn to recognize, accept, respect and appreciate individual differences

Practice giving gratitude in a fun activity

Integrating TEACH into the Classroom:

In this session we will focus on all the good things students **can** do, and how great they **are** – *just the way they are*. We will do this with gratitude.

Gratitude is a feeling of thankfulness and joy we feel in response to something we've received, whether it is a book or a smile of encouragement from a parent or caretaker or a view of a breathtaking landscape. (MindUp Curriculum; page 128)

We invite you to develop a space for giving gratitude on a daily basis. It can be as simple as picking a student's name and asking them to share something that happened today that they are grateful for; or, as students leave class for the day they must say one thing that happened today they are grateful for.

The activity we do in this session will give students the opportunity to identify their strengths and those in their classmates, thereby expressing gratitude for each other. The activity we'll do is called **All the Things I Am**. In groups of 3's each student will write 5 great things about themselves, then 5 about each of the other students. We will end up with 3 pieces of paper for each student and read them out loud. Everyone guesses who the student is. It's a great activity and one that lasts throughout the year. We will try to bring them to most sessions and when there is a few minutes, we'll read them.

Teachers should be mindful that too much praise can foster the need to look for approval for a self-worth. Be selective with your praise and remind kids about making good choices and supporting them when they **do** make them. How we encourage, support and praise a 6th grader is very different than how we praise a 4th grader, **but all ages feel good when it is authentic and meaningful**.

LESSON EXTENSIONS:

1. Class decoration: Talent Chain

- 5 strips of paper, different colors
- Students write down 5 of their favorite qualities about themselves on each strip of paper. All students join their strips together in a chain. This can be a creative way to decorate your classroom and do a fun art activity with students.

2. Have students say what they are grateful for.

“I am grateful for _____.” (Cannot be a store bought item)

Help students understand that showing gratitude is not just for items that can be bought, such as their X-box or bike. Showing gratitude and being grateful can be for polite gestures (someone holding the door open for them), giving a gift or something needed (a birthday gift), kind acts and words (sharing a lunch), spending time with someone (playing a game). Yes, students can be grateful for store bought items but remind them to also be thankful for actions and things that are not bought and bring them happiness and that can be cherished.

Examples:

- Someone passing out papers during class
- Someone picking you up from school
- Someone lending/giving you a pencil
- Someone doing something nice for you
- Someone saving you a seat
- A compliment

3. Discuss with the class what thoughts of thankfulness and appreciation help calm them.

4. **Self-Esteem Quilt**

The self-esteem quilt is made up of two parts: HIGH self-esteem and LOW self-esteem. The lesson begins with a story (i.e. [Loretta Ace Pinky Scout](#)) that highlights the differences between the two.

After a class discussion, I have students draw what high self-esteem looks like at school and what low self-esteem looks like at school. We discuss key words that go along with these pictures and add those to our quilt

The purpose of this lesson is to help students recognize how both high and low self-esteem impact the school environment and therefore, the level of student success. (This idea came from [Pinterest](#))

5. **Starfish**

For this activity, I read a modified version of the famous starfish story (right) with my students. Then, we reflect on the meaning of the story. We discuss how even small acts of kindness can make a BIG difference to others.

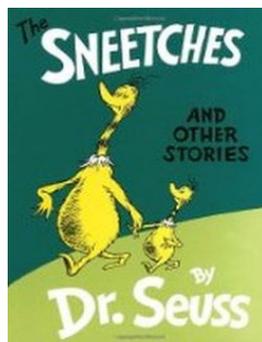
We then transition to one of my most popular activities: "The Sharing Circle." Students get into groups with their table mates (as equal in size as possible). After writing their name on their paper, in the center rectangle, each student passes their starfish to the left. Then, students write one nice thing about the person on their paper (we reflect beforehand about genuine/meaningful comments vs. superficial comments). The sheets keep rotating until they get back to the original owners. We do each pass together as a class and we reflect before and after students get their own papers back. (This idea came from [Pinterest](#))

6. **The Sneetches**

I open this lesson by reading [The Sneetches](#), a book about how "star-bellied" Sneetches feel that they are better than "plain-bellied" Sneetches. I ask two students to help act out the story as I read it, allowing for a more interactive and engaging story. I use Post-Its with stars drawn on them to define a star-bellied vs. a plain-bellied Sneetch. After the story, we reflect on the way the Sneetches treated one another at the beginning and how that changed by the end.

Then, we transition to a game. Students stand in a circle while I hand out Post-Its with stars on them. I alternate so that half of the students have stars and half do not. I remind students that having a star does not mean that you are better--it's just for the game. I start by tossing a beach ball to a student with a star. I tell that student one positive trait that I see in them. Then, that student tosses the ball to a student WITHOUT a star and says one thing that makes that student special. This continues until all students have participated.

Finally, we discuss how these positive statements felt. I write the feelings words on the SMARTboard and when I'm finished, I stand in front of the board, showing how kind words and actions give people positive thought bubbles. (This idea came from [Pinterest](#))



Session 9: Self Esteem 3 (4th-6th)

Key Objectives for Students:

Learn strategies that help build and enhance positive self esteem

Practice giving and accepting verbal compliments that enhance others' self esteem

Practice accepting verbal compliments that enhance self esteem

Integrating TEACH into the Classroom:

This is the last session on self-esteem and we once again focus on expressing gratitude.

The activity we'll do is called ***The Gauntlet***. If it's nice weather we'll do it outside. This activity will give the students the opportunity to **verbally** give compliments in a group. Giving verbal compliments is easy for some students and harder for others, especially when it's no longer anonymous. It can get pretty chaotic with the young students, but it's a good activity and many of the kids remember it as their favorite activity in TEACH. The older students still love it, too!

Incorporate "Thank You" Practices: each week teachers might ask students to recall one or two times recently when they said 'thank you.' Remind them to think of things they can't buy, so they can begin to recognize life experiences not linked to ownership or wealth, as well as the satisfaction derived from generous actions.

Encourage students to write about the things they are grateful for in their journals. Making a habit of expressing gratitude helps them to be more mindful about their lives and the big picture...leading to greater appreciation for other people and the larger world.

LESSON EXTENSIONS:

1. Brochure About Me (Art)

Materials:

- different color papers
- paper clips
- categories
- color pencils, crayons, markers

Have students fold up a bright color piece of paper (their choice) into threes (like a tri-fold brochure). Have them decorate the front flap with their name any way they like. Then on the inside of the brochure give students categories to write about themselves. Tell the students that these brochures will be for their eyes only. Once the students have picked a few categories to write about have them close their brochure and paper clip it shut. Have each student pass their brochure to the right. When they receive a brochure from their neighbor you are to notice who it belongs to (never opening it) and write a positive comment about the person on the back. Let the students know if they don't know the person very well, the comment can be a simple thing like "I like your haircut."

Categories could be: My best feature; my proudest moment; my favorite activity; something I'm good at; what I am grateful for; etc. Have about 10 to choose from.

2. Acrostic Name

Materials

- Paper for each student
- Something to write with; Markers, pencil, crayon, pen (whatever they want)

Have each student write their names on a piece of paper in any direction. Once every student is done, turn on some music or set a time for a certain length of time. During the length of time have students pass their piece of paper around with their name on it. Once the length of time stops (you choose) whatever name each student ends up with after the length of time stops the students must write one positive thought or comment about the person on the piece of paper they have.

3. Say Something Positive Behind My Back

Materials

- Pen or pencil for each student
- A piece of paper or a label for each student

Have students, working in groups of 2, write one positive word about their partner. Quickly check the words. Have each student stick their word on their partners back. Students then walk around, asking only one question of each other to try to figure out the word chosen to describe them.



Session 10: Body Image 1 (4th-6th)

Key Objectives:

Introduce the term **body image** and what it means to be healthy

Participate in an activity the reinforces why it's important for each of us to feel good about our bodies

6th Grade Only:

Explore how media can create unrealistic expectations of the way we look

Examine the ways 6th graders define each other in terms of how they look and act; how they might reinforce stereotypes, prejudices and discrimination in each other

Integrating TEACH into the Classroom:

During this session we acknowledge that children's bodies are changing, but we focus on all the things their bodies CAN do for them. This age is where many children start thinking they are too fat, too short, etc., so any teachable moments about their physical bodies (especially their brains) are good to reinforce healthy body images. We will also discussing **Health** and the ways we can keep our bodies healthy.

As an activity we will have students draw a picture of themselves and label all their favorite body parts – being very body-positive.

Any discussions you can have with them about exercise and good nutrition is helpful. We want to encourage them to develop good habits now to carry into their teens.

In 6th grade we acknowledge some of the actual things that are changing, especially hormones that can affect their mood and behavior. We stress that they will **all** change in different ways and at different times.

The point is to let them know their bodies are in a growth period and will change either rapidly or slowly, but that it is all normal. We encourage students to not only accept these changes, but to celebrate them! It is really important to let them know that dieting is not a good option at this point in their lives, unless they are under a doctor's care.

Time permitting we will show the following body-positive music video's:

- Natasha Bedingfield's – **FRECKLES**

- Colbie Caillat – **TRY**

Please check them out prior to us coming to see you! Let us know if you have a problem with any of them and/or you don't want us to show them.

6th Graders Only:

The past few years we've noticed that 6th grade students are starting to reinforce many harmful gender biases, such as: Girls can't do certain things because they are girls (if they do, they are weird), or boys must be tough and play sports (and if they don't, they're gay). These are just the obvious ones. Students at this age are also beginning to discriminate based on social status (popularity), looks (including 'fashion sense'), economic status and many other indirect ways. These prejudices are proving to be at the root of peer abuse, not to mention the fact that sexual harassment often begins at this age. We will be discussing strict gender roles in terms of 6th graders and how they can be detrimental to positive body image and self-esteem. In addition, we mention media and unreal expectations of perfection. These discussions will be the foundation to talking about **stereotypes**, **prejudices** and **discrimination**. It is our hope that teachers will continue these discussions in the classroom.

We will present the material in a safe and respectful way, encouraging their discussions to be open, and to think about their own prejudices and how they might contribute to discriminating against students who do not fit a gender stereotype.

We encourage teachers to incorporate opportunities to generate positive and affirmative portrayals of gender roles.

LESSON EXTENSIONS:

1. Popsicle Sticks:

- On Popsicle sticks write out actions such as; 10 jumping jacks, 5 burpees, crab walk, the cha-cha, jump up and down, etc. Pull one or two sticks out between activities to get the students moving.

2. Class Yoga

- Have yoga cards and go through a few movements with the students or have students do a few movements between activities.

3. Rap Melody (This can be done for any TEACH topic)

- Students make a rap about;
 - Why they love their body
 - Can be freestyle or set it to music.
 - Have the students present it when they are done.

4. Here is a link to a list of other activities on Body Image.

<https://school.fueluptoplay60.com/tools/view.php?id=15749467>



Session 11: Body Image 2 (4th-6th)

Key Objectives:

Review ways to keep a positive body image

Practice reinforcing positive thoughts and feelings in terms of *body image*

6th grade only:

Practice building a body positive community

Integrating TEACH into the Classroom

4th – 5th grades:

In this session we explore the concept of health and how people can do many things to feel healthy at any size. We'll do 2 activities that help us to look at how wonderful our bodies are for us. One is called **WARM FUZZIES** where we write awesome things about one another anonymously. The other is a **BALL TOSS** where we toss a ball with questions about our favorite role model, accomplishments we are proud of, favorite way to exercise, etc. Both are fun and we will get students up and moving!

If there is time after the games we will show the students in 4th – 6th grades several of the **Always** Commercials, **Like A Girl**. These videos are very empowering to young girls and we have had positive feedback from boys, too.

In all of the classes we will also show a You Tube video called **The Making of a Model** which is approximately 1:15 long. It shows how ads of models are photo-shopped to show a 'perfect' person, which doesn't really exist.

Any discussions you have with students about positive body image are very important. Remind them that their bodies are growing and they are just fine the way they are.

6th grade only:

We will have an interesting discussion with 6th graders. We will talk about the pressures on kids in the 6th grade in terms of how they look, act and how they behave towards kids who do not fit a stereotype. These discussions are important because at this age kids are not very accepting of differences in other students and bullying becomes a much bigger issue. The goal is to encourage them to be more accepting of differences, especially when it comes to negative body image.

6th Grade Only:

Dove Real Beauty Sketches 6:36

<https://youtu.be/litXW91UauE>

4th and 5th graders will see the following videos if there is time:

The Making of a Model – Karen Cook 1:15

<https://youtu.be/bkAqk8006D8>

Always: Like A Girl

<https://youtu.be/XjJQBjWYDTs>

Always: Like A Girl – Stronger Together

<https://youtu.be/wtk3JTHfWm8>

Always: Like A Girl – Unstoppable

<https://youtu.be/VhB3l1gCz2E>

Always: Like A Girl – Karlie Harmans Story

<https://youtu.be/RUwLdGz7XtA>

LESSON EXTENSIONS:

1. Trash & Treasure (this activity was suggested by several girls at Gold Trail!)

Materials:

- Magazine cut outs and pictures, tape

On the board have one side say trash and the other side say treasure. On the trash side have students put up pictures that look photo shopped and what the media says is perfect. On the treasure side have students put up pictures that are more real and natural.

The point of this exercise is to show that what the media portrays as a perfect boy or girl is not really perfect, no one is perfect. These images make girls and boys try to be something they are not and destroy their self-esteem.

Session 12: Boundaries 1 (4th-6th)

Key Objectives for Students:

Define boundaries and the difference between physical and emotional boundaries

Practice new skills for reinforcing personal boundaries by using “I” statements

Integrating TEACH into the Classroom:

As a teacher you know how important it is to have clear boundaries in the classroom. Having clear boundaries in classrooms is especially good for students who have experienced trauma. Children **want** to know who is in charge and what the rules are. There is security in knowing what to expect in predictability and routine, and in support. Rules/boundaries/limits actually help children to feel safe knowing what is expected of them. Your job is easier when the boundaries are clear, the results of crossing them are clear, and everyone understands both.

We invite you to incorporate the word ‘**boundaries**’ into your classroom. While you model good boundaries, call it out when boundaries are challenged, such as “Our classroom boundaries are very clear and that behavior is not acceptable” or something similar. Also, support students when you see them having clear boundaries, “Kayla, you gave a very clear boundary when you told Sam he could not say that to you.” It’s also important that students adhere to others’ boundaries. So saying something to Sam, like “Sam, Kayla was very clear when she told you not to say that to her. By continuing to say that you are disrespecting her boundaries and that is not acceptable.” It’s very important that we not only bring attention to having good boundaries, but also respecting others boundaries.

The concept of personal boundaries is crucial for kids to help them develop their personal power. We want them to feel empowered to say “**NO**,” *mean it AND feel good about it*. Helping them to develop good boundaries now reinforces their refusal skills, encourages them to become active bystanders and avoid high risk behaviors. Building healthy boundaries and respecting others’ boundaries are the foundations of social relationships and can contribute to preventing Teen Dating Violence and unhealthy relationships later in life.

Boundaries are important for students in each of the grades and we will present the concept in an age-appropriate way. The younger students will spend most of their time practicing “I” statements (see below) so they can get used to saying the words that reinforce their boundaries. Using “I” statements is like learning a new language... it takes time to get comfortable saying the words. We always anticipate push-back when introducing them to the group, but if they can get used to saying them they can become incredibly empowering in certain situations.

Why are boundaries important?

Boundaries define the sense of 'self.' When we have established clear boundaries (both our outer skin boundary and our internal inner life boundary), we are more aware of our own rights, have a strong sense of self, and how we deserve to be treated by others. By first respecting ourselves, we are then able to instill respect in others and set limits around how we want to be treated. With boundaries, we also have a clearer picture of our own needs and desires, so that we can choose to ask for assistance if we are unable to meet our needs on our own.

Boundaries clarify responsibilities. Clear boundaries also help define what we own; what we are responsible for. This means that we do not have to take on other people's responsibilities unless we choose to, just as they do not have to take on ours. While it is important to be sympathetic to other people's needs, it is equally important to know our own limitations and have the ability to say 'no.'

Boundaries give us options. Since boundaries give us ownership, we have more control over what happens to us and our bodies. Our choices and options are broad because we have the right to say whether or not we want something to happen or not happen.

More "I" statements for reinforcing clear boundaries

- I feel ... (state your feeling in terms that are all yours rather than attacking the other person)
- When you ... (state the specific behavior that is a problem to you; try not to use words like "you never" or "you always")

With the older children we will practice asking for what they actually want:

- I feel _____ when you _____. Would you please _____ (say what you specifically want the person to do).
- **I feel hurt when you ignore me. Would you be willing to talk to me so we can straighten this out?**



Session 13: Boundaries 2 (4th-6th)

Key Objectives for Students:

Define Peers and Peer Influence

Strategize ways to resist Peer Influence

Integrating TEACH into the Classroom:

Adolescents and teens face pressures from their peers on a regular basis. These pressures can lead them to experiment with activities and behavior they might not otherwise consider. By teaching refusal skills we can help kids to stay strong and do what they know is right.

Talk to students about making good decisions and support them when they do. When students come to you with 'what do I do' questions about issues they are having with other students, ask them what **they** think they should do; encourage them to use their refusal skills when appropriate; help them through some of the more difficult ways to say 'no' by doing role plays with them.

We will be talking about role models in this class and we'll find out who the kids look up to, why they look up to them and positive/negative role models. This discussion will put them in touch with the concept of having someone to talk to if they have a problem they can't handle.

In your lessons you might help students to identify people that are good (or bad) role models. Also, if you discuss celebrities from popular culture, ask them if they make good/bad role models and why. We want them to be able to identify qualities that are positive influences, as well as those that are negative influences and know the difference between them. It's important to reinforce good decisions, especially not to go along with peer pressure. These skills will also help students to become good bystanders and help others in need.

If there is time after this session we will read several TEACH Trashes. This will give students the opportunity to talk about boundaries with their own issues. It's important they learn how to help themselves and each other.



Session 14: Boundaries 3 (4th-6th)

Key Objectives for Students:

Practice refusal skills and reinforce saying 'NO' to protect personal boundaries

Integrating TEACH into the classroom:

In this session we'll continue our discussions on peers and peer influence (positive and negative); the way our peers might pressure us – threats, name-calling, etc. We'll talk about using different strategies with peers when they try to get us to do something we know is wrong; and we'll break into groups of 4 and do 'peer pressure' role plays.

Students DO NOT have to participate in role plays if they feel uncomfortable. However, role plays are a great opportunity to work through problems they face every day. Most of the kids become pretty comfortable with them by the end of the year, some never do. When we first start doing them with the 4th graders they will be very nervous and some will act out and try to be silly. This is normal. They are nervous in front of their peers and want to impress them. Sometimes the material is uncomfortable and being silly is just safer. We want to build a safe environment where they can work out some tough issues. Naturally, there is a line for appropriate behavior and we'll work together on those boundaries as we progress.

After each group performs their role play we will de-brief to get a sense of feelings, motives, behaviors and intentions, and provide support and validation. If the opportunity arises during class, refer back to a role play to reinforce using healthy refusal skills.

This year we'll use role plays that reflect actual TEACH Trash we've received over the years, so they are more relevant to the students.

Session 15: Communication 1 (4th-6th)

Key Objectives for Students:

Learn to listen in a reflective, mindful way

Practice reflective listening

Integrating TEACH into the Classroom:

Mindful Listening lays the groundwork for social awareness and effective communication – an important part of the Common Core State Standards. Being able to listen in a focused way and to pay attention to details such as tone and inflection give the listener a clearer idea for how to respond. This work can help prepare students for following directions, resolving conflict through discussion, building friendships, and listening critically to media messages. As they learn to choose what they focus on or respond to, they build self-awareness and self-management skills. (MindUp Curriculum; page 52)

We will do several listening activities with students to reinforce reflective listening. The first part will be a series of sounds. Students are asked to close their eyes and identify various sounds. The second part is called TAKING A CLOSER LOOK. Students will work in groups of 2 and practice mindfully listening to each other. We debrief what they learned, some of the barriers to listening and how they can mindfully listen every day.

Encouraging Mindful Listening:

When students need to resolve conflicts, encourage them to use mindful listening to help them stay focused on what their classmates are saying or feeling. Training students to repeat verbatim what the other person is saying before they respond helps them concentrate on what that person is saying. This practice gives the listener a chance to calm down and to reflect the situation. It supports all students, especially those who tend to react too quickly. (MindUp Curriculum; page 54)

ONCE A DAY resist the urge to immediately answer a question from a student. Savor the time to reflect and develop a thoughtful response. Encourage students to repeat what you just said verbatim. Based on their reflection to you, show gratitude for their ability to listen in a mindful way. (MindUp Curriculum; page 57)

Session 16: Communication 2 (4th-6th)

Key Objectives for Students:

Learn 3 Communication Styles (Passive, Aggressive, Assertive)

Practice expressing needs and defending rights using assertive strategies

Integrating TEACH into the Classroom:

In the second session we introduce the concepts of passive, aggressive and assertive communication styles and an activity. A short scenario will be read and students will choose which response they would have to a particular situation. Each response will directly correlate to a communication style and students will learn when/if it is appropriate to use and how to do it. This activity will involve the students moving around the room.

We encourage teachers to use the words – passive, aggressive, assertive – in the classroom. As students communicate you might point out the style they are using, or if someone they are studying has a certain style, e.g., Martin Luther King used assertive communication to express non-violent strategies, while Anne Frank used passive communication due to her intense need for safety (*which is a very appropriate use of **passive** communication!*).

Continue to help students ‘find their voice,’ and vocalize their feelings appropriately. The more they recognize their feelings they can begin to understand their needs, and we can support meeting their needs in positive ways.

Remind students that aggressive behaviors are never okay at school. Also, that using assertive behavior does not always mean they will get their way. But they do keep their power.



Session 17: Communication 3 (4th-6th)

Key Objectives for Students:

Practice assertive communication skills

Integrating TEACH into the Classroom:

In this session we continue to work on building resistance skills by responding assertively, but in a deeper way. We reinforce the use of “I” messages and begin to work on our body language; learning to combine words and actions. This may be difficult for some students as it may trigger their experiences with abusive behavior. We reinforce personal safety and want to help them develop skills they can use in different situations.

Continue to use the words – passive, aggressive, assertive – in your classrooms and remind them of their body language when using their resistance skills. Being assertive is not being rude, loud or obnoxious; it’s simply stating the facts in a normal tone of voice with confident body language. We’ll practice these new skills in TEACH, but your support and reinforcement of them during the week will help when it comes to resisting peer abuse and to become an active bystander.

Another lesson for students: When we use assertive skills we don’t always get our way. Kids have a tendency to try something once (like ‘I’ messages) and give it up if it doesn’t work or give them immediate gratification. Encourage them to stay with it and practice, practice, practice! Like anything else that has to do with the brain, the more we practice the better we get. Reinforcing assertive communication will also reinforce boundaries, a great skill to have in **any** relationship!

At this age students are realizing they are not the center of the universe and friends are becoming more important than ever. Good communication skills are crucial to make and keep friends, but they are also important in relationships with adults. We will spend some time in the 5th and 6th grade talking about communicating with teachers and parents and will focus on using “I” statements and timing.

Session 18: Communication 4 (4th-6th)

Key Objectives for Students:

Learn a problem-solving approach to managing anger

Practice anger management techniques and skills

Integrating TEACH into the Classroom:

This last session on Communication focuses on anger and coping skills. Students will learn about healthy and unhealthy anger, including what thoughts, feelings and actions are associated with each. We will also talk about taking steps to managing their anger: ***calm down, think before acting, consider other persons feelings with reflective listening, and find solutions.***

Anger is often not really about anger (or angry feelings). It can be about more vulnerable emotions that are concealed underneath an angry cover; when the amygdala does not filter our fight response it becomes our first line of defense. When a situation arises and anger is present, it's important to talk to the students involved *after* they've calmed down. In *private*, you might ask a student what else they are feeling in addition to anger and ***where*** they were feeling it. They may describe emotions like anxiety, worry, hurt, sadness, frustration, distrust, uncertainty, guilt, shame, regret. In young students you may have to help them to identify these feelings. Always validate their feelings, even anger. Remind them about the amygdala and not letting *'flight, flight, or freeze'* take over, but to calm down and think about what's going on.

An important thing to remember is that it's not the **event** that triggers anger; it's the **perception** of the **event** that brings a strong emotion. The equation is not: *event = emotional experience*. **The equation is: *event + INTERPRETATION = emotional experience***. That being said, continue to encourage students to verbalize their feelings. When they verbalize feelings it causes them to slow down and think; you might ask them what they need to feel better and how you might help them. For instance, if they say they feel distrustful of someone they are angry with, you can talk about what it would take for them to trust them again. This could lead to some very interesting conversations and opportunities to help them build coping skills.

Managing emotions includes the ability to redirect disruptive impulses and to 'shake off' negative moods. Teachers cannot eliminate frustration and conflict in the classroom, but can help students to manage their emotions. Use their emotional expressions as teachable moments to coach and support them in developing skills they need to manage their emotions successfully. It's also important to teach students to have more patience with themselves and each other and to develop perseverance. A key to doing this is to have a method for resolving conflict when more than one student is involved. If you have a successful method for resolving conflicts in your classroom we'd

love to hear about it. If not, we use this method when more than one student is involved: 1) **calm down – breathe deep**; 2) agree to ground rules; 3) talk it out using reflective listening and “I” messages (share versions of the incident, feelings, etc.); 4) brainstorm solutions, and 5) come to an agreement and make affirmations. Good conflict resolution is non-violent, meets the important needs of each person involved, maintains – and can improve – the relationship of everyone involved.

Many kids do not have the opportunity to talk about their feelings, so it becomes important to give them the message that feeling angry is okay - it’s just another feeling – but the key is to manage it appropriately. After anger is managed in a healthy way, it’s easier to let it go. Helping students to identify what makes them angry *and* build skills to cope with angry feelings is a big task. It takes time, patience and practice, but in the end it will enhance their personal growth, improve their ability to function in the classroom and in civil society.

Session 19: Healthy Relationships 1 (4th-6th)

Key Objectives for Students:

Learn the importance of friendship and the skills needed to find and keep friends

Integrating TEACH into the Classroom:

An interesting fact: the qualities that 4th graders say they want in a friend are the exact same qualities 8th graders will tell you they want in a dating partner. Things like respect, honesty, trust and communication are universal, no matter the age or relationship. It's all about our needs as human beings.

During this session we will define friendship, list the qualities we want in a friend and talk about why friends are important. We will have a **homework assignment** to talk to someone on campus they have not really talked to and find out 3 things about that person, and share 3 things about themselves.

Having kids say the things they like about friends really puts it into perspective and validates their needs. Teachers can also reinforce certain behaviors for friendship. For example, "I really liked how honest you answered that question. Honesty was one of the things everyone said was important in a friend. I'll bet you're a good friend."

Reinforce their good friendship behavior as you see it happen. One year I saw several 4th graders playing a game at recess. Every time a kid got out, two boys would say 'good try' and pat each one on the back without even thinking. It was just a part of the game to them. I told them how wonderful it was that they supported everyone who played the game and they were really good friends. Supporting these skills with students as you see them being nice to someone, helping someone, or just reaching out to someone they don't really talk to in class are ways to build healthy relationships now and later in life.

The homework assignment after this class can be a very powerful exercise if they do it, **so please encourage and remind them to do it during the week**. Over the years we've had many poignant stories about kids making new friends and even a few that changed their lives. It's one of our favorite assignments, but it means many kids have to go outside their comfort zones and make the effort. Your support will help them to explore and step out of their comfort zone.



Session 20: Healthy Relationships 2 (4th-6th)

Key Objectives for Students:

Understand power/control and equality in relationships

Define characteristics of healthy/unhealthy relationships

Integrating TEACH into the Classroom:

In this session we'll talk about different types of relationships, e.g. parent-child, friend-friend, teacher-student, etc., then introduce power/control in relationships and how friendships should have equal power. Learning the 'power over' concept, which is a sign of an unhealthy relationship, will help them to engage boundaries and make good choices about friends.

In the 6th grade we will also be talking about social interactions specific to this age group. Our experience with this age group is that many students are starting to 'like' each other, and it creates a lot of drama that can affect the whole class, whether they are aware of it or not. We like to call it out and give it space to normalize and discuss.

We'll do an activity called *RED LIGHT/GREEN LIGHT* and spotlight healthy/unhealthy behaviors in friends through simple scenarios. It's a fun way to discuss types of behaviors that make friendships worth continuing or stopping.

Teachers can continue to reinforce good behavior and how it relates to being a friend. Remind students of the list of behaviors that they do not like in friends, especially when there's a collective behavior like gossiping. Something you might say is "**Not only is gossip destructive and wrong, everyone in the class said it was one of the things they did not like in a friend.**" The important thing is that they are able to distinguish healthy and unhealthy behaviors in others and themselves, as well as identify power and control in unhealthy relationships. These concepts will serve as a foundation for healthy relationships as they navigate the teen years.

Session 21: Peer Abuse 1 (4th-6th)

Key Objectives for Students:

Define peer abuse (bullying) and abusive (bullying) behaviors

Define the types of abusive (bullying) behaviors and the emotional effects of peer abuse (bullying) on targets

Integrating TEACH into the Classroom:

We are finally at **Peer Abuse**. We've been working up to this all year. The students have learned about themselves and the skills they need to build their ability to resist abusive behavior and to become active bystanders and allies. Hopefully, by this time they are aware of their own behavior that may be abusive. It's also important to understand why peers might abuse so students can feel confident to stand up to them.

4th grade only - We will read a story about a boy who abused his peers then changed his behavior. We will have a discussion about the story and talk about their perceptions of peer abuse, what it is and the many forms it takes on. Also, it sheds a light on bullying behavior. Many kids who display bullying behavior have no idea they are doing it. It's important to show them what it looks like and that they can change.

We will also talk about how boys and girls behave abusively – differences and similarities; and what the effects are on kids who are the targets of this behavior.

This is a very important time in TEACH. The kids are usually very forthcoming with stories of being a target of peer abuse. Teachers may have kids come to them more often during this time as they sort out what abusive behavior is and how to handle situations. You may actually see more abusive behaviors during these sessions. Sometimes students may be realizing for the first time they are abusive to their peers. The abuser and the target are 2 sides of the same coin, both are victims....we just see one of them victimized at school. Be careful not to confuse peer abuse with conflict. Peer abuse is a form of victimization. When teachers address peer abuse as a conflict it downplays the negative behavior and the seriousness of the affects and empowers the abuser. Don't call out the specific tactic, it doesn't matter if its name calling, etc., it's about BEHAVIOR. Strive to send the message: No one deserves to be abused and it is always inappropriate.

Also, **do not use peer mediation**, it's upsetting to the target to face their aggressor, and actually empowers the abuser.

LESSON EXTENSION

Some ways to deal with peer abuse:

Intervention

- Stop the behavior immediately
- Stand in between both parties blocking eye contact
- Don't send bystanders away
- Sort out the facts later
- Talk to both parties **separately** once they've calmed down
- Refer to any policies or rules regarding peer abuse/bullying
- Describe what you heard and saw
- Let all children know peer abuse is unacceptable

Impose Immediate Consequences

- Wait until all parties have calmed down
- Do not require children to apologize or make amends
- State the consequence. Make sure it is logical and connected to the offense. Take away social privileges such as recess, game time, etc.

Offer Guidance to Bystanders

- Tell them you noticed their action/inaction
- Are you pleased or disappointed?
- Offer suggestions on how they might intervene or help
- Reinforce the lessons from TEACH

Notify Parents and Colleagues

- Let the abuser know you are watching them
- Have another source follow-up with them (another teacher)

Follow up and intervene as necessary

- Support the target **and** the abuser
- Enable them to vent feelings in appropriate settings
- Support them in recognizing their own feelings
- The abuser may need to learn new methods of power and influence

Support the target of the abuse

- Do this in a way that allows them their dignity
- Create an environment that is free from retaliation
- Follow up with them again and again

Tips for Dealing with Peer Abuse/Bullying

- Ensure policies/standards are similar for adults and children
- Recognize that all children can engage in aggressive or abusive behavior
- Listen – Be that Safety Zone

- Reinforce the lessons learned in TEACH

Tips to help the target of the abuse

- Start by simply listening. Set up a regular check-in with the child
- Keep asking – it may take time for the child to share what they are experiencing
- Make sure the child knows they are NOT the problem
- Targets need reassurance
- Call it what it is, “What is being done to you is peer abuse.”
- Remind them about assertive behavior, not aggressive behavior
- Develop safety strategies (will be covered in TEACH)
- Think twice before meeting with the parents of both parties
- Don’t take action that takes power and control away from children

Tips to help the Bully

- Teach empathy, respect and compassion
- Use movies, news stories and real situations to talk about peer abuse
- Ask questions like “How would that make you feel?” “What might the person you abused feel about being hurt?”
- Make your expectations clear
- Provide clear, consistent consequences for peer abuse/bullying
- Teach by example, role play, provide positive feedback, be realistic, call The Center if you need additional help or support

Definitions of Harassment and Peer Abuse/Bullying

- Peer Abuse (Bullying) is unwanted, intentional, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.
- Harassment is always linked to Anti-Discrimination Laws and will focus on **gender, race, ethnic background, color, religion or belief, sexual orientation or disability**. Harassment may be a single incident or a series of incidents.

Session 22: Peer Abuse 2 (4th-6th)

Key Objectives for Students:

Identify what specific emotions look like on different people and how they might be communicated non-verbally

Practice useful, safe and effective techniques for dealing with abusive (bullying) situations

Integrating TEACH into the Classroom:

In this session we begin to identify and practice strategies to resist abusive situations. We will brainstorm ideas and talk about situations where students might use a particular skill and practice resistance skills.

Younger children who lack the confidence to stand up to a peer who abuses them may default to tell the teacher every time. Our goal is to give students the skills to stand up for themselves to peers, but safety is a priority. When assessing the situation, always make sure the student is safe before encouraging them to stand up to a peer who is abusing them. You may need to intervene immediately (see protocol in prior session) or you can encourage them to speak up for themselves. Instead of telling them to talk to the abuser, ask them questions like “what could you say? Would you like to practice role playing that with me?” Then practice assertive responses, including using assertive body language. Naturally, this is done in private. The list of *BULLYING SURVIVAL TECHNIQUES* in this session provides many ideas to use in different situations. Help children to find the one they feel comfortable with and practice with them. Always follow up with the child to see how it went. If it didn’t work out, assess next steps and take action. Praise the child for trying, and assure them you are listening to them. Each case is different, but knowing the abilities of the child will help to assess appropriate responses.

And finally, we will begin to identify what someone who is being abused by a peer might look like as we sensitize bystanders to the emotions felt by targets and how they are communicated non-verbally. As always, when talking to the class about gossiping, name calling, drama, etc., ask them how they think the target might feel and how *they* might feel if they were the target; remind them of the session on *Empathy* when they *walked in someone’s shoes*.

6th Grade Only:

For the past several years we have shown a video called *To This Day*. It is an animated video from a famous *Spoken Word Poet* Shane Koczan. It is a very powerful video that speaks to being abused by peers (bullied), being different and being resilient and beautiful in spite of what they are told. In the past it has made an incredible impact on the students, and brings tears to many. It triggers some students who have been abused by peers and even some who are abusive. We always give

students the option of leaving class if they need. One of the leaders or a teacher will follow them outside to ensure their safety. Students talk about the video with each other all day and we encourage them to go home and watch it with their parents. If you get any calls from parents, we encourage you to have them call us at The Center, 530-626-1450.

We also show a **Ted Talk** by teacher Clint Smith called *The Danger of Silence*. He speaks to staying silent in the face of oppression, especially with peers who abuse. This video is also about speaking truth and standing up for what's right. We like to show this after the previous video so they can leave on a good note.

Statistics show that peer abuse starts around the 4th grade and peaks in Middle School. Our data shows that 6th grade is when most of the peer abuse happens. This is the best time for students to really look at their behaviors and understand that the things they say and do to others can impact their lives. We want to give space to help students develop empathy and compassion for each other, and to help those students who have a hard time with peers. In the next session we will work on bystander intervention.

Session 23: Peer Abuse 3 (4th-6th)

Key Objectives for Students:

Learn positive skills to use in abusive (bullying) situations

Practice skills for being an ally in abusive (bullying) situations

Integrating TEACH into the Classroom:

This is the final session on peer abuse and empowers bystanders to ally with targets and help them stand up to abusive peers. We will spend time talking about **Bystanders, Active Bystanders, and Allies**. These terms are very important as we learn the power of those who witness their peers using abusive behaviors. We want bystanders to stand up, speak up, feel good about it, and go one step further to befriend the target. Most of this session will be spent on role playing. This is their opportunity to put all the lessons together.

An issue that's come up is how much some of the kids *really* enjoy playing the role of the abuser during role plays. In most cases these are kids who have experienced being abused by their peers, so turning the tables can be very empowering....for all the wrong reasons (retaliation). We want to focus on empathizing with the target, not the abuser. We will spend time discussing why some students like to play the abuser, and how easy it is to become abusive once they've been a target. It's important to continue these discussions in class when the opportunity arises, reinforcing the need to become Active Bystanders **and** Allies by using assertive communication skills. Remind them that they are bystanders if they know something is going on and don't do anything about it. Encourage them to become active bystanders and get involved in some way, e.g., tell an adult, say something, help the target, become a friend to the target, etc.

If time permits after this session, we will do a project around bystander intervention, such as art, poetry, storytelling, etc. We will add additional sessions if possible.

We would like to do some actual Conflict Resolution with students in the next session so we will solicit issues that they are wrestling with now. In the past we've done conflict resolution on gossiping and rumors, constant talking and interrupting in class, and being disrespectful. The process is always interesting. **We'll solicit the ideas in this session then take them through a conflict resolution process in next week's session.**



Session 24: Conflict Resolution 1 (4th-6th)

Key Objectives for Students:

Practice authentic participation in a classroom conflict by practicing active listening, self-reflection and brainstorming solutions

Integrating TEACH into the Classroom:

In this session we introduce the concept of managing conflict with the students. We begin with a reminder of what conflict is and how our perceptions may trigger emotional responses.

We will use the conflict they decided on last week and check to see if it's still relevant today. We stress that **THEY** will come up with a solution, we just help facilitate the process. "I" statements are strongly encouraged; we will begin to examine individual needs and their part and/or responsibility in the problem. In 6th grade there will be a handout with **Feelings and Needs** to help them through the process. Our goal is to have some authentic discussions around issues that bother the group as a whole and work through them in an inclusive, tolerant, non-violent process.

During this activity we will be using the following steps to managing conflict:

- Cool down (breathe);
- Say what the problem is using 'I feel' statements and identifying needs
- Practice reflective listening
- Brainstorm solutions and decide on one;
- Act on solutions
- Check-in

Several reminders will help during this time:

- Continue with daily deep breathing
- Remind students of all the things they've learned so far, especially how the brain works

Not every class will work on an actual class conflict. Some classes are just not interested in this activity, especially in the 4th grade. However, teachers have given us some great ideas in the past! If there is no conflict we will do TEACH Trash to see if we can come up with one anonymously.



Session 25: Conflict Resolution 2 (4th-6th)

Key Objectives for Students:

Practice ways to solve problems, communicate and accept ideas, develop leadership skills, give attention to detail, focus, and cooperate to achieve a goal in small groups

Integrating TEACH into the Classroom:

After all the hard work that students have done up till now, it's important to have some fun! This session is fun and we'll learn something, too. We really want to stress to teachers and students, it's the process, not the end game so we will downplay being competitive. Instead, we'll talk about how cooperation is important and how each person brings something different to a group; the importance of talking through issues instead of relying on emotions. As we move through the activities the degree of difficulty increases. Hopefully by this time students are able to work through a complex activity with minimal conflict. These activities involve the teacher's help to encourage participation, give support and help manage the groups. All activities are cooperative.

We will start with *Saving Sammy* in groups of 2. This one is done with gummy life savers and the kids love it!

We move on to groups of 4 and the Solo Cup Challenge. They love this one, too, and it prepares them for the final large group activity in a couple of weeks.

If there is still time we have additional ideas to do with them:

Family Camping Trip
Kitchen Kapers
Toothpaste Challenge

Session 26: Conflict Resolution 3 (4th-6th)

Key Objectives for students:

Continue to practice communication skills, perspective taking and problem solving while working on a complex activity within a small group

Integrating TEACH into the Classroom:

Everyone loves the very popular **Marshmallow Building** that we are doing in this session! Each student gets an envelope with 20 pieces of spaghetti, 3-ft of twine, a large marshmallow, and 3 ft. of blue tape. With these tools they need to make a free-standing building.....tallest structure is the goal! This is a great activity to introduce the concept of working together cooperatively. The de-briefing is always interesting. (Note**Building with straws may be substituted here)

Most teamwork activities are done outside (weather and wind permitting). The activities encourage communication skills, creativity, critical and strategic thinking, leadership skills, conflict resolution, cooperation, negotiation, and planning - all the wonderful skills we've worked on this year in TEACH. The students are very serious about this activity and we will take lots of pictures!

At this point in the year it's important to keep reminding students of all the skills they've learned, their personal assets, and how each person brings their own unique gifts to the group.

Additional Activities:

1. A Mystery (Parent/Teachers) this link has a few team working activities.
<http://www.teachthought.com/teaching/10-team-building-games-that-promote-critical-thinking/>
2. Build a Bridge
http://www.jubed.com/youth_ministry/view/Build-a-bridge/?s=106

1. Mission Possible

- In groups, students have a list of things to do outside: do 5 jumping jacks, touch 2 trees, pick up 1 piece of garbage, run 1 lap, etc.
- While completing these tasks in the time given, students have to stay connected by holding hands or elbows.



Session 27: Conflict Resolution 4 (4th-6th)

Key Objectives for Students:

Continue to practice communication skills, perspective taking and problem solving while working on a complex activity within a very large group

Integrating TEACH into the Classroom:

This is a great activity the whole class works on together. It is based on the wordless picture books of Istvan Banyai called "**Zoom**" & "**Re-Zoom**." Students are required to place the pictures in sequential order without saying which picture they have. At first, they begin to work alone or in small groups as they try to tell a story. They soon realize there's a much bigger picture and they begin to include the whole group. This process requires patience, communication and perspective taking to complete. It's one of the most interesting activities that we do with students. We begin to see leaders emerge who are most often than not – very surprising!

As always, remind students what they've learned and to apply it every day.

Session 28: Conflict 5 (4th-6th)**Key Objectives for Students:**

Practice critical thinking and effective communication while working in a group on a complex activity within a large group

Integrating TEACH into the Classroom:

The final activity! This activity is called TOXIC WASTE. All the grades have done this before. It will happen outside in the hot sun and will take the whole session.

We may substitute another activity for 6th graders.

This activity can be difficult at first, but watch them develop as a team! Students will have separate buckets, one filled with 'toxic waste.' The idea is to get the waste from one bucket into the other without entering the 'danger zone.' They can't touch the buckets, but must move them with several cords attached to a bungee. There will be enough cords for each person to participate.

Students will need the cooperation of every person in the group and some never get the waste into the other bucket. They will need to make a plan, negotiate roles in the process, talk, listen, cooperate, brainstorm, lead, follow, be creative, take risks and eventually learn how important it is to work together to accomplish a difficult task. Pretty fun! Students gain confidence to work together to accomplish a difficult task, just as it is to be an active bystander. We always let students know that some groups are just not able to complete this task. We will debrief and talk about what happened, why do they think it didn't work and what could they have done differently.

In preparation for the final week of TEACH please have the students write papers on what they've learned in TEACH and what was most important to them. These are used as testimonials to funders and stakeholders. They should put their names on them, but if we use them they are anonymous. It doesn't have to be long, just from the heart. Students may need to be reminded of the topics we covered because the final activities are so fresh in their minds:

Mindfulness
Body Image
Self Esteem
Empathy
Boundaries
Communication
Healthy Relationships
Peer Abuse
Conflict Resolution



Session 29: Graduation (4th-6th)

Key Objectives for Students:

Celebrate!

Integrating TEACH into the Classroom:

This is the final session of the year. We will take the final survey and then celebrate the students with certificates. We will also talk about what they've learned in TEACH this year. It's a time for students to share, celebrate and show gratitude.