

S.P.A.R.K.



Teen Mentoring Program

A MIDDLE AND HIGH SCHOOL
CURRICULUM

*Speaking to the **P**romise, **A**bility and **R**esilience inside **K**ids*

Find **YOUR SPARK!**

The Cypress Initiative, Inc.

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Printed in the United States
First printed, 2015



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The Cypress Initiative, Inc.

VISION

Everyone everywhere realizes their personal potential and achieves amazing things!

MISSION

To cultivate human potential, one thought at a time, through education, mentoring and coaching.

VALUES

We believe no one is broken.

We believe we are all in it together.

We believe in honoring diversity and inclusion.

We believe in seeing the potential in everyone.

We believe in respect and compassion.

We believe possibilities are infinite.

We believe in transparency and communication.

We believe Love Wins!

ABOUT

The Cypress Initiative, Inc. (CI) is a non-profit, 501(c)(3) organization established in 2007. CI trains people of all ages how to build the life experience they were designed for by tapping into their creative intelligence and accessing their innate wisdom. Our programs focus on individual's inner brilliance so they can maximize their personal potential, giving them the *Optimism* and *Confidence to Achieve Amazing Things!* Using research-based concepts and proven methods, CI develops and facilitates unique education, mentoring and coaching programs that focus on promoting healthy, productive relationships and resiliency in individuals, schools, businesses and communities.



Acknowledgments

The S.P.A.R.K. Teen Mentoring Program curriculum is the outcome of numerous people who have worked unwaveringly, to create a curriculum that will enhance the lives of generations to come. It could not have been accomplished without the energy of so many before us and the many people who have given their time and support throughout this endeavor. The provision, effort and love consistently poured into us during this process were instrumental in the creation of the final product. Thank you for helping us to create a platform to form more loving and connected youth, schools and communities. It is sure to make a significant mark in the world and is greatly appreciated.

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A Special Thanks to:

Sydney Banks for sharing your experience with the world.

Cally Catania Bekhor for providing me the opportunity to lead The Cypress Initiative.

The Cypress Initiative Staff for pushing through my relentless pursuit of perfection.

The Cypress Initiative Board of Directors/Advisor for your unwavering support of our vision.

Michael Neill for taking on the task of training myself and The Cypress Initiative staff during *my* beginning. You continue to be instrumental in guiding me to, above all else, trust my SPARK inside.

Dr. Dicken Bettinger for the generosity of your time in mentoring me and reviewing this curriculum. The suggestions you made, at the final hour, were absolutely invaluable to its foundation.

Hillsborough County Schools for welcoming the S.P.A.R.K. program in, year after year.

Jack Pransky for pioneering so much prevention work within our community.

Ami Chen Mills for authoring *The Spark Inside* and your continued effort to improve education.

Will Reece for being my person.

*With Love and Appreciation,
Brooke Wheeldon-Reece*



The Principles behind the Curriculum

This curriculum is based on the psychology of the human experience and can be explained through three universal principles: *Mind, Thought and Consciousness*. First articulated by Sydney Banks, these principles have been taught throughout the world to relieve human suffering and cultivate human potential in the fields of community mental health, education, social services, corporate training, consulting, psychiatry, and drug and alcohol treatment systems.

The 3 Principles, as defined by Sydney Banks, and how this curriculum references them:

“The *Universal Mind*, or the *impersonal mind*, is constant and unchangeable. The personal mind is in a perpetual state of change. All humans have the inner ability to synchronize their personal mind with their impersonal mind to bring harmony into their lives.”

Throughout this curriculum, Mind is identified as the SPARK. It is described as the source behind all things in life: everything seen, felt and experienced. Through Mind, everyone has access to an innate wisdom. This is our SPARK inside that guides us naturally. This SPARK may also be called intuition, instinct or common sense.

“*Thought* is the creative agent we use to direct us through life. Thought is the master key that opens the world of reality to all living creatures. Thought is not reality; yet it is through Thought that our realities are created.”

Throughout this curriculum, thought is identified as the power to evaluate, imagine and remember. Unlike many teachings surrounding thought, the focus is not on positive or negative thinking. Instead, the focus remains on the fact that as human beings we were created with the free will to create our reality through our thinking.

“*Consciousness* is the gift of awareness. Consciousness allows the recognition of form, form being the expression of *Thought*. Mental health lies within the consciousness of all human beings, but it is shrouded and held prisoner by our own erroneous thoughts. This is why we must look past our contaminated thoughts to find the purity and wisdom that lies inside our own consciousness.”

Throughout this curriculum, consciousness is identified as the awareness and experience of life around us, our personal life, personal thoughts and our access to our SPARK inside.

This curriculum is specifically designed for youth, ages 12-22. Each lesson takes a deep look at how the human experience works and how we can use this knowledge to cultivate human and creative potential within all lives. Throughout this curriculum, facilitators and participants, alike, will be guided toward their inner brilliance in order to maximize their personal potential, giving them the *Optimism and Confidence to Achieve Amazing Things!*



S.P.A.R.K. Teen Mentoring Program Components and Objectives

Overview & Introduction

- Introductions and Overview of the program.
- Identify personal short-term and long-term goals.

The Principles behind your LIFE & finding your SPARK!

- Define the 3 principles and identify them as the inside-out understanding.
- Understand how the 3 principles impact reality.
- Identify the SPARK that resides inside of each person.
- Learn how that SPARK can help navigate through life's circumstances.

The Power of Thought

- Understand the Thought Cycle.
- Differentiate between Thought and Thinking.
- Demonstrate how thinking creates our perceptions/experience.
- Identify the different types of thinking.

Using Your SPARK to Make Decisions

- Make the link between thoughts and decision making.
- Identify the connection between decision making and life circumstances.
- Identify the value of their SPARK when making decisions.

Community Engagement

- Define volunteering.
- Understand how integrity plays an important role in being a volunteer.
- Learn how to get involved in their community.
- Plan a community service project to complete as a group.

How State of Mind Influences Judgment and Reasoning

- Demonstrate how state of mind influences decisions and thinking.
- Understand how the inside-out understanding can stimulate a clearer state of mind.
- Identify wisdom as the SPARK inside.

Surviving Mood Swings

- Define and identify various mood characteristics.
- Learn how thinking and moods are directly connected.
- Identify the effects of various moods.

Finding Success in the Midst of Stress

- Define and identify stress.
- Link thinking and stress.
- Demonstrate personal power over stress.
- Differentiate between healthy and unhealthy ways of dealing with stress.



Feeling Fear and Insecurity without Fear and Insecurity

- Define and identify fear and insecurity.
- Identify the fear and insecurity at the core of negative emotions.
- Identify the fear and insecurity at the core of negative behaviors.

The Inside Out Nature of Self-Esteem

- Learn that self-esteem is a natural state created from the SPARK inside us all.
- Differentiate between self-esteem and self-image.
- Understand that only personal thinking can cover natural self-esteem.
- Link how self-evaluation limits the ability of the SPARK to shine through.

Separate Realities

- Define and identify various types of separate realities.
- Understand that separate realities exist between all people.
- Demonstrate acceptance of different thoughts about the same situations.

Cultivating Meaningful Relationships

- Understand the link between separate realities and state of mind.
- Identify the benefits of communication in times of conflict.
- Understand the link between cultivating meaningful relationships and connection.
- Identify the foundations of meaningful relationships.

Dating and Healthy Relationships

- Define and identify the different types of domestic violence.
- Identify the signs of domestic violence.
- Demonstrate how to stay safe by listening to the inner SPARK in times of conflict.
- List the main components of a healthy relationship.

Mentoring and Leading from the Inside-Out

- Identify the characteristics of a successful mentor.
- Understand the positive impact a good mentor can have in one's life.
- Understand the positive impact being a good leader can have in one's life.
- Understand ways to build a good mentor/mentee relationship.
- Demonstrate the ability to identify the SPARK within others they may mentor or lead.

Bully Prevention from the Inside-Out

- Identify the reasons why people bully others.
- Learn to view bullying from the inside-out.
- Create an Inside-Out, Anti-Bullying Campaign video.

Academic Success

- Identify how thoughts can create boundaries in academic success.
- Understand how challenges in learning increase knowledge.
- Understand that possibilities and potential are infinite.



College and Career Readiness

- Demonstrate the use of their SPARK for guidance toward a college degree or career choice.
- Demonstrate how to convey inner qualities to prospective employers/college administrators.
- Demonstrate how to be in the moment for college/job interviews.

Financial Stability

- Learn that money is not freedom, our natural state is freedom.
- Learn to view money from the inside-out.
- Discover a sense of ease with regards to handling money and the future.

Parenting from the Inside-Out

- Understand the power of connecting with their children.
- Identify the SPARK in children.
- Demonstrate the ability to guide children to see the SPARK inside.
- Demonstrate the use of their SPARK to parent children more effectively.

Creating the Life Designed for You

- Review the natural indicators and assurances all people have.
- Illustrate the use of their SPARK.
- Demonstrate the ability to see their goals and dreams as ever evolving, just like their potential.
- Identify how to use this understanding to create the life they were designed to live.

Graduation

- Receive completion certificate and individual awards.
- Invite Teachers and Parents to participate in the graduation.
- Serve Lunch/Dinner/Refreshments.
- Share experiences between Facilitators, Participants, Staff and Parents.



Framework for Prevention

This framework for prevention depicts The Cypress Initiative's view on cultivating human and creative potential, within all lives, through the understanding of the human experience. Much research has been conducted around the implications of obtaining an understanding of the human experience through the recognition of the 3 fundamental human principles: mind, thought and consciousness. This understanding has been proven to naturally reduce risk around high-school drop-out, teen delinquency, bullying, teen violence, suicide, depression, anxiety, while building resiliency around academic success, mental well-being and social-emotional skills in middle and high school students (Kelley, T. M., Lambert, E., & Pransky, J.).

According to the *Theory of Planned Behavior (TPB)*, predictors of drop-out, delinquency, academic failure, depression, and teen violence are *Attitudes*, *Subjective norms* and *Perceived control*, meaning a person's perception of his or her own capability to perform specific behaviors and/or meet specific results. Therefore, unlike many popular prevention models, this framework is individual-based because resiliency and success, in these areas, is created from the inside-out. Consequently, success does not **require** the participation of environmental factors if the participant has the inside-out understanding. However, because of the powerful research and development of the *Social Development Model (SDM)*, by R.F. Catalano and J. D. Hawkins, we found that active participation and connection to a mentor, school, family and the community has been proven to contribute to increased positive outcomes of the overall program.

Individual

As mentioned above, through the TPB, predictors of undesired behavior in youth can be identified and addressed through *Attitudes*, *Subjective norms* and *Perceived control*.

The S.P.A.R.K. core curriculum is specifically designed to address the inside-out nature of the human experience which, subsequently, creates desired changes around *Attitudes*, *Subjective norms* and *Perceived control*.

Core Curriculum: The core curriculum consists of 21 lessons that focus on the inside-out understanding of the human experience for the purpose of cultivating human and creative potential in order to reduce risk and build resiliency. The curriculum is designed to be taught by classroom teachers, or certified SPARK teachers. The lessons are intended to be delivered once a week throughout the school year or once every other week, when implementing the *One-on-One Mentoring* component.



Mentors

Research states that it takes approximately 6-12 months to begin to see desired outcomes from mentoring. Additionally, mentoring relationships that last one year or longer have shown the biggest improvements in academic, psychosocial and behavioral outcomes. Finally, research also states that mentor pairs should spend at least 1-2 hours together, per week, for at least 1 school year. Mentoring is suggested to be facilitated by trained mentors. Mentors should be trained in the Inside-Out understanding/3 Principles and it is suggested the mentor be the same person facilitating the core curriculum.

The S.P.A.R.K. program provides 3 different types of individual and group mentoring opportunities outside of the core curriculum.

One-on-One Mentoring: If the core curriculum is being taught every other week, all participants have the opportunity to receive mentoring, on the bi-weeks, for any area of their life (academics, employment, college preparation and social and emotional skills).

Summer Mentoring Club: Participants meet with trained mentors over the summer to receive assistance in academics, employment, college preparation and social and emotional skills. Additionally, the group, as a whole, will take various educational field trips throughout the summer. All interested participants should request an application.

Mentor Internship/Employment Opportunity: Locally, at The Cypress Initiative, participants graduating from high-school have the opportunity to apply for a summer intern training program. Participants that complete the training program are eligible to apply for a co-facilitator position at The Cypress Initiative, Inc. the following school year, wherein, they will shadow a trainer facilitator for the entire year.

School

School support for the purpose of disseminating the core curriculum is essential. Research suggests that communication with school staff and sufficient availability to resources and space at the school are connected to quality and longevity of any mentoring program. Mentoring programs require buy in from the schools they work with and can help achieve this by involving the school in setting outcomes, a set location for teaching times, and using best practices to set these standards (Burrus, J., Roberts, R.).

The S.P.A.R.K. Teen Mentoring program also provides School and Teacher involvement components outside of the core curriculum.



SPARK Facilitator Training: Training in the inside-out understanding is highly suggested for any teachers who will facilitate the program. The Cypress Initiative, Inc. provides access to teacher training resources, as well as, on-site and virtual training opportunities. For more information on SPARK certified facilitator training, please contact us at info@cypressinitiative.org or call 1 (813) 662-6920.

Teacher Involvement: Adult workshops are facilitated prior to the beginning of the core curriculum and during the last lesson of the core curriculum, to inform and educate the parents and teachers of the program to enhance buy-in.

Family

According to the research done by the National Assembly on School-Based Health Care and the SDM, a feeling of connectedness within the family unit was a protective factor in reducing the risk of anxiety, depression, disruptive behaviors, drop-out and substance abuse.

Therefore, the S.P.A.R.K. Teen Mentoring program also provides a Parent/Family involvement component within and outside of the core curriculum.

Parent/Family Involvement: Adult workshops are facilitated, prior to the beginning of the core curriculum and during the last lesson of the core curriculum, to inform and educate the program participant's parents and families in order to enhance buy-in.

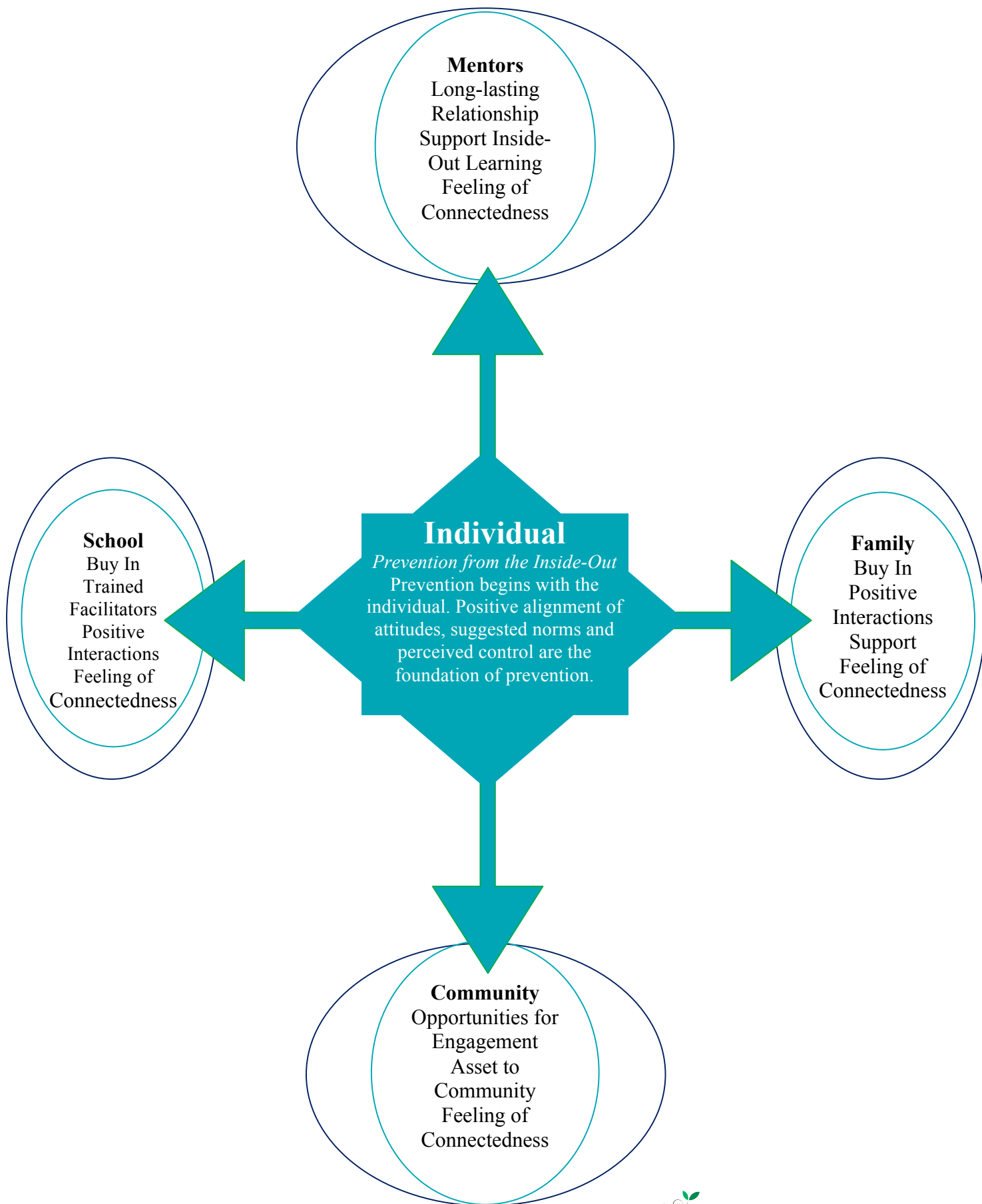
Community

According to the research done by the National Assembly on School-Based Health Care and the SDM, a feeling of connectedness within the community was also a protective factor in reducing the risk of anxiety, depression, disruptive behaviors, drop-out and substance abuse.

Therefore, the S.P.A.R.K. Teen Mentoring program also provides a community involvement component within and outside of the core curriculum.

Community Involvement: Participants complete various volunteer projects to help support local non-profits. Each group of participants being taught the core curriculum will have the opportunity to choose a community project they would like to complete as a group. The discussion and decision is made during lesson 5 of the core classes. Completing this project and lesson 5, allows participants the opportunity to bond with their community and empowers them to see that they can be a vital asset to their community.





Logic Model

Target Group	The target group is all middle and high school students 12-22 years of age.
Goals	<p>The goal of the S.P.A.R.K. Teen Mentoring Program is to reduce risk and build resiliency around high-school drop-out, bullying, suicide, depression, anxiety, academic success and social-emotional skills in middle and high school students.</p> <p>The S.P.A.R.K. program addresses the following risk and protective factors.</p> <ul style="list-style-type: none"> • Academic Success • Emotional Competency • Self-Efficacy Skills • Communication Skills • Conflict Resolution Skills • Connectedness to Family, School and Community
Strategies	<p>The full mentoring program is made up of several components to impact our entire framework for prevention.</p> <p>Core Classes: The S.P.A.R.K. core curriculum is designed to be taught during or after-school, throughout the school year. The curriculum is designed to be taught by classroom teachers, or certified SPARK teachers and can be taught once a week throughout the school year or once every other week, when implementing the One-on-One Mentoring component. The core curriculum consists of 21 lessons that focus on the inside-out understanding of the human experience for the purpose of teaching participants personal and interpersonal life skills needed to be successful.</p> <p>Topics Include: Inside-Out Understanding, The Power of Thought, Goal Setting, Decision Making, Community Engagement, State of Mind, Stress and Insecurity, Self-Esteem, Mentoring and Effective Leadership, Character Building, Separate Realities, Diversity Appreciation, Building Healthy Relationships, Bullying, Academic Success, College Readiness, Career Readiness, Volunteering, Financial Stability, Teen Parenting.</p> <p>One-on-One Mentoring: If the core curriculum is being taught every other week, all participants have the opportunity to receive mentoring, on the bi-weeks, for any area of their life (academics, employment, college preparation and social and emotional skills).</p> <p>Community Involvement: The S.P.A.R.K. Teen Mentoring program also provides a community involvement component within and outside of the core curriculum. Participants complete various volunteer projects to help support local non-profits. Each group of participants being taught the core curriculum will have the opportunity to choose a community project they would like to complete as a group. The discussion and decision is made during lesson 5 of the core classes. Completing this project and lesson 5, allows participants the opportunity to bond with their community and empowers them to see that they can be a vital asset to their community.</p>



	<p>Parent/Family Involvement: Adult workshops are facilitated prior to the beginning of the core curriculum and during the last lesson of the core curriculum, to inform and educate the parents and family of the program to enhance buy-in.</p> <p>SPARK Facilitator Training: Training in the inside-out understanding is highly suggested for of any teachers who will facilitate the program. The Cypress Initiative, Inc. provides access to teachers training resources, as well as, on-site and virtual training opportunities. For more information on SPARK certified facilitator training, please contact us at info@cypressinitiative.org or call 1(813) 662-6920.</p> <p>Teacher Involvement: Adult workshops are facilitated prior to the beginning of the core curriculum and during the last lesson of the core curriculum, to inform and educate the parents and teachers of the program to enhance buy-in.</p> <p>Summer Mentoring Club: Participants meet with trained mentors over the summer to receive assistance in academics, employment, college preparation and social and emotional skills. Additionally, the group, as a whole, will take various educational field trips throughout the summer. All interested participants should request an application.</p> <p>Mentor Internship/Employment Opportunity: Locally, at The Cypress Initiative, participants graduating from high-school have the opportunity to apply for a summer intern training program. Participants that complete the training program are eligible to apply for a co-facilitator position at The Cypress Initiative, Inc. the following school year, wherein, they will shadow a trainer facilitator for the entire year.</p>
<p>Theory of Change</p>	<p>According to the <i>Theory of Planned Behavior (TPB)</i>, predictors of drop-out, delinquency, academic failure, depression, and teen violence are:</p> <ul style="list-style-type: none"> • <i>Attitudes</i>, meaning a person’s evaluation of his or her own behavior or of others’ behaviors; • <i>Subjective norms</i>, which refers to the social pressure one feels to perform the behavior; and • <i>Perceived control</i>, meaning a person’s perception of his or her own capability to perform the behavior. <p>According to the Social Development Strategy, behavior change occurs when participants obtain information about the risks and benefits of certain behaviors, form attitudes around the learned information and learn skills to protect themselves from the undesired behavior.</p> <p>In order for participants to increase their chances of adopting the desired behavior/s, they must understand their experience from the inside-out, learn the needed skills and bond with positive institutions and people.</p>



<p>Short-Term Outcomes</p>	<p>Participants who complete the S.P.A.R.K. program, core curriculum, demonstrate:</p> <ul style="list-style-type: none"> • a greater value in academic success • a greater sense of hope for their future • a healthier state of mind • a greater sense of self-worth • an increase in communication and conflict resolution skills • a deeper sense of connection with their school • a deeper sense of connection with their community • a deeper sense of connection with their peers • a deeper sense of connection with the adults in their lives
<p>Long-Term Outcomes</p>	<p>Of the participants who have completed the S.P.A.R.K. Teen Mentoring Program (full program):</p> <p>55% increased feelings of confidence about their future.</p> <p>23% more feel a strong relationship with their parent/guardian is important.</p> <p>27% more reported that they value their education.</p> <p>53% increased feelings of confidence in their ability to make positive decisions regarding their education.</p> <p>54% more reported they respect their selves and others.</p> <p>74% more reported they were a positive role model to others and confident in their ability to lead by example.</p> <p>66% more reported that they valued their community and community service.</p>

Using the S.P.A.R.K. Curriculum

Overall Goal:

The S.P.A.R.K. Teen Mentoring Program is a 3 principles based curriculum. It is designed to teach middle and high school aged students about the psychology of the human experience for the purpose of creating greater academic success, a healthier state of mind, and a deeper connection with schools and communities. The understanding is taught through a compilation of lessons that **S**peak to the **P**romise, **A**bility and **R**esilience inside every **K**id. Each lesson covers relatable topics and problems youth experience. Through this understanding, participants will gain a better understanding of themselves and others, develop vital social and emotional skills, access their creative intelligence and cultivate their personal potential.

Facilitator Design/Professional Development:

Prior to teaching this curriculum to youth, it is suggested that the facilitator has, at minimum, studied the 3 Principles in some capacity. However, this program was specifically designed with the busy classroom teacher in mind. Therefore, the content and materials have been organized in a way that will not only teach the students, but allows teachers themselves to go deeper in their understanding of how to access their full potential. For more information on professional development programs, specifically for teachers and SPARK facilitators, please email info@cypressinitiative.org or call 1(813) 662-6920.

Design/Organization:

Throughout the curriculum, the teacher will be referred to as the FACILITATOR and the student/s will be referred to as the PARTICIPANT/S.

Each lesson is organized by:

- **Objectives/Goals** – This provides a simple overview of the lesson and the objectives to fulfil.
- **Materials** – A list of any materials the facilitator will need to successfully teach the lesson. Some materials are provided within the curriculum, while others will need to be provided by the facilitator. To help the facilitator differentiate, the materials needed are separated into *Kit*, *Digital* and *Other* lists. Materials provided for the facilitator are listed under *Kit*. If any technology is needed for the lesson, it is listed under *Digital* and if other items are needed, they are listed under “Other”.
- **Activities List** – A list of the different activities within each lesson and the recommended amount of time spent on each activity. Please note: though there is a recommended time attached to each activity, it will be up to the facilitator to determine how much time is



appropriate for their audience. Many activities call for group discussion which can lead to extra time when needed.

- **Facilitator Preparation Notes** – This section outlines any outside preparation work a teacher may need to accomplish prior to facilitation such as; making extra copies of a worksheet or taking extra time to read through a particular activity.
- **Activities with Instruction** – Each activity named in the *Activities List* will be outlined, one by one, with specific instruction for the facilitator.
- **Sample Questions/Example Answers** – Throughout various activities in the curriculum there are sample questions and example answers. *Sample questions* were designed to be used in a universal setting and as a guide for the facilitator. However, the facilitator may have specific questions that speak directly to their audience and is encouraged to use their own questions where appropriate. *Example answers* can be examples of possible answers given by participants or answers the facilitator should use to guide the participants correctly. Example answers will always be in *italics*.
- **Q & A** – At the end of each lesson, to wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. The facilitator should always leave at least 5 minutes for this discussion.



Core Curriculum

Scope and Sequence:

The S.P.A.R.K. curriculum, lessons were designed to be taught in a 20 – 40 week period of time with at least one week between each lesson. The period between each lesson provides valuable time for the facilitator and the participants to gain life experience while using the new skills and knowledge learned in the classes. This also provides everyone the opportunity to come back and process individual experiences together, prior to moving ahead.

Lessons 1 -11 (with the exception of Lesson 5) are designed to be taught in order as the content provided builds from one week to the next week.

- 1 Overview & Introduction
- 2 The Principles behind your LIFE & finding your *SPARK!*
- 3 The Power of Thought
- 4 Using Your SPARK to Make Decisions
- 5 Community Engagement
- 6 How State of Mind Influences Judgment and Reasoning
- 7 Surviving Mood Swings
- 8 Finding Success in the Midst of Stress
- 9 Feeling Fear and Insecurity without Fear and Insecurity
- 10 The Inside Out Nature of Self-Esteem
- 11 Separate Realities

Lessons 12 -19 are designed to be taught in any order depending on the specific need of the participants.

- 12 Cultivating Meaningful Relationships
- 13 Dating & Healthy Relationships
- 14 Mentoring and Leading from the Inside-Out
- 15 Bully Prevention from the Inside-Out
- 16 Academic Success
- 17 College and Career Readiness
- 18 Financial Stability
- 19 Parenting from the Inside-Out

Lessons 20 – 21 are designed to be the last 2 lessons taught in the curriculum. They are designed to be a review and culmination of the entire S.P.A.R.K. curriculum.

- 20 Creating the Life Designed for You
- 21 Graduation



Two important deviations from the description above:

- Lesson 5: Community Engagement is placed at week 5 in the program so the participants can begin planning their community project early in the program. It will be up to the facilitator to decide, early on, if this lesson will be a part of the curriculum for the participants.
- Lesson 19: Parenting from the Inside-Out was developed specifically for Teen Parents. It will be up to the facilitator to decide if this lesson will be a part of the curriculum for the participants.



Lesson One: Overview & Introduction



Objectives/Goals:

1. The participants will get to know their facilitators, mentors and fellow classmates.
2. The participants will receive an overview and understanding of the program.
3. The participants will identify personal short-term and long-term goals.



Materials:

Kit:

- 👍 Student Workbooks, Pg. 4: *Goals and Dreams*
- 👍 Pre-Program Survey
- 👍 Parent Consent Form
- 👍 Photo and Video Release Form

Other:

- 👍 Dry Erase Board
- 👍 Pen/Pencil/Markers



Activities:

- | | |
|----------------------------------|------------|
| 1. Ice Breaker and Introduction: | 20 minutes |
| 2. Pre-Program Survey: | 10 minutes |
| 3. Program Materials: | 05 minutes |
| 4. Goals and Dreams: | 10 minutes |
| 5. Q & A: | 05 minutes |



Facilitator Preparation Notes:

This curriculum, as a whole, is 1 component of a 6 component program (full outline in activity 1). Insert or take away activities and components as needed.

Activity Two calls for the participants to take the *Pre-Program Survey*. Should you wish to evaluate the program and the participant's progress, the *Pre-Program Survey* can be found in the evaluation section of this curriculum. You will need to make one copy per participant.



Activity Three calls for the dissemination of the *Student Workbooks*, *Parent Consent Form* and *Photo and Video Release Form*. This curriculum will require each participant to have his/her own student workbook. Therefore, you will need to ensure you have one workbook per participant. Furthermore, this curriculum will require photos and videos to be both made by and taken of the participants. Finally, the curriculum asks the facilitator to collect participant's personal data.

For your convenience, samples of a *Parent Consent Form* and *Photo and Video Release Form* have been provided at the end of this lesson. Copies of these documents should be made in advance of facilitation, as needed.

Activity One: Ice Breaker and Introduction (20 minutes)

The facilitator will write 3 questions on the board that participants will ask each other. Aside from question #1, the facilitator does not have to use the questions below and is free to create his or her own questions.

Sample Questions:

1. What do you think this class is about?
2. What is your favorite thing to do in the summer?
3. What is your favorite thing to do when you're not in school?
4. If you were an animal, what would you be and why?
5. If you could be anyone besides yourself, who would you be and why?

The facilitator will then pair participants up into groups of 2 and give them 5 minutes to interview each other using the 3 questions from the board. When everyone is done with their interviews, the facilitator should begin the introduction process by answering a few of the questions on the board. The facilitator will then ask the groups to introduce the person they interviewed, one group at a time. This activity will help participants and facilitators get to know each other in a personal way.

Once everyone has had a chance to introduce each other, the facilitator will give a short overview of S.P.A.R.K. and the class expectations.

Overview of the S.P.A.R.K. program:

Facilitator Note: This curriculum is made up of component 1. As needed, insert or take away components as needed.



The full mentoring program is made up of 6 components:

1. **Core Classes:** The S.P.A.R.K curriculum. Designed to be taught during or after-school, throughout the school year.
Topics Include: Inside-out understanding, The Power of Thought, Decision Making, Community Engagement, State of Mind, Stress and Insecurity, Self-Esteem, Mentoring and Effective Leadership, Character Building, Separate Realities, Diversity Appreciation, Building Healthy Relationships, Bullying, Academic Success, College Readiness, Career Readiness, Volunteering, Financial Stability, Teen Parenting.
2. **One-on-One Mentoring:** All participants have the opportunity to receive mentoring for any area of their life, by one of their assigned facilitators/mentors.
3. **Community Involvement:** Participants complete various volunteer projects to help support local non-profits. Participants will get to choose which project they would like to complete as a group, during lesson 5 of the core classes.
4. **Parent/Teacher Involvement:** Adult workshops to inform and educate the parents and teachers of the program to enhance parent and teacher buy-in.
5. **Summer Mentoring Club:** Participants meet with mentors over the summer to receive assistance in academics, employment, college preparation and social and emotional skills. Additionally, the group, as a whole, will take various educational field trips throughout the summer. All interested participants should request an application.
6. **Mentor Internship/Employment Opportunity:** Participants graduating from high-school have the opportunity to apply for a summer intern training program. Participants that complete the training program are eligible to apply for a co-facilitator position at The Cypress Initiative, Inc. the following school year, wherein, they will shadow a trainer/facilitator for the entire year.

Class Expectations:

The facilitator can decide the best method to disseminate rules and expectations for classroom management purposes. For participant buy-in, it is helpful when the facilitator presents this activity as a class effort. When the participants and facilitator define the class expectations as a group, the participants are more likely to rise to the expectations. Defining respect and how it applies to the classroom and those in the class, is a good starting point.

Activity Two: Pre-Program Survey (10 minutes)

The facilitator will pass out the *Pre-Program Survey* forms to each participant and direct them to fill out the survey. The facilitator may help participants by clarifying any word or question they do not understand but should not direct them how to answer. When participants are finished, the facilitator should collect the completed surveys.



Activity Three: Program Materials (5 minutes)

The facilitator will distribute the S.P.A.R.K. workbooks and inform participants that the workbooks are to be returned to him/her at the end of each class. At the end of the program, participants will be given the workbooks to keep.

The facilitator will pass out the *Parent Consent and Photo/Video Release* forms and instruct the participants to have their parent/guardian sign the forms. In order to participate, all forms must be returned with proper signature by the next class.

Activity Four: Goals and Dreams (10 minutes)

The facilitator will ask participants to take 5 minutes to think about their goals and dreams. Then ask them to fill out the *Goals and Dreams* worksheet, on pg. 4, in their SPARK workbook.

Activity Five: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise the hands to keep their Q & A in an orderly fashion.



Parent Consent Form

Dear Parents,

Your child has been selected to participate in the *S.P.A.R.K. Teen Mentoring Program (Speaking to the Promise, Ability and Resiliency inside Kids)* at _____. The program consists of group classes focused on topics such as: Decision Making, Leadership and Mentoring, Character Building, Stress and Insecurity, The Power of Thought, Diversity Appreciation, Relationships, Domestic Violence, Academic Success, College Readiness, Career Readiness, Community Awareness, Volunteering, and Financial Responsibility/Stability. The program also offers students the chance to meet with their mentor one on one during school and participate in volunteer projects on campus. In order for your child to participate, please fill out the following information and return to school.

- 1. I give _____ (student) permission to participate in “The S.P.A.R.K. Teen Mentoring Program” at _____ school.

Parent/guardian signature

Date

- 2. I give _____ (student) permission to have contact with “The S.P.A.R.K. Teen Mentoring Program” facilitators outside of _____ (school), if and when there is a pre-approved, scheduled meeting with their mentor.

Parent/guardian signature

Date

- 3. I give _____ (organization name) permission to obtain and store the following information confidentially.

Parental Contact Information

Parent Name: _____

Student Name: _____

Address: _____

Parent Email Address: _____

Parent Phone Number: _____

Parent/guardian signature

Date



Photo & Video Release

I hereby give permission to _____ to use photographs or
(Organization's Name)
video/audio recordings taken during their coordinated or co-coordinated programs and events
that include _____ image or likeness.
(Student's Name)

I understand that the photographs or recordings may be used and reused in both printed and
electronic materials (including marketing materials and on our website) developed by
_____.
(Organization's Name)

I also understand that my name might be used with photographs or recordings that include my
image or likeness. I also agree that any use of my image or likeness by _____
will be without any payment or compensation of any kind. (Organization's Name)

I hereby release _____ and its employees, agents, directors & officers
(Organization's Name)
from all claims of any kind arising out of the use of any photograph or recording as described
above that contain my image or likeness.

I acknowledge that no promises have been made to me in exchange for this Release and that this
Release represents the entire agreement between me and _____ regarding
the use of my image or likeness as described above. (Organization's Name)

Student Name Printed

Student Signature

Date

Parent Name (Printed)

Parent Signature

Date



Lesson Two: The Principles behind your LIFE & finding your SPARK!



Objectives/Goals:

1. The participants will be able to define the 3 principles and identify them as the Inside-Out Understanding.
2. The participants will begin to understand how the 3 principles affect their reality.
3. The participants will learn about the SPARK that resides inside of each of them and how that SPARK can help them to navigate through life's circumstances.



Materials:

Kit:

- 👍 Student Workbooks, Pg. 5: *3 Principles*
- 👍 Video: *The Principles behind your LIFE & finding your SPARK!*
- 👍 Video: *Thought Storms*

Digital:

- 👍 Projector/Screen
- 👍 Laptop
- 👍 Speakers



Activities:

- | | |
|---|------------|
| 1. The Principles behind your LIFE & finding your SPARK!: | 20 minutes |
| 2. Thought Cycle versus Thought Chain: | 15 minutes |
| 3. Thought Cycle: | 15 minutes |
| 4. Q & A: | 05 minutes |



Facilitator Preparation Notes:

For Activity One, ensure location has the proper equipment to show the participants the video. This will be the foundation for all classes to follow. Therefore, during the video, you will want to pause in various places to allow participants to ask clarifying questions. It is suggested to stop after the explanation of the SPARK, Thought, and Consciousness to discuss. Then continue watching the rest of the video.



Activity Two will begin directly after the video is complete. It is also suggested to use your own “real-life” examples as you see fit. However, some examples have been provided within each activity for your convenience.

Activity One: The Principles behind your LIFE & finding your SPARK! (20 minutes)

Before beginning the video, the facilitator can opt to share the story below about Sydney Banks. The story is interesting and helpful for participants to know because of all he accomplished even through the trials of his life just by the understanding of where his experience comes from.

Sydney Banks Story:

Over thirty-five years ago, he had a profound experience that revealed three principles. These principles are the foundation of all human experience.

He was an average working man. In fact, at the time, he was leading a pretty miserable life. He was unhappy with his job and a self-proclaimed alcoholic.

He only had a 9th grade education but once he found his SPARK inside, he started living such a happy life. He became a public speaker and the author of many books. His life became a journey of helping those who needed it. More than anything, he wanted others to know how to find their SPARK too!

That’s what this program is all about. To help you find yours! I know it’s in there.

Next, the facilitator will ask the participants to turn to the *3 Principles* worksheet, on pg. 5, in their S.P.A.R.K. workbook. The facilitator will instruct participants to use the worksheet as a reference and place to take notes, while viewing the video.

The facilitator will then show *The Principles behind your LIFE & finding your SPARK!* video, while pausing it after the SPARK, Thought and Consciousness explanation to discuss.

Sample Questions for SPARK, THOUGHT and CONSCIOUSNESS:

1. What is the SPARK? *Example Answers: The energy behind all human experience. Everything that is felt, seen and encountered. All creation.*
2. What comes from the SPARK that helps guide you? *Example Answers: Wisdom, Gut Feeling, Insight, SPARK, Common Sense.*



3. Can you think of a time your SPARK helped you find a solution? *Example Answer: When my friend came to pick up a book and I couldn't find it but something kept telling me to look in the box by the door. I knew it couldn't be there so I looked everywhere else I could think of before I looked in the box. Sure enough, it was right there, in the box!*
4. What is THOUGHT? *Example Answers: The power to evaluate, imagine and remember. The creative agent that directs us through life.*
5. What types of THINKING can you think of? *Example Answers: Thoughts from past experiences, cultural beliefs, moment to moment thinking, learned thoughts.*
6. What is CONSCIOUSNESS? *Example Answers: The ability to be aware of life. The awareness of our experience of life. Awareness of their surroundings and environment.*
7. What is personal CONSCIOUSNESS? *Some students may confuse this as their conscience. Be sure to distinguish the difference and guide them to the true meaning. Awareness of the fact of thought. Awareness of their feelings. Most people are unaware of their breathing; it's just something they do automatically. Breathing is something "MIND" takes care of on its own. However, when someone starts thinking about their breathing, they will become conscious of it.*

After the discussion, the facilitator will ask the participants to create their own analogy about SPARK, Thought and Consciousness (ex. Wi-Fi, APPs, and Device) and write it in the spaces provided in the workbook.

The facilitator will then show the remainder of the video.

Activity Two: Thought Cycle versus Thought Chain (15 minutes)

After, showing the entire video, the facilitator will draw the Thought Cycle on the board and start with a real-life example to demonstrate how the thought cycle works.

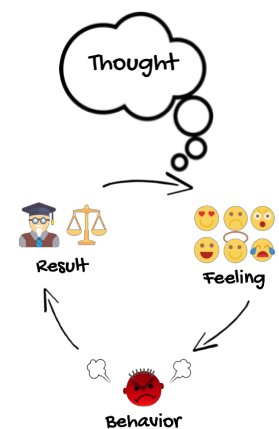
Example Answer:

Thought: I'm going to be in so much trouble because even though I tried to do my homework, I know it's not all correct.

Feeling: Embarrassed, scared, anxious, unmotivated to try.

Behavior: Not turning the homework in. Not asking for help.

Result: Making a F on the homework assignment and getting even further behind in the class.



After giving this example, the facilitator will ask for a few volunteers to come up to the board and work through the Thought Cycle using their own personal examples.

After each volunteer shows their example, the facilitator will guide the class to discover how by just being aware that the thought was causing the experience, not the situation, the volunteer would have been more likely to choose a different behavior and therefore have a different result.

The facilitator will then demonstrate the Thought Chain to the participants. Often times, people tend to think of their experience as a cycle they can't control. However, we will always have new thoughts, giving us a new experience. Each new thought, is simply a produces a new chain that can be broken at any time. It will be important for the facilitator to guide tl understand that it's not about being in control of their thoughts because that isn't possible. It is just about being aware (conscious) that their thoughts are what produces their feelings. That understanding becomes helpful in producing a different experience thus creating a different result. When people begin to understand that human beings can't control the thoughts that come in, they tend to be kinder to themselves as a result.



Activity Three: Thought Storms (15 minutes)

The facilitator will play the *Thought Storm* video or use real-life examples to demonstrate how thinking created around past and/or negative circumstances can impact a person's ability to access their SPARK.

Sample Questions for Thought Storms:

1. Does anyone have a past or negative experience that still impacts you today? If so, why?
2. How does your thinking about that situation impact you? *Example Answers: When you think about something in the past, it brings back the feelings associated with the thought. The memory isn't happening but the experience of the memory repeats itself.*
3. Does a past experience have to dictate your future? *Example Answers: No. For example, two girls can be raped at a young age. One can go on to lead a happy successful life, while the other can end up with severe anxiety and depression, never finding true happiness. It isn't the circumstance that creates the experience; it's the thought behind it.*
4. What is helpful in not letting the past dictate your future? *Example Answers: Being present in the moment. Understanding that the memory of past situations and/or circumstances are not happening now in the present moment and any thought attached to those memories are just that, thoughts. Thought alone creates your experience.*

Sample Questions for Understanding Your Feelings:



1. How are all feelings helpful to us? *Example Answers: They can be used as an indicator that our thinking is off. Many times we aren't even conscious of our thoughts and we end up creating an undesired result. However, if we think of our feelings as helpful gauges, we can become aware that we are in some unhelpful thinking sooner and not act out as often.*
2. Can feelings create physical symptoms? *Example Answers: No, but your thoughts can. Many people confuse their thinking for reality because it produces physical symptoms such as: sweaty palms, racing heart, ulcers, rapid breathing and even panic attacks. However, when a person's thinking shifts, the symptoms will subside naturally. Therefore, it is not outside circumstances or the feelings creating the symptoms, it is the thinking behind the experience creating the symptoms.*

Sample Questions for Understanding Your SPARK:

1. What do you think "No one is broken" means? *Example Answers: No matter what someone has done in the past or has experienced, no one is ever unrepairable. Your SPARK is always available inside.*
2. If your SPARK is always there, why don't you always have access to it? *Example Answers: It becomes covered up when people take their thoughts seriously or keep thinking about things instead of letting the thoughts pass through. Just because you have a thought, doesn't make it true.*

Activity Four: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson Three: The Power of Thought



Objectives/Goals:

1. The participants will have a clear understanding of the The Thought Chain/Cycle.
2. The participants will understand the difference between Thought and Thinking.
3. The participants will understand how thinking creates our perceptions/experience.
4. The participants will be able to identify the different types of thinking.



Materials:

Kit:

- 👍 Student Workbooks, Pg. 6: *The Thought Chain*
- 👍 Student Workbooks, Pg. 7: *Different Types of Thinking Crossword Puzzle*

Other:

- 👍 6 clear cups
- 👍 Water (preferably warm)
- 👍 6 Tea Bags
- 👍 Small Prizes/Candy



Activities:

- | | |
|---|------------|
| 1. Lesson 2 Review: | 15 minutes |
| 2. Thoughts versus Thinking: | 15 minutes |
| 3. How our Thoughts Create our Realities/Experiences: | 20 minutes |
| 4. Q & A: | 05 minutes |



Facilitator Preparation Notes:

During the Tea Bag demonstration in Activity Three, the facilitator will be required to have 6 clear cups, water (preferably warm) and 6 tea bags (3 of one flavor and 3 of another flavor). When choosing tea bags, it is suggested to use tea that brews prominent colors so the participants will be able to see clearly through the cups. For example, three blueberry tea bags and three pomegranate tea bags. The facilitator should write the word “ANGER” on 3 tea bags of the same flavor and “LOVE” on the remaining 3 tea bags of the same color.



Activity One: Lesson 2 Review (15 minutes)

The facilitator will review the following:

1. Definitions of the SPARK, Thought and Consciousness
2. Thought Cycle
3. Thought Storms

The review can be conducted in a variety of ways and is left to the discretion of the facilitator.
Example: Facilitator asks a review question, first person to answer gets a small prize (candy).

Definitions:

The SPARK

- The source behind all things in life.
- The formless energy behind everything we see, feel and experience.

Through the SPARK, we have access to:

- Innate wisdom.
- Our SPARK inside.
- Our gut feeling or instinct.
- The birthplace of innovation and new ideas.



Wi-Fi

Thought

- How we create our experience of life moment to moment.
- The power to evaluate, imagine and remember.
- Comes in and out and is beyond our control.

Thinking:

- Created by assigning meaning to thoughts
- Experienced/Memories
- Cultural beliefs
- Learned



Apps

Consciousness:

- The awareness of life around us.

Personal Consciousness:

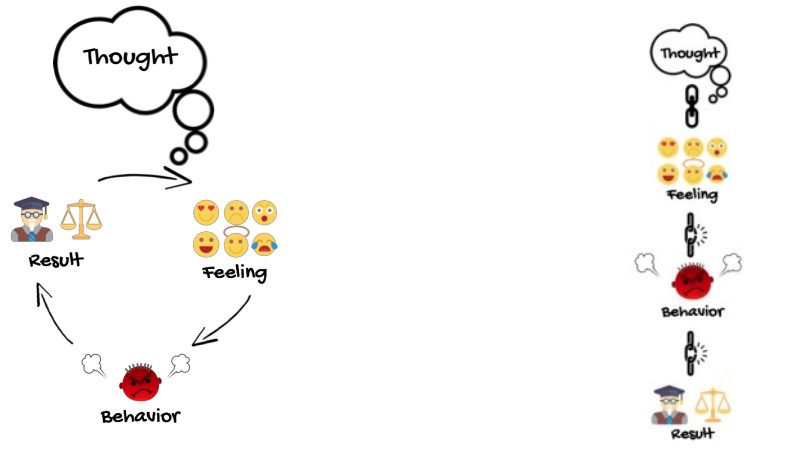
- Our awareness of our state of mind.
- Our ability to be aware of our thinking.
- Our awareness of our environment.
- Our ability to experience our circumstances.



Device



Thought Cycle versus the Thought Chain: Briefly outline the Thought Cycle and Thought Chain as the next activity will discuss the cycle in more detail.



**The Thought Cycle is adapted from the work of Roger Mills.*

Activity Two: Thoughts vs. Thinking (15 minutes)

Now the facilitator will introduce the difference between Thought and Thinking and the Different Types of Thinking.

Sample Questions:

1. What is the difference between Thought and Thinking? *Example Answers: Thought is something that comes in our heads without having to do anything. Thought is beyond our control. It is neither good nor bad; it is just something that happens. Thinking is what we do with some thoughts once they come in our head. When we begin thinking about the content of our thoughts, we create feelings or assign emotions to them (“I shouldn’t think that” “I should think that” “That is terrible” “She is so nice”). Instead of letting the thought come in and go right back out, thinking causes the thought to stay.*

Examples Answers that could be used to illustrate the difference:

- *Snow-flakes: It comes, when it comes and you can’t control it or stop it (Thought) but if you take a snow flake and begin to roll it into a snow ball, it becomes bigger (Thinking).*
 - *Balloons: Balloons floating in the sky are like different thoughts. If you don’t touch them they will continue to float by but if you grab on to one, you will go on the ride with that balloon (Thinking).*
2. What different types of thoughts/thinking do all humans have?

Example Answers:

- **Thoughts** – *happening to us, all the time, without trying.*



- **Cultural** – thinking that comes from religion, culture, cultural norms, societal norms, etc.
 - **Experienced** – thinking that is shaped from our individual experiences memories.
 - **Learned (Habitual)** - thinking that is formed from our habits or upbringing.
 - **Clear**- slowed down, calm, present, in the moment thinking- free of past or future thinking.
3. Which type of thought best serves you? Why? *Example Answers: Clear thinking, which allows new, fresh thinking to come through. This type of thinking allows for your SPARK to guide you. It allows for creativity to flow and innovation to occur. When we are able to be present in the moment, all thoughts, including the thoughts that aren't serving us well, tend to pass at a quicker rate.*
 4. Can you identify the different types of thinking you saw in the video? *Example Answers: When they discussed their learned and experienced thoughts and how they weren't born with that knowledge, they learned them through life.*

After a short review, the participants will complete the *Different Types of Thinking Crossword Puzzle* worksheet, on pg. 7, in their student workbook.

Answer Key:

Down:

1. Thoughts
4. Learned
5. Clear

Across:

2. Cultural
3. Experienced

Activity Three: How our Thoughts create our Experiences (25 minutes)

The facilitator should start by sharing one of the following scenarios and leading the participants in a discussion. The discussion is meant to show how thoughts about situations or circumstances create our experiences and feelings.

Scenario 1:

James was texting his best friend Mike about how much he liked their friend Ryan's sister. After he sent 4 texts to Mike, he realized he was responding to a group text that included Ryan. He immediately felt embarrassed, shut his phone off and went to bed. When he woke up the next day he felt great and to make it even better, Ryan was absent that day at school. By the end of the day, James completely forgot about it. However, when Ryan returned to school a few days later and confronted him, the feelings of embarrassment came flooding back.



The facilitator should acknowledge that though the situation never changed (he sent the texts), James didn't experience his embarrassment unless he was thinking about it. When he figured out that he included Ryan in the text messages, he felt embarrassed. However, the feelings of embarrassment left until Ryan confronted him and he began to think about it again.

Sample Questions:

1. Why do you think the feelings of embarrassment left? *Example Answers: He wasn't thinking about it anymore.*
2. Why do you think the feelings of embarrassment returned when he saw Ryan again? *Example Answers: The moment he saw Ryan, he began thinking about what he had done and the same feelings returned.*
3. Does anyone have an example like this that has happened in their own life? *Example Answers: This is a good time for the facilitator to give an example. Then allow participants to share.*

Scenario 2:

Sara was walking down the hallway and noticed Mary was looking in her direction with a dirty/mean look on her face. Sara automatically thinks Mary's look is directed at her. Almost immediately Sara gets very upset and angry.

The facilitator should acknowledge that before Sara had that feeling, she had to have a thought, whether she was aware of the thought or not. Sara may have had the thought that Mary was intentionally giving her a dirty/mean look and that thought caused Sara to feel mad and insecure.

Then the facilitator will ask the participants to imagine that Sara was walking down the hallway in a great mood and having a good time with her friends. She was very present in the moment, not thinking about her surroundings and didn't even Mary's look.

Sample Questions:

1. Why do you think Sara reacted differently in this situation? *Example Answers: Because she was present in the moment and wasn't aware of Mary's look, she had no thinking about it.*
2. Do you see how thoughts create experience? If so, how? *Example Answers: Yes, if you aren't thinking about it, even if it's happening, you don't experience it. Mary still had the same look on her face but without Sara's thinking about it, she wasn't even aware of the look.*



3. Does anyone have an example like this that has happened in their own life? *Example Answers: This is a good time for the facilitator to give an example. Then allow participants to share.*

After the discussion, the facilitator will exhibit why our thoughts seem so powerful with the following Tea Bag demonstration:

Step 1: Fill 4 clear cups with (preferably warm) water. Leave 2 clear cups empty.

Step 2: Show the participants that 3 tea bags represent thoughts of anger and 3 tea bags represent thoughts of love.

Step 3: Dip 1 “Anger” and 1 “Love” tea bag into two different clear cups filled with water and leave them to brew.

Step 4: Dip another “Anger” tea bag in a clear cup, filled with water, and quickly remove it. Then explain that this is what happens when an angry thought comes in your head but you don’t let it linger or take it seriously. The facilitator should point out how little the water is flavored with anger.

Step 5: Dip the last “Love” tea bag in a clear cup, filled with water, and quickly remove it. Then explain that this is what happens even when loving or nice thoughts comes in your head but you don’t let them linger or take them seriously. Again, the facilitator should point out how little the water is flavored with love.

Step 6: Now go back to the Anger and Love tea bags that were left to brew. Show the participants that the water is much darker in the cups in which the tea bags (or thoughts) were able to sit and brew. Explain to the participants that the water represents our consciousness and when a thought comes in our head, consciousness allows it to create a feeling, in the same way that when the tea bag hits the water, the water allows a flavor to be created. The longer it stays, the stronger the flavor. Just like our feelings, the longer the thoughts hang around the more powerful we experience the thinking.

Step 7: Now place the remaining two tea bags into the remaining two clear cups (without water). Explain to the participants that without water there is nothing to create a flavor, even though the tea bag is there. Just like our thoughts about situations in our lives, without consciousness we won’t experience them. Our consciousness allows us to be aware of our thinking, moment to moment. The moment our thoughts leave or change our experience is different.

The facilitator will then lead an open discussion with participants on how thinking affects reality. The discussion should be focused on how reactions differ when people hold on to their thinking or allow their thinking to pass through (when the person is present in the moment and their thoughts are able to just come in and go out).



Sample Questions:

1. What happens when anger is dropped in? *Example Answers: It gives the tea a mad flavor, just like the thought gives you a mad feeling. It doesn't matter what the thought is or where it came from, it's just important to understand that it's the thought that is creating your experience, not outside circumstances. For example, when your boyfriend doesn't call, it's not your boyfriend that made you angry. It's the thinking you have about your boyfriend not calling that can make you angry.*
2. What happens when love is dropped in? *Example Answers: It gives the tea a loving or nice flavor, just like the thought gives you a loving or nice feeling. It doesn't matter what the thought is or where it came from, it's just important to understand that it's the thought that is creating your experience, not outside circumstances. For example, when your girlfriend does something thoughtful for you, it's not your girlfriend that made you feel loved. It's the thinking you have about your girlfriend, doing the thoughtful thing, which can make have loving feelings.*
3. In the analogy, what does the hot water do? *Example Answers: It wakes the tea up to the flavor, just like consciousness wakes you up to your feelings and thinking. When you have a thought, take it seriously and think it's true, it's like dipping that thought flavor into the water, giving it a good stir and watching the flavor become stronger.*
4. Can you think of a time when you have let a thought linger and it turned into thinking which created an experience that you either liked or did not like? *Example Answers: This is a good time for the facilitator to give an example. Then allow participants to share. For example, if you are having a hard time with trust and you put the cheating tea bag in the hot water, stir it around to make it mean something, you will be woken up to the flavor of a cheater-regardless of outside circumstances.*

**Tea Bag analogy adapted from the work of Amy Chen Mills-Naim*

Activity Four: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson Four: Using your SPARK to Make Decisions



Objectives/Goals:

1. The participants will be able to make the link between thoughts and decision making.
2. The participants will identify the connection between decision making and life circumstances.
3. The participants will see the value of their SPARK in decision making.



Materials:

Kit:

- 👍 Student Workbooks, Pg. 8: *Inside-Out Observations*

Digital:

- 👍 Video: Inside-Out: *Graduation is your Beginning*
- 👍 TV and DVD Player



Activities:

- | | |
|----------------------|------------|
| 1. Inside-Out Video: | 35 minutes |
| 2. Video Discussion: | 10 minutes |
| 3. Q & A: | 05 minutes |



Facilitator Preparation Notes:

Activity One requires the participants to view a video. Ensure location has the proper equipment to show the participants the Inside-Out: *Graduation is your Beginning* video.



Activity One: Inside-Out Video (35 minutes)

The facilitator will show the video *Inside-Out: Graduation is your Beginning video*.

Before the movie begins, the facilitator will ask the participants to turn to the *Inside-Out Video Observations* worksheet, on pg. 8, in their student workbooks and instruct them to write down any instances in which the inside-out understanding would have been helpful to the people in the video.

The facilitator may choose to play the entire video first or pause at various points during the video to hold a discussion with the participants. The discussion should reference specific instances wherein the inside-out understanding would have been beneficial or discuss topics that specifically relate to the participants.

Activity Two: Video Discussion (10 minutes)

The facilitator will lead the discussion with the following questions, ensuring the discussion is focused around how having the inside-out understanding can prevent the types of situations just viewed in the video.

Sample Questions:

1. If the people in the video understood the principles we have been discussing in the classes so far, how do you think their life would be different? *Example Answers: They may have recognized their thoughts for what they were instead of taking them so seriously and acting on them.*
2. Where in the video did you hear one of the inmates mention their SPARK? *Example Answers: The inmates talked about how, at times, they knew they should have been making different decisions but didn't listen to their gut feeling. They also talked about how they took their thinking very seriously and to be fact, instead of understanding that thoughts come and go. Just because you think something, doesn't make it true.*

Activity Three: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.



Lesson Five: Community Engagement



Objectives/Goals:

1. The participants will be able to define and understand the value of volunteering.
2. The participants learn how integrity plays an important role in being a volunteer.
3. The participants learn how to get involved in their community.
4. The participants will plan a community service project to complete as a group.



Materials:

Kit:

- 👍 Student Workbooks, Pg. 9: *Top Reasons to Volunteer*

Digital:

- 👍 Power Point: *Previous Community Projects* (if available)
- 👍 Projector/Screen
- 👍 Laptop

Other:

- 👍 Dry Erase Board
- 👍 Pen/Pencil/Markers



Activities:

- | | |
|---|------------|
| 1. How Can Kids Help Make a Better Community? | 25 minutes |
| 2. Community Volunteer Projects: | 20 minutes |
| 3. Q & A: | 05 minutes |



Facilitator Preparation Notes:

Prior to beginning, you should reach out to local non-profits/community organizations in need of a project and/or volunteers.

Activity Two requires you to print out group questions (found at the end of this lesson). Each group will only need one copy. Furthermore, if you have completed previous community



projects, Activity Two also suggests you create a slide show to showcase the projects. If you are showcasing previous community projects, ensure you have the proper equipment to do so.

Activity One: How Can Kids Help Make a Better Community? (25 minutes)

The facilitator will begin the class by writing the following quote on the board:

“Service is the rent we pay for being. It is the very purpose of life, and not something you do in your spare time.” –Marian Wright Edelman.

Then, the facilitator will ask the following questions to lead into a discussion on how and why everyone can make a difference, regardless of age, economic status, ability, or any other label placed on them.

Sample Questions:

1. Do you think you can give back and make a difference as a young person? *Example Answers: Yes, all people have the capability to make a difference in their school and community.*
2. If everyone thought this way, how would your school be different? *Example Answers: People would be more helpful to others. Students and staff, alike, would work together more to make a positive difference every day.*
3. If everyone thought this way, how would your own community be different? *Example Answers: People would more freely donate their time and resources to help those in need.*
4. If everyone thought this way, how would the world be different? *Example Answers: There wouldn't be as many people in need. The world would be a more loving, generous place to live.*

The facilitator will then review the *Top Reasons to Volunteer* worksheet, on pg. 9, of the student workbooks and instruct the participants to write down three additional reasons that may be important to them. For example, a participant may want to volunteer at a homeless shelter because they have a friend that used to be homeless and a shelter helped them in the past.

Activity Two: Community Volunteer Projects (20 minutes)

The facilitator will ask the participants to break into small groups and come up with 3-5 project ideas they could complete to improve their community and/or school. Ask participants to use the questions below to guide their group discussions. After brainstorming in small groups, the participants will present their ideas to the entire class.



Task: As a group, decide on 3-5 project ideas you could complete to improve your community and/or school.

Group Questions:

1. Do you see a need in your school that could be used as a community project?
2. What volunteer project would you like to do in your community?
3. Is there a certain group or organization you would like to help?

Next, the facilitator will present the list of community project needs compiled prior to class and present any ideas from previous class projects (create Power Point slide show if previous projects were completed). After presenting the community needs, the class will discuss and narrow down their top picks for a class community project.

Activity Three: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson 5: Group Questions

Task: As a group, decide on 3-5 project ideas you could complete to improve your community and/or school.

Group Questions:

1. Do you see a need in your school that could be used as a community project?
 2. What volunteer project would you like to do in your community?
 3. Is there a certain group or organization you would like to help?
-

Task: As a group, decide on 3-5 project ideas you could complete to improve your community and/or school.

Group Questions:

1. Do you see a need in your school that could be used as a community project?
 2. What volunteer project would you like to do in your community?
 3. Is there a certain group or organization you would like to help?
-

Task: As a group, decide on 3-5 project ideas you could complete to improve your community and/or school.

Group Questions:

1. Do you see a need in your school that could be used as a community project?
 2. What volunteer project would you like to do in your community?
 3. Is there a certain group or organization you would like to help?
-

Task: As a group, decide on 3-5 project ideas you could complete to improve your community and/or school.

Group Questions:

1. Do you see a need in your school that could be used as a community project?
 2. What volunteer project would you like to do in your community?
 3. Is there a certain group or organization you would like to help?
-

Task: As a group, decide on 3-5 project ideas you could complete to improve your community and/or school.

Group Questions:

1. Do you see a need in your school that could be used as a community project?
2. What volunteer project would you like to do in your community?
3. Is there a certain group or organization you would like to help?





Lesson Six: How State of Mind Influences Judgment and Reasoning



Objectives/Goals:

1. The participants will understand how the inside-out understanding can stimulate a clearer state of mind.
2. The participants will learn how state of mind influences decisions and thinking.
3. The participants will see wisdom as their SPARK inside.



Materials:

Kit:

- 👍 Student Workbook, Pg. 10: *Fact of Thought*
- 👍 Thought Bubbles

Other:

- 👍 Lamp
- 👍 Lamp Shade
- 👍 Felt



Activities:

- | | |
|-------------------------|------------|
| 1. Your SPARK Within: | 20 minutes |
| 2. The Fact of Thought: | 25 minutes |
| 3. Q & A: | 05 minutes |



Facilitator Preparation Notes:

For Activity One, you will need to make the thought bubbles prior to the class. First, cut out the thought bubbles found at the end of this lesson and write negative thought examples on each bubble. Next, using dark fabric or dark construction paper, cut out the same amount of thought bubbles. Then, attach the paper thought bubbles to the fabric thought bubbles. Finally, add a piece of tape or another adhesive to the dark fabric side of the thought bubbles.



Activity One: Your SPARK Within (20 minutes)

The facilitator will take out the lamp and demonstrate the following activity:

1. Start by turning the lamp on with no shade on it, just the light bulb and share: *This is how our head looks when it is clear. Everyone has this light inside them. This light is your “SPARK” inside. This is where your wisdom, gut instinct or common sense comes from. This is also where your “out of the blue” creative ideas come from or even the answers to any decision you may have to make. However, when you begin thinking about past situations or future possible circumstances, those thoughts begin to cover your “SPARK”.*
2. Next, the facilitator will put a shade over the light and share: *See how this is still bright enough to see but not as clear? When we have thoughts and assign those thoughts a meaning (even a meaning we find positive) or we treat the thoughts as concrete facts, we create thinking around that thought and begin to fill our mind. The lamp shade is an example of positive or general thoughts. This demonstrates how thinking of all kinds can cover up the “SPARK” inside. Even if it’s positive.*
3. Next, the facilitator will take out the dark fabric with negative thoughts previously written on them. One at a time, the facilitator will ask the participants to pick up a negative thought, read it aloud and put it on the shade. The facilitator will explain: *When we have thoughts and assign them a negative meaning or we treat them as concrete facts, those thoughts create a dark, cluttered mind. As each negative thought is put on the shade, the less the light is able to shine through. This makes the light look dim and our SPARK (light bulb) seems darker and darker. Eventually, the shade (our thinking) is so dark that the light (SPARK) can no longer get through.*
4. Then, explain to participants that although they can’t see any light coming through, it is STILL there under all the darkness.
5. Ask each participant to start removing a thought, one at a time, until all the thoughts are removed, explaining that with each thought removed, a little more light is able to start shining through. Taking off more will result in more light coming through until it is clear again.
6. End with taking the shade off, demonstrating that the SPARK is always there, right underneath their personal thinking, just waiting to shine through.

Next, the facilitator will lead an open discussion regarding incidents wherein the participant’s busy/cloudy state of mind resulted in poor choices.



Sample Questions:

1. What do you think a clear mind looks like? *Example Answers: Thoughts flowing in and out freely. No emotions or feelings attached to the thoughts.*
2. What do you think a busy/cloudy mind looks like? *Example Answers: A lot of thinking that becomes a bunch of thought storms.*
3. Which state of mind would you prefer? *Example Answers: A clear mind because a clear mind allows natural wisdom to come through. It allows the SPARK inside to shine. It allows natural, creative potential to surface.*
4. What kind of feelings can you have when you have a cloudy/busy state of mind? *Example Answers: You can have all types of feelings but many times they are stressful, unwanted feelings. Even if something positive happens, in a busy or cloudy state of mind, the feelings you have can still be unwanted because of the state of mind in which you are thinking.*
5. What is wisdom? *Example Answers: Wisdom is the gut feeling, instinct, intuition, and SPARK that naturally resides in all of us.*

Activity Two: The Fact of Thought (25 minutes)

The facilitator will instruct the participants to turn to the *Fact of Thought* worksheet, on pg. 10, in their student workbooks. The facilitator will give the participants 10 minutes to write down the first 4 random thoughts that come into their heads (without them trying to think of anything in particular). For example, a random thought that a person who gets stuck in traffic a lot may have is, getting out of their car and flying in the sky to get over the traffic. Explain to the participants that these can be thoughts they are currently having or have had in the past and can be about anything (good, bad, neutral, silly, funny, out there, calm, rational, etc.).

After the participants write down their 4 random thoughts, the facilitator will instruct them to go back and decide if the thought was something that just came into their head without them doing anything (as in a thought that just occurred out of nowhere) or if it was created through thinking (as in a thought they made up about an experience they had, took seriously or assigned meaning to).

After 10 minutes, the facilitator will put the participants into pairs and ask them to exchange worksheets. Once the participants have their partner's worksheet, they will read their partner's thoughts. For the first two thoughts, the partner will come up with potential feelings and behaviors they may experience if they were in a cloudy state of mind and took those thoughts seriously. For the last two thoughts, the partner will come up with potential feelings or behaviors they may experience if they were in a neutral/clear state of mind and didn't take them seriously.



After the pairs are finished they should reveal their answers to their partners and discuss. Once all of the participants have discussed their answers with their partners, the facilitator should ask for volunteers to share anything they found interesting about the activity.

Facilitator note: Groups of two make it easier for students to see the different perspectives others can have about the same thoughts and different outcomes that can occur if they take all their thoughts seriously or see them as fact. This will enforce the idea that the content of the thinking or where the thinking comes from isn't important. What matters is the understanding that, as human beings, we always have thoughts. Sometimes thoughts simply occur and they don't have to mean anything. It's only when we assign some sort of significance, meaning, and/or feeling to our thoughts that we can get caught up in our thinking and create a cloudy state of mind.

The facilitator should remind participants they can't control the thoughts that come in, they can just decide if they want to take them seriously. What is important is to create space for the thoughts they like, to come through more often.

Sample Question:

1. After completing this activity, do you see how your state of mind influences your judgment? If so, how? *Example Answers: When our head is clear and thoughts are able to flow freely, we have a better ability to let them keep flowing and tend not to take them as seriously. However, when we are already caught up in our thinking and our heads are cloudy, we tend to be quicker to assign meaning to thoughts which can block our thoughts from flowing in and out. Furthermore, if we are in a cloudy/busy state, that is the feeling we will bring into any situation. Therefore, our thinking about everything around us tends to take on the cloudy/busy feeling. When our thinking becomes cloudy and/or busy, our reasoning and judgment tend to do the same. However, being conscious of the fact that this is how humans work, allows us to not take it as seriously and it tends to pass sooner.*

Activity Three: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.



Lesson 6: Thought Bubbles





Lesson Seven: Surviving Mood Swings



Objectives/Goals:

1. The participants will be able to identify and define various mood characteristics.
2. The participants learn how thinking and moods are directly connected.
3. The participants will be able to identify the effects of various moods.



Materials:

Kit:

- 👍 Student Workbooks, Pg. 11: *Various Moods*

Other:

- 👍 Charade Props (optional)
- 👍 Dry Erase Board
- 👍 Markers



Activities:

- | | |
|--|------------|
| 1. Charades: | 30 minutes |
| 2. Identifying the Effects of Various Moods: | 20 minutes |
| 3. Q & A: | 05 minutes |



Facilitator Preparation Notes:

In Activity One, the participants will be playing charades. To make the activity more entertaining and engaging, the facilitator may wish to have props available for participants to use.

Activity One: Charades (30 minutes)

Using the *Various Moods* worksheet (only visible to the facilitator and the volunteer) the class will play a game of Charades.



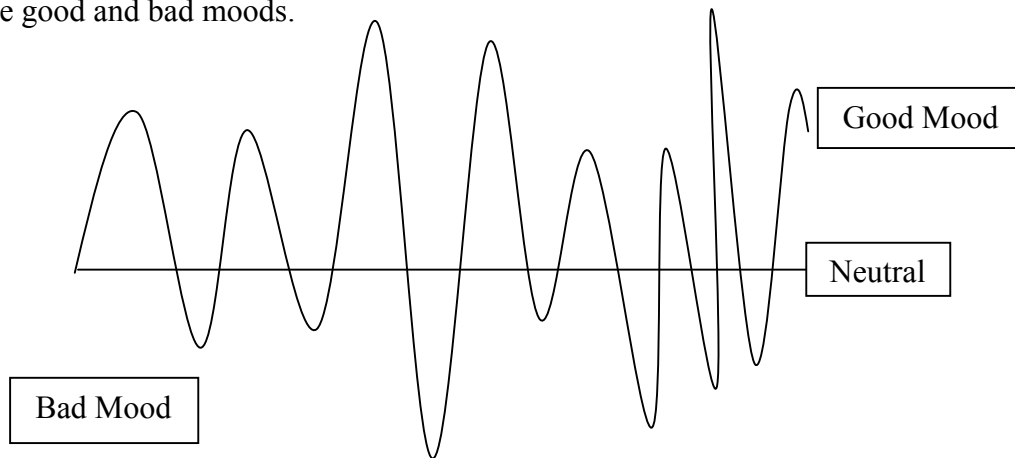
Instructions for Charades:

1. The facilitator will call up one student at a time and show the student the *Various Moods Worksheet*.
2. The participant will choose a mood to act out.
3. The participant will act out the mood using only gestures (no writing or talking).
4. The audience will guess the mood the participant is acting out.

When the game is complete, the facilitator will ask the participants to turn to the *Various Moods worksheet*, on pg. 11, in their student workbooks. The facilitator will discuss the various moods to ensure participants understand the different types of moods people experience. The facilitator will end this activity by asking the participants to write down two additional moods they have experienced in the past.

Activity Two: Identifying the Effects of Various Moods (20 minutes)

Draw a straight line on the board. Over the straight line, draw squiggly lines through it to illustrate good and bad moods.



The facilitator will ask the following questions to see what knowledge the students have concerning various good and bad moods.

Bad Moods/Sample Questions:

1. What are some things you think cause bad moods? *Example Answers: Fight with parents, Bad grades, Break-up, etc. Most participants will place blame on an outside circumstance. Guide them back to see that their thinking about that circumstance caused their mood, not the actual situation.*
2. What are some things you've seen people do when they are in bad moods, which decreased their mood even more? *Example Answers: Yell at others, Make poor choices, Feel sorry for yourself, Dwell on a situation, etc. Guide participants to see how*

continually thinking about a bad situation will cause their mood to worsen. It's not about trying to change your thoughts but rather recognizing how thought works and seeing the value in doing things to redirect your focus. Allowing your focus to shift will naturally allow new thoughts to come through.

3. When you are in a bad mood, how do you experience your reality? *Example Answers: Hopeless, Exhausting, Worthless, Terrible, etc. Reiterate that thoughts come in without control but taking the concentration off the content of the thinking (good or bad) and recognizing, thoughts are just a part of the human experience can cause the thought to pass through faster.*

Good Moods/Sample Questions:

1. What are some things you think cause good moods? *Example Answers: Friends, Good Grades, Fun party, etc. Most participants will place blame on an outside circumstance. Guide them back to see that their thinking about that circumstance caused their mood, not the actual situation.*
4. What are some things you've seen people do when they are in good moods, which increased their mood even more? *Example Answers: Have fun, Do things they enjoy, Spend time with friends, etc. Guide participants to see how continually thinking about a good situation will naturally cause their mood to increase. It's not about trying to change your thoughts or attempting to focus on positive things but rather recognizing how thought works. Your focus will eventually shift naturally allowing new thoughts to come through.*
2. When you are in a good mood, how do you experience your reality? *Example Answers: Exciting, Happy, Joyful, Full of Opportunities, etc. Reiterate that thoughts come in without control but taking the concentration off the content of the thinking (good or bad) and recognizing, thoughts are just a part of the human experience can cause the thought to pass through faster.*

The facilitator will end by reiterating that thoughts create various types of moods, both good and bad. However, when we are present in the moment, everything is neutral and we naturally feel our best in this state.

**Activity adapted from the work of Jack Pransky*

Activity Three: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson Eight: Finding Success in the Midst of Stress



Objectives/Goals:

1. The participants will be able to define and identify stress.
2. The participants will understand what part thinking plays in feeling stressed.
3. The participants will realize, through awareness, they can decide how much power to give their stress.
4. The participants will identify healthy and unhealthy ways of dealing with stress.



Materials:

Kit:

- 👍 Student Workbooks, Pg. 12: *Stress Prevention Tips*
- 👍 Stress Cards
- 👍 Stress Questions



Activities:

- | | |
|--|------------|
| 1. The Relationship between Thinking and Stress: | 25 minutes |
| 2. The Role Stress Plays: | 15 minutes |
| 3. Stress Prevention Tips: | 10 minutes |
| 4. Q & A: | 05 minutes |



Facilitator Preparation Notes:

For Activity One, you will need to make a copy of the stress questions (found at the end of the lesson) and have them available to pass out to each group. Each group needs to have one copy.

Activity Three, calls for the optional Stress Cards to pass out after the activity. The Stress Cards are optional and come included in the full kit purchase price or separately online.



Activity One: The Relationship between Thinking and Stress (25 minutes)

The facilitator will put participants in small groups and give each group a copy of the questions. The groups will have 10 minutes to answer the questions together. Each group should choose a spokesperson.

Stress Questions:

1. What is stress?
2. Where do you think stress comes from?
3. When do you experience stress most in school? Outside of school?
4. When do you experience stress least in school? Outside of school?
5. What happens differently when you are stressed out and when you aren't stress out?
6. What do you do to release your stress?

After 10 minutes, the facilitator will instruct each group's spokesperson to choose one question (1-5, don't discuss #6 yet) and share what the group discussed.

Facilitator Note: This discussion should define stress and help participants discover that everyone handles stress differently.

**Stress Questions adapted from the work of Jack Pransky.*

Activity Two: The Role Stress Plays (15 minutes)

The facilitator will begin by asking for volunteers to be the star in the school play that includes a singing solo. The first person to volunteer should be asked to come up to the front of the room and explain why they volunteered and if they think that role would be stressful. Then ask the volunteer if they would be relaxed or calm in that situation.

Next, the facilitator will ask for a show of hands of participants who would never want that role because they think it would be too stressful. The first person to raise his/her hand should be asked to come up to the front of the room and explain why they think that role would be stressful. Then, ask the volunteer if they would be relaxed or calm in that situation.

Finally, the facilitator will explain to participants that most people think that stress comes from the situation they're in. Some people who are given the star role in the play and a singing solo are peaceful and relaxed. They don't view the role as stressful. Some people find acting and singing as relaxing. However, if they have a very busy mind they may not be relaxed at all. The only difference is the thinking that person is having while participating in the activity.



Sample Questions:

1. Can you think of something you really enjoy doing that some people may find stressful?
2. Can you think of something you find very stressful that many people enjoy doing?
3. What is the difference? *Example Answer: The way you think about it.*
4. Can you think of a time when you were doing something you usually enjoy and find relaxing but didn't enjoy it all? Explain. *Example Answer: Usually, I really enjoy the beach. However, last Saturday, I had a terrible time at the beach because I spent the entire day wishing I could get back home to finish my project that was due the next day.*

The facilitator will end by acknowledging that stress can only occur within the constructs of personal thinking. Without thought, nothing can be identified as stressful. Often times when people are able to identify that it's their thinking creating the stress, the stress dissipates at a faster rate.

Activity Three: Stress Prevention Tips (10 minutes)

The facilitator will now ask for volunteers to share what their group came up with for question #6: "What do you do to release stress?" during Activity One.

As participants respond, the facilitator will discuss the difference between healthy and unhealthy ways of dealing with stress. The facilitator should guide participants to recognize that using unhealthy ways, will likely lead to more stress long-term. However, there are long-term benefits to finding healthy ways to reduce stress.

After the discussion, the facilitator will instruct participants to turn to the *Stress Prevention Tips* worksheet, on pg. 12, in their student workbooks and ask for volunteers to read the tips aloud. Once the tips have been read, the facilitator will ask the participants to write down at least two of their own examples. Once complete, have an open discussion on the tips that were suggested on the worksheet and ensure the students stress tips are in fact, inside-out.

To end, the facilitator will handout the *Stress Cards* for participants to keep and review when they feel stressed (The Stress Cards are optional and can be purchased through the kit purchase price or separately online).

Activity Four: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson 8: Stress Group Questions

Stress Questions:

1. What is stress?
 2. Where do you think stress comes from?
 3. When do you experience stress most in school? Outside of school?
 4. When do you experience stress least in school? Outside of school?
 5. What happens differently when you are stressed out and when you aren't stress out?
 6. What do you do to release your stress?
-

Stress Questions:

1. What is stress?
 2. Where do you think stress comes from?
 3. When do you experience stress most in school? Outside of school?
 4. When do you experience stress least in school? Outside of school?
 5. What happens differently when you are stressed out and when you aren't stress out?
 6. What do you do to release your stress?
-

Stress Questions:

1. What is stress?
 2. Where do you think stress comes from?
 3. When do you experience stress most in school? Outside of school?
 4. When do you experience stress least in school? Outside of school?
 5. What happens differently when you are stressed out and when you aren't stress out?
 6. What do you do to release your stress?
-

Stress Questions:

1. What is stress?
2. Where do you think stress comes from?
3. When do you experience stress most in school? Outside of school?
4. When do you experience stress least in school? Outside of school?
5. What happens differently when you are stressed out and when you aren't stress out?
6. What do you do to release your stress?





Lesson Nine: Feeling Fear and Insecurity without Fear and Insecurity



Objectives/Goals:

1. The participants will be able to define and identify fear and insecurity.
2. The participants will identify the fear and insecurity at the core of unwanted emotions.
3. The participants will identify the fear and insecurity at the core of unwanted behaviors.



Materials:

Kit:

- 👍 Student Workbook,
Pg. 13: *Fear and Insecurity*

Digital:

- 👍 Video: *YouTube- Feeling Left Out*
- 👍 Projector/Screen
- 👍 Laptop

Other:

- 👍 Index Cards
- 👍 Dry Erase Board
- 👍 Pen/Pencil/Markers



Activities:

- | | |
|--|------------|
| 1. Insecurity YouTube Video: | 10 minutes |
| 2. The Consequences of Undetected Fear and Insecurity: | 25 minutes |
| 3. The Movie Experience: | 10 minutes |
| 4. Q & A: | 05 minutes |



Facilitator Preparation Notes:

Ensure location has the proper equipment to show the participants the *Feeling Left-Out* video.

Activity One: Insecurity YouTube Video (10 minutes)

Play the YouTube video: <http://youtu.be/jubD5oinL3A>

Sample Questions:

1. Has anyone ever felt like this?



2. Why does this happen? *Example Answers: The person creates a reality of what other people are thinking through their own personal thoughts. Their thinking begins to make them feel insecure.*

Activity Two: The Consequences of Undetected Fear and Insecurity (25 minutes)

The facilitator will ask participants to turn to the *Fear and Insecurity* worksheet, on pg. 13, in their student workbooks. Then, the facilitator will call on volunteers to read, aloud, the different definitions of fear to ensure everyone is aware of all possible meanings. After a brief clarifying discussion, the facilitator will ask for another volunteer to read, aloud, the different definitions of insecurity to ensure everyone is aware of all possible meanings.

The facilitator will then lead the participants through the following activity:

First:

The facilitator will ask the participants to take a few minutes to think of a time when you felt left out, betrayed, sad or worried, and you wanted to blame someone (or something) else for a mistake you made.

Facilitator Note: you can begin by giving a personal example or reflecting on the short video just viewed. For example, in the short video the girl immediately thought she was left out and because of that thinking, she began feeling very insecure about her relationships and herself.

Next:

Participants will:

1. Write down the scenario (no names or change names).
2. Write down the emotions you were feeling.
3. Write down any consequence that occurred because of this scenario.
4. Do not put your names on these papers. The facilitator will collect and pick a few to read to the class.

Facilitator will:

1. Write instructions (1-3) on the board for participants to reference while completing the task.
2. Give participants a few minutes to complete the task and then collect the papers.
3. Read the scenario, one by one.
4. After each paper is read, ask the participants to determine the feeling behind the emotion.
5. Ask the participants to discuss how the consequences could have been different if they were aware of their insecure or fearful thoughts during the scenario.

**Activity adapted from the work of Jack Pransky.*



Activity Three: The Movie Experience (10 minutes)

The facilitator should think of a time they saw a movie which scared them or made them feel uncomfortable and share that experience with the class. Then the facilitator will explain how watching a movie can be similar to having fearful or insecure thinking/feelings while being conscious of what's causing their feelings. When watching a movie, you know may be scared but because you know it's not real, you welcome that experience knowing you can leave anytime. No one goes to the movies wanting to experience a blank screen. People want to feel the movie but they typically don't take their feelings seriously.

Sample Question:

1. How does this relate to today's discussion? *Example Answers: Fearful or Insecure thinking can cloud the mind and hide our SPARK. However, being able to identify or be conscious of the fact that our thoughts create our feelings, can allow us to not take them as seriously. Once this awareness happens, the clouds lift and new thoughts are able to drift in. Therefore, we are never truly stuck in our fear or insecurity.*

Activity Four: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson Ten: The Inside-Out Nature of Self-Esteem



Objectives/Goals:

1. The participants learn to identify that self-esteem is a natural state created from the SPARK inside us all.
2. The participants can differentiate between self-esteem and self-image.
3. The participants understand that only thinking can cover natural self-esteem.
4. The participants understand that the less people evaluate themselves, the more their SPARK naturally shines through.



Materials:

Kit:

- 👍 Student Workbook, Pg. 14: *Self-Esteem vs. Self-Image*
- 👍 Wheel of Esteem: Words and Definitions

Other:

- 👍 Dry Erase Board
- 👍 Pen/Pencil/Markers
- 👍 Small Prizes



Activities:

- | | |
|-----------------------------------|------------|
| 1. Picture of Self-Esteem: | 10 minutes |
| 2. The Illusion of Self-Image: | 10 minutes |
| 3. Wheel of Esteem: | 25 minutes |
| 4. Self-Esteem versus Self-Image: | 05 minutes |
| 5. Q & A: | 05 minutes |



Facilitator Preparation Notes:

Activity Three is a team game. Prior to the class, it is recommended that the you read the activity to become familiar with the game rules. Also, you may want to make a copy of the *Wheel of Esteem: Words and Definitions* worksheet, found at the end of the lesson, for your use during the game. Finally, the winning team can be awarded a small prize (candy, stress balls, SPARK bracelets, pencils, etc.).



Activity One: Picture of Self-Esteem (10 minutes)

The facilitator will ask participants to turn to page 25 in their workbooks and draw what they think a person with high self-esteem looks like and then draw what they think a person with low self-esteem looks like. The facilitator should give participants 10 minutes to draw, while walking around and checking the pictures.

The facilitator will ask anyone willing to share their drawing to come up to the front of the class, one at a time and show their drawings. Each volunteer should explain why they chose to draw each person the way that they did. The facilitator will then ask the participants to discuss the differences in all of the drawing that were shared. The facilitator will guide the conversation to let the participants see that self-image is created by societal thoughts of “normal” or “good and bad”. Then the facilitator will help participants identify the difference between self-image and self-esteem. *Self-Image* being self-constructed, through self-evaluation and *Self-Esteem* being something everyone is born with, our natural state.

Activity Two: The Illusion of Self-Image (10 minutes)

The facilitator will begin by reading the following story:

On St. Patrick's Day a teenage girl was getting ready for a party that one of her best friends was throwing. She was very excited because she loved to dress up for themed parties and earlier that day she found an awesome costume with a matching shamrock headband. She got completely ready and took one last look in the mirror before heading out of the house to meet her boyfriend. She loved everything about her outfit and couldn't wait to show it off at the party. She felt extremely confident and secure. She knew everyone was going to LOVE it!

When she got into her boyfriend's car, he immediately said "Please tell me you're not really going to wear that?" She replied "Yes, I'm going to wear this, it's cute!" She didn't think anything about his comment. She loved her outfit and didn't care about anyone else.

As the night went on, her boyfriend kept making small jabs about her costume. Slowly, but surely, she started to let her thinking get the best of her. "Maybe he was right." She thought. "Now that I think about it, these shamrocks on my headband do look extraordinarily big. How did I not realize that before?" After a while, every time someone looked at her, she thought they were looking at her outfit and thinking it was dumb. By the end of the night she felt dumb for even wearing it and very insecure.



Once the story has been read, the facilitator will lead a group discussion with the following questions:

1. What changed from the beginning of the night to the end of the night? *Example Answers: her thoughts, self-image, confidence*
2. How did the girl feel when she was being true to herself? *Example Answers: Confident, secure, happy, excited*
3. How did her feelings change when she started self-evaluating and thinking about others? *Example Answers: Insecure, not confident, dumb*
4. If the girl in the story recognized her boyfriend's thoughts as simply his own insecurities, how do you think that would have changed the outcome of her night? *Example Answers: she would've had a better time because she wouldn't have taken his thoughts seriously, she would have realized his thoughts weren't reality.*
5. Do you feel better when you're not thinking about yourself or when you're thinking about how well you are doing? *Example Answers: Answers will vary. However, it's important to point out that most people tend to feel really good, accessing their natural self-esteem, when they are busy doing other things. This is why, often times, people feel good helping others. When someone is helping another person in need, it naturally takes the focus off them and creates space between their thoughts about themselves.*
6. Can you think of a time that something like what happened to the girl in the story happened to you?
7. How do you access your self-esteem more often? *Example Answers: Self-esteem is always available within everyone. Be present in the moment; try not to think about what others may be thinking about you. Don't self-evaluate. When you do get caught up in those thoughts and become aware of them, see them for what they are and decide if you want to take them seriously or not.*

The facilitator will share that most people think they get their self-esteem by the way others view them or how well they stand up to society's expectations. However, self-esteem is a natural state that is only covered up by the way people view themselves, through self-evaluation. The way people view themselves is self-image. Self-image can change rapidly depending on the different thoughts at different times. However, self-esteem is always the same and is always available when a person isn't evaluating their self-image. When a person's natural self-esteem is available their SPARK comes through. For example, in the girl's story, she was using her natural creativity to show her personality and by doing so, she was at her best.



Activity Three: Wheel of Esteem (25 minutes)

The facilitator will explain that the participants will now play a game similar to Wheel of Fortune. However, this game will be called Wheel of Esteem and will be focused on words that described our natural state or our natural self-esteem. The winning team will be awarded a small prize (candy, stress balls, SPARK bracelets, pencils, etc.).

Rules and Regulations:

1. The facilitator will divide the participants into 2- 4 even groups and sit them on opposite sides of the room.
2. Once in groups, the facilitator will have participants select a team captain (though the team will work together for an answer, only the captain will be able to give the facilitator the answer).
3. The facilitator will begin by writing the spaces for the first word on the board. For example, the first word the students will need to guess is Courageous. Therefore, the facilitator will place _____ on the board for C O U R A G E O U S.
4. Beginning with group 1, the facilitator will start by saying “Our natural state of self-esteem is Blank” and then read the definition of the word Courageous.
5. The participants in group 1 will then be able to guess a letter to fill in the blank.
6. If the team guesses a correct letter, they may choose to solve the puzzle or guess another letter.
7. The team may continue their turn until they guess either the word or letter incorrectly.
8. If the team guesses a **letter** correctly, they receive 1 point per letter.
9. If the team guesses the **word** correctly, they receive 10 points.
10. If the team guesses a letter or the word incorrectly, they lose their turn and the turn then goes to the next team.
11. This continues until all 10 words are completed or time allows. To reinforce the purpose of the activity, the facilitator should start each new word using the following phrase: “Our natural state of self-esteem in Blank” then read the definition of the next word.
12. The team with the most points wins the game and receives a prize.
13. To end, the facilitator will review all 10 words to reiterate these are all things that are naturally a part of us, just underneath our personal thinking or self-image.

Activity Four: Self-Esteem vs. Self-Image (5 minutes)

The facilitator will ask the participants to turn to the *Self-Esteem vs. Self-Image* worksheet, on pg. 14, in their student workbooks. The facilitator will instruct the participants to take 10 minutes



to correctly correlate the characteristics. The facilitator can close this activity by reviewing the correct answers.

Activity Five: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson 10: Words and Definitions for Wheel of Esteem

1. **Courageous:** the power or quality of dealing with or facing danger, fear and pain.
2. **Intelligent:** having or showing intelligence, especially of a high level.
3. **Capable:** having the ability, fitness, or quality necessary to do or achieve a specified thing.
4. **Creative:** relating to or involving the imagination or original ideas.
5. **Energetic:** showing or involving great activity or vitality.
6. **Peaceful:** free from disturbance; tranquil.
7. **Innovative:** introducing new ideas; original and creative in thinking.
8. **Motivated:** stimulate (someone's) interest in or enthusiasm for doing something.
9. **Confident:** a feeling of self-assurance arising from one's appreciation of one's own abilities or qualities.
10. **Resilient:** the capacity to recover quickly from difficulties; toughness.





Lesson Eleven: Separate Realities



Objectives/Goals:

1. The participants will be able to define separate realities.
2. The participants will be able to identify various types of separate realities.
3. The participants will understand that separate realities exist between all people.
4. The participants will demonstrate acceptance of people with different thoughts about the same situations.



Materials:

Kit:

- 👍 Separate Realities Scenarios



Activities:

- | | |
|---|------------|
| 1. Separate Realities Example: | 05 minutes |
| 2. Separate Realities Group Activity: | 20 minutes |
| 3. Various Types of Separate Realities: | 15 minutes |
| 4. Q & A: | 05 minutes |



Facilitator Preparation Notes:

For Activity Two, you will need to make a copy of the scenario cards (found at the end of the lesson). There are 3 different scenarios. While you may give each person a copy, it's only necessary for each group to have one copy of each.

Activity One: Separate Realities Example (5 minutes)

To begin, share the following story with the class:



Wife's Diary:

Tonight I thought my husband was acting weird. We had made plans to meet at a nice restaurant for dinner. I was shopping with friends all day long, so I thought he was upset at the fact that I was somewhat late. Although he never mentioned anything about being mad at me for being late. The conversation just wasn't flowing, so I requested that we go somewhere quiet and talk. He agreed but still he didn't have much to say. I continued to ask him what was wrong and he continued to say "nothing". I asked him if it was my fault that he was upset. He said he wasn't upset, that it had nothing to do with me and I shouldn't worry about it. On the way home, I told him that I loved him. He simply smiled and kept driving. I can't explain his behavior and I don't know why he didn't say I love you back. When we got home I felt as though I had lost him completely, as if he wanted nothing to do with me anymore. He just sat there quietly and watched TV. He continued to seem completely preoccupied. Finally, with silence all around us, I decided to go to bed. About 15 minutes later, he came to bed but I still felt he was distracted and his thoughts were somewhere else. He immediately fell asleep. I cried. I felt completely lost inside. I'm almost sure his thoughts were with someone else. My life is a complete disaster.

Husband's Diary:

Motorcycle won't start.... I can't figure out why.

After reading the story, the facilitator will discuss the story with the class.

Sample Questions:

1. What happened?
2. Why do you think the husband and wife were having such different experiences?

Example Answers: They were living in separate realities. The wife got carried away with her thinking, thus creating an experience that wasn't real.

Activity Two: Separate Realities Group Activity (20 minutes)

Divide class into even groups. Give each group the situation cards and discussion questions. Allow groups to read and discuss among themselves for 10 minutes.

Scenario # 1

Eight years ago, an elderly woman had a stroke that left her mentally unable to care for herself. Her husband has been caring for her ever since. He shops at the local grocery store on a weekly basis and the cashier is always friendly to him. After a little time, she starts to flirt with him since she never sees him with a woman. He started liking the attention. One day he asked her out on a date. Is this right or wrong?



Scenario # 2

A man lost his job a few months back and was having a hard time finding work. He had a wife and 3 children to feed. One day he was so frustrated after looking for work and refused to come home without food for his wife and children. He decided to steal food from the local grocery store. Is this right or wrong? Should he be arrested?

Scenario #3

A student that normally receives A's and B's is having a hard time at home and is unable to study for his final exam. He shares with his friend that his parents are going through a divorce and they are fighting a lot at home. He is extremely worried he will not pass the final. His friend offers to let him copy his test. Is this right or wrong? If he is caught, what should the consequence be?

After the groups have time to discuss, the facilitator will ask each group to choose a speaker for their group and a scenario they would like to discuss. Each group should have a chance to share their findings with the whole class. After each group has shared, the facilitator will explain that all of their answers were correct because everyone has their own thoughts, perspectives and values, thus, creating their own reality. This is what is referred to as separate realities.

Sample Question:

1. Can anyone share an example of a time this has happened in your life? *Example Answer: While the examples are being shared, the facilitator should reinforce how the same situation can produce different feelings, behaviors and results all depending on the thoughts a person is experiencing.*
2. Why is it important to understand that people can have different feelings about the same situation? *Example Answers: It helps see other people's point of view. It will help people have more understanding and compassion for other people's point of view or perspective. It helps to understand that everyone is always experiencing their thinking, so if they view something differently, it's not because they want to disagree or argue, it's truly because they are thinking about it differently.*

Activity Three: Various Types of Separate Realities (15 minutes)

The facilitator will begin by reading the following examples of learned thinking:

1. I always heard my grandmother bothering my mother about why she didn't have a husband or boyfriend in her life. Therefore, growing up I thought it was wrong if I wasn't in a relationship. I also thought I needed a man in my life. As a result, I stayed in unhealthy relationships.



2. My parents always made a big deal about praying before eating meals. Therefore, I grew up thinking I had to pray before meals or my food wouldn't be safe.
3. My dad was an alcoholic. Therefore, when I saw people drinking around me, I automatically assumed they must have a problem with alcohol as well.

Sample Questions:

1. Referring to the examples above, what are learned thoughts? *Example Answers: Thoughts people automatically think because of their environment or upbringing.*
2. Can you name some groups of people who may have different learned thoughts? *Example Answers: Parents and Children, Friends, Different Cultures, Different Religions, People who like different sports, People who like different subjects.*
3. How can people who have different upbringings, have different realities? *Example Answers: People are raised in different geographical areas and with different values, religions, cultures and rules at home. Therefore, they will have different automatic thoughts around certain topics and situations.*
4. What are some automatic thoughts you have about how to treat or interact with other people? *Example Answers: Shaking someone's hand is a form of respect. Looking people in the eye is a form of confidence. Hugging someone is a friendly gesture. Outgoing is a positive characteristic. The facilitator will highlight that in other cultures, these things can mean very different things. For example, in many other cultures, looking someone directly in the eye is a form of disrespect and is considered very rude.*
5. How does this relate to separate realities? *Example Answers: If two people are raised with different values, different interests, different views or different experiences, they may think very differently about the same situation.*
6. Is it ok to have different feelings about the same situation? *Why or Why not? Example Answer: Yes, because we are all living in our own thinking. Understanding this makes it less compelling to try and convince others to think the way we think. We can gain more respect for others who think differently and have less of an inclination to try to change them.*

Activity Four: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.



Lesson 11: Scenarios

Scenario #1

Eight years ago, an elderly woman had a stroke that left her mentally unable to care for herself. Her husband has been caring for her ever since. He shops at the local grocery store on a weekly basis and the cashier is always friendly to him. After a little time, she starts to flirt with him since she never sees him with a woman. He started liking the attention. One day he asked her out on a date. Is this right or wrong?

Scenario # 2

A man lost his job a few months back and was having a hard time finding work. He had a wife and 3 children to feed. One day he was so frustrated after looking for work and refused to come home without food for his wife and children. He decided to steal food from the local grocery store. Is this right or wrong? Should he be arrested?

Scenario #3

A student that normally receives A's and B's is having a hard time at home and is unable to study for his final exam. He shares with his friend that his parents are going through a divorce and they are fighting a lot at home. He is extremely worried he will not pass the final. His friend offers to let him copy his test. Is this right or wrong? If he is caught, what should the consequence be?

Scenario #1

Eight years ago, an elderly woman had a stroke that left her mentally unable to care for herself. Her husband has been caring for her ever since. He shops at the local grocery store on a weekly basis and the cashier is always friendly to him. After a little time, she starts to flirt with him since she never sees him with a woman. He started liking the attention. One day he asked her out on a date. Is this right or wrong?

Scenario # 2

A man lost his job a few months back and was having a hard time finding work. He had a wife and 3 children to feed. One day he was so frustrated after looking for work and refused to come home without food for his wife and children. He decided to steal food from the local grocery store. Is this right or wrong? Should he be arrested?

Scenario #3

A student that normally receives A's and B's is having a hard time at home and is unable to study for his final exam. He shares with his friend that his parents are going through a divorce and they are fighting a lot at home. He is extremely worried he will not pass the final. His friend offers to let him copy his test. Is this right or wrong? If he is caught, what should the consequence be?





Lesson Twelve: Cultivating Meaningful Relationships




Objectives/Goals:

1. The participants will understand the link between separate realities and state of mind.
2. The participants will identify the benefits of communication in times of conflict.
3. The participants will understand the link between cultivating meaningful relationships and connection.
4. The participants will identify the foundations of meaningful relationships.




Materials:

Kit:

 Skits (5 copies)

Other:

 Props (optional)



Activities:

- | | |
|--|------------|
| 1. Relationships and Separate Realities Skits: | 20 minutes |
| 2. Relationship Rescue: | 25 minutes |
| 3. Q & A: | 05 minutes |



Facilitator Preparation Notes:

Activity One is a skit. Read directions thoroughly. This skit is divided into 3 scenes. There are two versions of the skit (a Male version and a Female version). In the Male version, the *Child* is Sam and the *Friend* is Mike. In the Female version, the *Child* is Samantha and the *Friend* is Michelle. It is important to choose two males (for the male version) or two females (for the female version) to fill the *Child* and *Friend* roles. The *Teacher* and the *Narrator* role can be male or female in either version. It is also optional to provide props to go along with the skits. For example, each character could have a name tag around their neck and the *Child* could be given a book in scene 2. Props tend to make the skits livelier.

In Activity Two, the students will be creating their own follow-up skit. Be sure to read the directions thoroughly and have enough copies of the skit on hand.



Activity One: Relationships and Separate Realities Skits (20 minutes)

The facilitator will choose 5 volunteers to act out the skit (read preparation notes below before assigning parts). Each volunteer will receive a copy of the skit with their part highlighted along with any correlating props. The facilitator will give the volunteers a few minutes to read over the skit before beginning. The facilitator will also explain to the volunteers that the words in parenthesis are not to be read aloud. Those words are instructions for how the volunteer should act out that part.

Characters:

Narrator (all 3 scenes)

Child (all 3 scenes)

Mom (scene 1)

Teacher (scene 2)

Friend (scene 3)

After the 3 scenes are complete, the facilitator will lead a class discussion:

1. What did you observe happen in the skit between the child and the mom? *Example Answers: Mom was worried about her job and took it out on her child and the child got defensive.*
2. What did you observe happen in the skit between the child and the teacher? *Example Answers: The child was having a bad day and took it out on the teacher. The teacher reacted to the behavior instead of asking the child if something was bothering him/her.*
3. What did you observe happen in the skit between the child and the friend? *Example Answers: Child was angry about what happened in the class and the friend took it personally.*
4. How does the skit relate to separate realities and misunderstandings in relationships? *Example Answers: Many times people are consumed with their own thinking and their behaviors are a result of the thinking, instead of the present situation. This leads to many misunderstandings in relationships.*
5. What can we do in relationships to ensure this type of thing doesn't happen often? *Example Answers: Realize everyone is always experiencing their current thinking and when their thinking passes, the way they are reacting will also pass. If someone is having a hard time, empathizing with them or asking them if they are ok can often calm their thinking down. Also, giving the other person time and space to cool off allows their thinking to quiet down as well.*
6. What types of things do people do to mess up good relationships? *Example Answers: They aren't honest with their feelings. They lie, cheat, and/or take their anger out on*



others. They take others actions seriously without recognizing they are just in a bad mood and it will pass. Constantly distrusting others because of their own insecure thinking.

7. What are some of the most important things you can bring to any relationship and why? *Example Answers: Being present in the moment, Love, understanding, respect, good intentions, compromise, compassion, etc. Because we are all thinkers and we all get caught up in our thinking from time to time.*
8. If you currently have a difficult relationship, how can you continue that relationship without getting lost in your own negative thinking or negative outcomes? *Example Answers: Understand all people get lost in their way of thinking at times. Before jumping to conclusions, it's always a good idea to step back and try to understand where the other person is coming from.*

Activity Two: Relationship Rescue (25 minutes)

The facilitator will start by explaining that the skits revealed the potential damage that can occur when people are lost in their separate realities. In this activity, the facilitator will ask the participants to create ways to rescue these relationships. The facilitator will divide the participants into groups of 3 (one group of 4 is ok if the class is uneven. The group of four will just have to share parts) and assign each group a scene in the skit. The groups will need to create an additional scene to rescue the relationship using the information just discussed in the previous activity.

Once the participants have created their Relationship Rescue follow-up skit, each group will act it out in front of the class. In between the skits, the facilitator should highlight incidents where:

- the participants did not let their personal state of mind become affected by the situation
- the participants rescued the relationship by connecting and empathizing with the other person in the relationship

Activity Three: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.



Dealing with Separate Realities in Relationships Skit

The facilitator will choose 5 volunteers to act out the skit (read preparation notes below before assigning parts). Each volunteer will receive a copy of the skit with their part highlighted along with any correlating props. The facilitator will give the volunteers a few minutes to read over the skit before beginning. The facilitator will also explain to the volunteers that the words in parenthesis are not to be read aloud. Those words are instructions for how the volunteer should act out that part.

Characters:

Narrator (all 3 scenes)

Child (all 3 scenes)

Mom (scene 1)

Teacher (scene 2)

Friend (scene 3)



Facilitator Preparation Notes:

This skit is divided into 3 scenes. There are two versions of the skit (a Male version and a Female version). In the Male version, the *Child* is Sam and the *Friend* is Mike. In the Female version, the *Child* is Samantha and the *Friend* is Michelle. It is important to choose two males (for the male version) or two females (for the female version) to fill the *Child* and *Friend* roles. The *Teacher* and the *Narrator* role can be male or female in either version. The *Mom* role should also be filled.



Male Version:

Scene 1

Narrator: Mom just finished a terrible day at work. Her boss threatened to fire her if she didn't improve or missed any more days. As she is driving home, she gets a phone call – It is terrible news about Sam's father. She is upset and anxious about sharing the news with Sam. She walks in the door to find Sam doing math homework on the couch.

Mom: (nervous) Hi Sam. How was your day?

Sam: (happy and excited to see mom) Hi Mom! Good! Just about done with Math, I'm actually really beginning to understand this stuff!

Mom: (nervous and sad) That's great! I'm really proud of you. (Hesitant) Listen, Sam we need to talk. It's about your father. He's been in a terrible accident and he is in pretty bad shape. He's in a hospital a few hours away.

Sam: (confused and scared) Let's go mom! Let's go see him now!

Mom: Sam, I can't miss any more work, you know that. And you have to go to school tomorrow. I promise I will take you to see him this weekend.

Sam: Come on mom, this is important. Please take me now.

Mom: I'm really sorry Sam, I can't...we can't afford to lose my job.

Sam: (now upset, screams): Everything is always about you! I hate you! (Storms off)



Scene 2

Narrator: The next day Sam wakes up still thinking about what happened and still scared about his dad. Thinking about it only makes him angrier, afraid and upset. So when he arrives to his first class, he is in a terrible mood.

Sam: (Enters classroom, slams books down on desk, sits down and immediately puts his head down.)

Teacher: (Enters classroom happily and in a great mood) Everyone turn to page 16 in your math book.

Sam: (Doesn't move, keeps head on desk)

Teacher: (Pleasantly says again but this time looking directly toward Sam's desk) Everyone take out your math book and turn to page 16, please.

Sam: (Still doesn't move)

Teacher: (Stands right in front of Sam's desk angrily) Sam take out your textbook RIGHT NOW or go to the principal's office!

Sam: UGH!! No one understands! It's always about what everyone else wants! (Grabs his stuff and leaves).



Scene 3

Narrator: Sam storms out of the class and down the hallway toward the principal's office. One of Sam's friends, Mike, was also walking down the hallway at the same time.

Sam: (Storming down the hallway, looking straight down, so mad he isn't paying attention to anything around him)

Mike: (Walking down the hallway, in a great mood, is about to pass Sam) Hey Sam!

Sam: (Slams right into Mike -not even noticing he was there)

Mike: (Almost getting knocked over) What's your problem?!

Sam: (Just keeps walking, still hardly even noticing Mike)

Mike: (Screams) I said what's your problem, man? I thought we were cool!

Sam: (Keeps ignoring him)

Mike: (Really mad now) Alright then, I see how it is.





Female Version

Scene 1

Narrator: Mom just finished a terrible day at work. Her boss threatened to fire her if she didn't improve or misses any more days. As she is driving home, she gets a phone call – it is terrible news about Samantha's father. She is upset and anxious about sharing the news with Samantha. She walks in the door to find Samantha doing math homework on the couch.

Mom: (nervous) Hi Samantha. How was your day?

Samantha: (happy and excited to see mom) Hi Mom! Good! Just about done with Math, I'm actually really beginning to understand this stuff!

Mom: (nervous and sad) That's great! I'm really proud of you. (Hesitant) Listen, Samantha we need to talk. It's about your father. He's been in a terrible accident and he is in pretty bad shape. He's in a hospital a few hours away.

Samantha: (confused and scared) Let's go mom! Let's go see him now!

Mom: Samantha, I can't miss any more work, you know that. And you have to go to school tomorrow. I promise I will take you to see him this weekend.

Samantha: (begging) Come on mom, this is important. Please take me now.

Mom: I'm really sorry Samantha, I can't...we can't afford to lose my job.

Samantha: (now upset, screams) Everything is always about you! I hate you!
(Storms out of room)



Scene 2

Narrator: The next day Samantha wakes up still thinking about what happened and still scared about her dad. Thinking about it only makes her angrier, scared and upset. So when she arrives to her first class, she is in a terrible mood.

Samantha: (Enters classroom, Slams books down on desk, sits down and immediately puts her head down.)

Teacher: (Enters classroom happily and in a great mood) Everyone turn to page 16 in your math book.

Samantha: (Doesn't move, keeps head on desk)

Teacher: (Pleasantly says again but this time looking directly toward Samantha's desk) Everyone take out your math book and turn to page 16, please.

Samantha: (Still doesn't move)

Teacher: (Stands right in front of Samantha's desk angrily) Samantha get out your textbook RIGHT NOW or go to the principal's office!

Samantha: UGH!! No one understands! It's always about what everyone else wants! (Grabs her stuff and leaves).



Scene 3

Narrator: Samantha storms out of the class and down the hallway toward the principal's office. One of Samantha's friends, Michelle, was also walking down the hallway at the same time.

Samantha: (storming down the hallway, looking straight down, so mad she isn't paying attention to anything around her)

Michelle: (walking down the hallway, in a great mood, is about to pass Samantha)
Hey Samantha!

Samantha: (Slams right into Michelle-not even noticing she was there)

Michelle: (Almost getting knocked over) What's your problem?!

Samantha: (Just keeps walking, hardly even noticing Michelle)

Michelle: (Screams) I said what's your problem? I thought we were cool!

Samantha: (Keeps ignoring her)

Michelle: (Really mad now) Alright then, I see how it is.





Lesson Thirteen: Dating & Healthy Relationships



Objectives/Goals:

1. The participants will be able to define and identify all types of domestic violence.
2. The participants will be able to identify the warning signs of domestic violence.
3. The participants will discover how to stay safe by listening to their SPARK in conflict.
4. The participants will identify the main components of a healthy relationship.



Materials:

- 👍 Student Workbook, Pg. 15:
Components of a Healthy Relationship
- 👍 Video: *CBS News Archives, 48 Hours: Live To Tell: One Last Hug*
- 👍 Video Clip: *Teen Dating Awareness Video Clip*
- 👍 Video Clip: *Speak Up- Teen Dating Violence-Verizon HopeLine*
- 👍 Projector/Screen
- 👍 Laptop



Activities:

- | | |
|---|------------|
| 1. Identifying Healthy and Unhealthy Relationships: | 10 minutes |
| 2. Domestic Violence: | 35 minutes |
| 3. Q & A: | 05 minutes |



Facilitator Preparation Notes:

For Activity Two, ensure the location has the proper equipment to show the participants the video clips. Also, to ensure you are showing the videos that best relate to your audience, it is suggested you view all of the suggested videos ahead of time. Finally, there is a link to the YouTube version of the 48 Hours: *One Last Hug* episode. This episode is available for purchase, though CBS, if desired.



Activity One: Identifying Healthy and Unhealthy Relationships (10 minutes)

The facilitator starts by asking a few questions to see what knowledge the participants have concerning relationships and domestic violence.

Sample Questions:

1. What do you think of when you hear the phrase Domestic Violence? *Example Answers: Two people fighting, arguing, one person not having as much power in the relationship as the other person.*
2. What types of Domestic Violence can you think of? *Example Answers: Physical, Sexual, Emotional, Psychological and Economical*
3. What do you think happens between the two people in a bad relationship? *Example Answers: Participants may just say that the two people argue or fight, but dig deeper. Guide them to recognize the poor state of mind people are in when they argue or fight.*

Next, the facilitator will ask the participants to turn to the *Components of a Healthy Relationship* worksheet, on Pg. 15, in their student workbooks. The facilitator should talk through the warning signs and guide the participants to notice the signs of a domestic violence. Then, ask the participants to identify the 5 main differences between the two columns. As a group, discuss the differences between the two columns, identifying the main components of healthy relationships.

Warning Signs:

Making threats
Having control over all of the finances
Having control over major life decisions
Intimidation
Name calling
Humiliating
Blaming abuse on the other person
Isolating the other person
Controlling who the other person sees
Using jealousy to justify actions
Unsupportive of friends and family

Components of Healthy Relationships:

Compromise
Making financial and major life decisions together
Sharing responsibility
Communicating openly
Helping to ensure the other feels safe and comfortable expressing themselves
Listening without judgment
Values the other's opinions
Supporting each other's life goals
Respecting the other person's right to feelings, friends and activities

Activity Two: Domestic Violence (35 minutes)

The facilitator will then show the following clips on teen relationship violence. During the clips, the facilitator should continue to refer back to the *Components of a Healthy Relationship*



worksheet, highlighting incidents in which the perpetrator exhibits warning signs mentioned on the handouts.

The 1st clip is a *48 Hours* episode about Melissa from Clearwater, FL.

<https://www.youtube.com/watch?v=z3dRFpCMpac>

Also, for the sake of time, below outlines the clips which are pertinent to the desired outcomes of the lesson. In between clips, ask participants some questions about the clip, specific to the main character's gut feelings (SPARK), how she rose above her circumstances and domestic violence.

Start-2:55: a quick overview of the story

12:45-20:30: this gives the back story: what happened prior to the attack, signs that were there, her gut telling her she shouldn't go outside, etc.

27:45-30:00: showing she recovers, and then speaks about "listening to the voice inside of you" that tells you that you can get through anything.

31:55-37:25: The story of her and Cameron and then talks about forgiving so that she can move on and show him that he no longer had any control over her.

Show clip of Cameron proposing to Melissa. This is included in the CBS, DVD version.

https://www.youtube.com/watch?v=WU_rWmxe1UE

After a brief discussion, move on to the next clips. Depending on time, the facilitator will need to decide which clip works best for their audience.

Facilitator Note: The next clip, *Teen Dating Awareness*, is a 4 minute, domestic violence video made by adolescents. It shows that the abuser can be a guy or girl and describes some red flags or warning signs of domestic violence. The participants tend to respond well since the message is coming from their peers.

<https://www.youtube.com/watch?v=WLSPei0zSaw>

Facilitator Note: The next clip, *Speak Up- Teen Dating Violence-Verizon HopeLine*, shares a few stories of teens in domestic violence relationships. This video runs approximately 4 minutes and portrays both male and female victims of domestic violence.

<https://www.youtube.com/watch?v=8wem8wzU5zw>

Activity Three: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson Fourteen: Mentoring and Leading from the Inside-Out



Objectives/Goals:

1. The participants will learn the characteristics of a successful mentor.
2. The participants will understand the positive impact a good mentor can have in their life.
3. The participants will understand the positive impact being a good mentor can have in their life.
4. The participants will identify ways to build a good mentor/mentee relationship.
5. The participants will understand and identify the health and wisdom within others they may mentor or lead.



Materials:

Kit:

- 👍 Student Workbook, Pg. 16: *Qualities of a Good Teen Mentor*
- 👍 Student Workbook, Pg. 17: *Blindfold Survey*

Other:

- 👍 Puzzle
- 👍 Blindfold



Activities:

- | | |
|-----------------------------------|------------|
| 1. What is a Mentor?: | 15 minutes |
| 2. Effective Youth Leadership: | 20 minutes |
| 3. Blindfold Survey & Discussion: | 10 minutes |
| 4. Q & A: | 05 minutes |



Facilitator Preparation Notes:

Activity Two has two choices based on the amount of time and space available. You should read the lesson thoroughly, prior to implementation, to decide which activities will be conducted.



Activity One: What is a Mentor? (15 minutes)

The facilitator will ask the following questions to gauge their understanding of a mentor.

1. What is a mentor? *Example Answers: Someone you look to for advice. Someone who has more experience than you in an area that can guide you. Someone you trust.*
2. How would you describe a good mentor? *Example Answers: Someone who has your best interest in mind. Someone who cares about the outcome of your situation and life.*
3. Name a person in your life that you believe is a good mentor and why?
4. Why do you think having or being a mentor is important? *Example Answers: Having a good mentor helps you learn things from their experience. Being a good mentor, helps you give back to others based on your life experiences.*

The facilitator will ask the participants to turn to the *Qualities of a Good Teen Mentor* worksheet and take turns reading each quality aloud. The facilitator can use the following questions to guide the discussion

Sample Questions:

1. Out of the 10 characteristics listed, which are specific to the inside-out understanding and why? *Example Answers: #2, #4, #7 and #8. #2: We realize outside circumstances don't change who we are on the inside. #4: When you connect with someone there is a lack of judgment and a feeling of safety. #7: We are all doing the best we can with what we have available in the moment. Understanding that leads to a respect and compassion for others. #8: We see the health in everyone and understand everyone has their own "SPARK" to guide them.*
2. How is being a positive mentor and being a positive leader similar? *Example Answers: Both guide and share with others in order to help them grow and find their SPARK. Sometimes being in a leadership role allows you to be a mentor as well. Mentors lead by example.*

The facilitator will end the activity by asking the participants to identify and write down 2 additional qualities of their own.

Activity Two: Effective Youth Leadership (20 minutes)

Facilitator note: There are two activities to choose from in this section. The decision will be based on the amount of space and time available. If the class takes place in a room large enough, the facilitator can implement the Obstacle Course Blindfolded activity. If the room is too small, the facilitator can implement the Blindfolded Puzzle Challenge. If time and space permits, the facilitator can implement both activities.



Option 1: Blindfolded Obstacle Course Challenge

In this activity, blindfolded participants must rely on their partners to navigate through an “obstacle course” around the room. This team-building activity will help with communication and listening skills. It also increases trust between partners.

Facilitator will:

- Rearrange the chairs/desks in the room.
- Place other obstacles throughout the course that participants will need to navigate through (navigating around it should be fairly challenging, but safe).
- Divide participants into groups and ask them to stand at the beginning of the obstacle course.

Participants will:

- One participant from each group should put on the blindfold.
- Remaining participants will guide their blindfolded partners across the room, giving direction so that they don't bump into anything.
- The participants are not allowed to touch one another.
- When each group reaches the other side of the room, they switch roles and repeat the process back across the obstacle course.

Option 2: Blindfold Puzzle Challenge

In this activity, blindfolded participants must rely on their partners to correctly piece together a puzzle.

Facilitator will:

- Lay out pieces to a puzzle.
- Ask for one participant to volunteer to be blindfolded.
- Instruct the other participants to give the blindfolded volunteer directions for putting the puzzle back together.

Participants will:

- Once blindfolded, the participant will begin the puzzle, listening to direction from the rest of the participants on how to correctly put the puzzle together.
- No one besides the blindfolded volunteer is allowed to touch the puzzle pieces.



Activity Three: Blindfold Survey and Discussion (10 minutes)

After completing one or both leadership blindfold activities, the facilitator will ask the participants to turn to the *Blindfold Survey*, on pg. 17, in their student workbooks and give them 5 minutes to complete the survey independently. The facilitator will then read each question on the survey and ask participants to take turns sharing their answers. The facilitator should guide the discussion to help participants understand how this activity unveils the importance of the following when mentoring and leading:

1. Your state of mind
2. Listening to your SPARK
3. Recognizing your thinking
4. Communicating clearly and effectively
5. Listening to other people's reality/thoughts

Activity Four: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.



Lesson Fifteen: Bully Prevention from the Inside-Out



Objectives/Goals:

1. The participants will be able to identify the reasons why people bully others.
2. The participants will learn to view bullying from the Inside-Out.
3. The participants will demonstrate their understanding by creating an Inside-Out, Anti-Bullying Campaign video.



Materials:

Kit:

- 👍 Student Workbook, Pg. 18: *Bullying Facts and Statistics*

Digital:

- 👍 Video: *The Cyber Bullying Virus*
- 👍 Video Camera
- 👍 Projector/Screen
- 👍 Laptop

Other:

- 👍 Props (optional)
- 👍 Dry Erase Board
- 👍 Markers



Activities:

- | | |
|--|------------|
| 1. Facts About Bullying: | 20 minutes |
| 2. Inside-Out, Anti Bullying Campaign: | Will Vary |
| 3. Q&A: | 05 minutes |



Facilitator Preparation Notes:

For Activity One, ensure location has the proper equipment to show the participants the video clips.

Activity Two requires the participants to create, film and present an Inside-Out, Anti-Bullying campaign video. Unlike previous lessons, this activity will take more than 45-60 minutes to complete. Read lesson thoroughly, prior to facilitation, to ensure proper preparation is complete.



Activity One: Facts About Bullying (20 minutes)

The facilitator will ask participants to turn to the *Bullying Facts and Statistics* worksheet, on pg. 18, of their student workbooks and review together. Then the facilitator will show the YouTube video clip: The Cyber Bullying Virus (4:39 minutes)

https://www.youtube.com/watch?v=-5PZ_Bh-M6o

After the video, the facilitator will ask participants to reflect on what they viewed. For example, in the beginning, the video mentioned that those who come from a violent and/or negative home environment, are more likely to exhibit bullying characteristics. But knowing that is an outside-in view of bullying, the facilitator should guide the discussion to show the inside-out perspective. Highlight that bullying occurs independent of outside circumstances and is an indicator of low moods, insecurity, anger, cloudy state of mind, learned thinking, etc.

Sample Questions:

1. Why do you think those that come from negative environments are more likely to exhibit bullying characteristics? *Example answers: It's a learned thought, their state of mind is low, they are in a bad mood, and they feel insecure, etc.*
2. Though the video indicates a poor home environment, can you think of other reasons one might display bullying characteristics? *Example answers: peer pressure, bad day, their state of mind is low, they are in a bad mood, and they feel insecure, etc.*
3. Do you think that all people who come from a violent or negative home environment portray bullying characteristics? Why or **Why Not**? *Example answers: No. Regardless of what others say or do, each person has different thoughts and therefore different feelings-behaviors-results (thought wheel).*
4. In the middle of the video, some peers decided to show good characteristics such as: compassion, courage, hope and love. Because of this, the victim felt better. Based on what you know about how thought works, would this always be the outcome? *Example Answers: No. Regardless of what others say or do, personal thoughts create reality. If the victim's thoughts don't change, their experience/feelings will not change.*
5. At the end of the video it states that **other peers'** "positive influence and attitude can make a difference" in the way the victim feels. Based on what you know about how thought works, is this an accurate statement? Why or **Why not**? *Example answers: While it is common to feel better when other people around you are positive, it is not because of them that you are feelings better. It is because your thoughts shifted. Experience of reality is based on personal thinking not outside circumstances. Personal thoughts alone create feelings. If someone feels badly about the bully or the bullying behavior, that's where the bad mood is coming from and not from the actions of the bully/ies.*



The facilitator will conclude by sharing a common saying spoken throughout the world:

“Sticks and Stones may break your bones but words will never hurt you.”

The facilitator will explain that people say this a lot but don’t necessarily understand the true meaning behind the words. Most people think that words DO hurt you but with the inside-out understanding, we know that it is not the words that hurt but rather our thoughts about the words that can cause the pain.

Activity Two: Inside-Out, Anti-Bullying Campaign (Varies)

Facilitator Note: Now that participants understand the video seen at the beginning of the class was from an outside-in perspective, the next activity will be to create a video from an inside-out perspective. The facilitator can encourage creativity by bringing in materials for props (hats, glasses, poster board, crayons, etc.). The timing of this activity is left up to the discretion of the facilitator and will vary depending on the number of groups and the time available.

The facilitator will:

- divide participants into groups of 4-6
- ask the participants to brain storm ideas for an Inside-Out Anti-Bullying Campaign that will be 2-5 minutes in length
- work with each group to ensure the concept is truly inside-out and redirect as needed

Once each group has a concept for their campaign, the participants will:

- create a skit for the campaign
- practice the skit for the campaign
- film their campaign

Once all groups have filmed their campaign, the facilitator will allow each group to present their campaign to the class.

Activity Three: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson Sixteen: Academic Success



Objectives/Goals:

1. The participants will see how their thoughts can create boundaries in academic success.
2. The participants will understand how challenges in learning increase knowledge.
3. The participants will understand that possibilities and potential are infinite.



Materials:

Kit:

- Motivation Madness Q & A Cards
- Weather Study Guide (2-4 copies)
- Candy/Gift Cards (optional)



Activities:

- | | |
|--|------------|
| 1. Where Your Thoughts Go When You Think You're Not Interested?: | 15 minutes |
| 2. Motivation Madness Game: | 25 minutes |
| 3. Infinite Possibilities and Potential: | 10 minutes |
| 4. Q & A: | 05 minutes |



Facilitator Preparation Notes:

The purpose of Activity One is to illustrate where personal thinking goes when the thinker is uninterested. Read through entire lesson prior to implementation.

The purpose of Activity Two is to create a fun, game-show environment that enhances the motivation of the participants to learn uninteresting topics. You will need to print one copy of the Motivation Madness Q & A handout and cut out into cards. You will also need to print out 4 copies of the weather study guide (both found at the end of this lesson).



Activity One: Where Your Thoughts Go When You Think You're Not Interested?

(15 minutes)

The facilitator will begin this activity by reading the weather forecasting excerpt from Wikipedia, https://en.wikipedia.org/wiki/Weather_forecasting (also found at the end of this lesson).

While reading, the facilitator should notice the participants are losing focus and interest. Once the majority of the participants are no longer paying attention, the facilitator should abruptly stop reading and ask the participants to write the exact thoughts they were thinking at the time of the reading. The facilitator should encourage the students to be very honest about their thoughts, noting they will only be asked to share, if they volunteer. The facilitator will then lead a discussion about their thoughts.

Sample Questions:

1. How many of you wrote something that has nothing to do with weather?
2. How many of you wrote down a fact about weather?
3. How many of you had thoughts that had absolutely nothing to do with anything happening in this room?
4. Would you have paid more attention if you knew I would give you \$10 if you could summarize what was read? Why? *Example Answer: If I knew, I would've paid more attention because the money would've motivated me to pay more attention.*
5. How does this exercise show how we often create our own roadblocks when learning? *Example Answers: Instead of being present, we create our own reality of the importance of what's being taught or offered. We don't know if we will need the information or not in the future. By not being present, we can miss out on great opportunities and new wisdom.*
6. Can you think of a time you've missed out on something because you didn't think the information was useful or relevant?

Once the participants answer, the facilitator will explain how our thoughts can create boundaries in our learning when we perceive the topic as uninteresting or not useful.

Activity Two: Motivation Madness Game (25 minutes)

The facilitator will explain that the participants will now play a game similar to jeopardy, however, the topic, weather forecasting, has already been chosen for them. They will be awarded candy for each right answer their team provides.



Facilitator note: If available, use small gift cards to reward the members of the winning team. The more motivation provided, the more the point of the lesson will be reinforced.

Rules and Regulations:

1. The facilitator will divide the participants into 2-4 even groups and sit them on opposite sides of the room.
2. Once in groups, the facilitator will hand out a copy of the excerpt on weather forecasting for the groups to use as a study guide. Each group will get one study guide to share.
3. Each group is to select a team captain (though the team can work together for an answer, the captain will be the only person allowed to give the facilitator the answer).
4. Once the captain has been chosen, each group will have 10 minutes to study and can take notes, as needed, on a separate sheet of paper.
5. After 10 minutes, the facilitator will pick up the study guides (only allowing the groups to keep their notes) and begin the Motivation Madness Game using the Motivation Madness Q & A Cards.
6. Before beginning, the facilitator should advise participants to alert their team captain as soon as they know the answer.
7. The team captain that raises his/her hand first will be selected to answer the question.
8. Each team has 15 seconds to answer correctly.
9. Each right answer equals 1 point.

Activity Three: Infinite Possibilities and Potential (10 minutes)

The facilitator will begin with the story of Bette Nesmith Graham, the inventor of White-Out (Liquid Paper).

The Invention of Liquid Paper:

Ms. Graham was a single mother who worked as a secretary at a bank in the 1950's. She had reached the highest position that a woman could reach at that time. To most, she had reached her full potential. However, that's not how her story ended. She frequently made mistakes on her typewriter but because of her knowledge of painting, she was able to create a paste that she used to correct her mistakes. Later, that paste became what we now call White-Out (Liquid Paper).

In 1975, she sold the company for 47.5 million dollars.

The facilitator will close by explaining that many people think that being a good student means just showing up for classes, taking a few notes, reading the textbooks and studying right before the tests. However, learning, like many other activities, requires us to be present in the moment. We never know what opportunities may come from each moment until we are living it. By being



present in the moment, we open ourselves up for infinite possibilities and the potential to learn things we never imagined.

Activity Four: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.



Lesson 16: Weather Forecasting (Study Guide)

(via Wikipedia https://en.wikipedia.org/wiki/Weather_forecasting)

Weather forecasting is the application of science and technology to predict the state of the atmosphere for a given location. Human beings have attempted to predict the weather informally for millennia, and formally since the nineteenth century. Weather forecasts are made by collecting quantitative data about the current state of the atmosphere at a given place and using scientific understanding of atmospheric processes to project how the atmosphere will change.

Once an all-human endeavor based mainly upon changes in barometric pressure, current weather conditions, and sky condition, weather forecasting now relies on computer-based models that take many atmospheric factors into account. There are a variety of end uses to weather forecasts. Most end users of forecasts are members of the general public. Thunderstorms can create strong winds and dangerous lightning strikes that can lead to deaths, power outages, and widespread hail damage. Heavy snow or rain can bring transportation and commerce to a stand-still, as well as cause flooding in low-lying areas. Several countries employ government agencies to provide forecasts and watches, warnings or advisories to the public in order to protect life and property and maintain commercial interests.

Modern methods- It was not until the invention of the electric telegraph in 1835 that the modern age of weather forecasting began. The two men credited with the birth of forecasting as a science were officer of the Royal Navy Francis Beaufort and his protégé Robert FitzRoy. A terrible storm in 1859 caused the loss of the *Royal Charter* and inspired FitzRoy to develop charts to allow predictions to be made, which he called "*forecasting the weather*", thus coining the term "weather forecast". The first daily weather forecasts were published in *The Times* in 1861. In the following year a system was introduced of hoisting storm warning cones at the principal ports when a gale was expected. The "*Weather Book*" which FitzRoy published in 1863 was far in advance of the scientific opinion of the time.

Numerical prediction- It was not until the 20th century that advances in the understanding of atmospheric physics led to the foundation of modern numerical weather prediction. In 1922, English scientist Lewis Fry Richardson published "Weather Prediction By Numerical Process", after finding notes and derivations he worked on as an ambulance driver in World War I. George Cowling presented the first in-vision forecast on January 11, 1954 for the BBC. However, the world's first televised weather forecasts, including the use of weather maps, were experimentally broadcast by the BBC in 1936.

Looking at the sky- Marestail shows moisture at high altitude, signaling the later arrival of wet weather. Along with pressure tendency, the condition of the sky is one of the more important parameters used to forecast weather in mountainous areas.

Agriculture- Farmers rely on weather forecasts to decide what work to do on any particular day. For example, drying hay is only feasible in dry weather. Prolonged periods of dryness can ruin cotton, wheat, and corn crops. Frosts and freezes play havoc with crops both during the spring and fall. Orange groves can suffer significant damage during frosts and freezes, regardless of their timing.





Lesson 16: Motivation Madness Game Cards

<p align="center">Question 1</p> <p>What is the application of science and technology to predict the state of the atmosphere for a given location called?</p> <p align="center">Answer: Weather Forecasting</p>	<p align="center">Question 2</p> <p>What two things do weather warnings and important forecasts protect?</p> <p align="center">Answer: Life and Property</p>
<p align="center">Question 3</p> <p>What year did the modern age of weather forecasting begin?</p> <p align="center">Answer: 1835</p>	<p align="center">Question 4</p> <p>Which two men were credited with the birth of forecasting as a science?</p> <p align="center">Answer: Royal Navy Francis Beaufort And his protégé Robert FitzRoy</p>
<p align="center">Question 5</p> <p>In February 1861, what warning service did FitzRoy use to forecast the weather?</p> <p align="center">Answer: Telegraph Communications</p>	<p align="center">Question 6</p> <p>What year did FitzRoy publish The "<i>Weather Book</i>"?</p> <p align="center">Answer: 1863</p>
<p align="center">Question 7</p> <p>In what year did English scientist Lewis Fry Richardson publish "Weather Prediction by Numerical Process"?</p> <p align="center">Answer: 1922</p>	<p align="center">Question 8</p> <p>Who presented the first in-vision forecast on January 11, 1954?</p> <p align="center">Answer: George Cowling</p>
<p align="center">Question 9</p> <p>What year was the world's first televised weather forecast, which included the use of weather maps, broadcasted by the BBC?</p> <p align="center">Answer: 1936</p>	<p align="center">Question 10</p> <p>What can create strong winds and dangerous lightning strikes that can lead to deaths, power outages and widespread hail damage?</p> <p align="center">Answer: Thunderstorms</p>
<p align="center">Question 11</p> <p>What shows moisture at high altitude, signaling the later arrival of wet weather?</p> <p align="center">Answer: Maretail</p>	<p align="center">Question 12</p> <p>Which citrus produce can suffer significant damage during frosts and freezes, regardless of their timing?</p> <p align="center">Answer: Orange Groves</p>





Lesson Seventeen: College and Career Readiness



Objectives/Goals:

1. The participants will use their inner SPARK to guide them to what college degree or career they would like to pursue.
2. The participants will learn how to convey their inner qualities to prospective employers and/or college administrators.
3. The participants will learn how to be in the moment for college/job interviews.



Materials:

Kit:

- 👍 Student Workbooks, Pg. 19:
Discovering Your Path
- 👍 Mock Interview Questions

Digital:

- 👍 Video: *Ted Talk- Pancreatic Cancer*
- 👍 Projector/Screen
- 👍 Laptop



Activities:

- | | |
|------------------------------|------------|
| 1. Ideal Career Choice: | 20 minutes |
| 2. Discovering Your Path: | 20 minutes |
| 3. Conveying Your Qualities: | 25 minutes |
| 4. Q & A: | 05 minutes |



Facilitator Preparation Notes:

For Activity Two, you will need to print out the Mock Interview Questions sheet, found at the end of this lesson. There are 3 different sets of interview questions: job interview, school interview, and group/program interview.



Activity One: Ideal Career Choices (20 minutes)

The facilitator will start the lesson by having a short discussion on society's views of ideal career choices and how those views can impact their college or career decisions.

Sample Questions:

1. What do you think the best jobs are? *Example Answers: Doctor, Lawyer, Teacher, Dentist, Actor, Singer, Nurse, and Athlete*
2. What profession would make you the most money? *Example Answers: Same as above*

The facilitator will explain, while our society sees these careers as the best of the best, they may not be ideal for what you were designed to do.

Sample Questions:

1. What if Steve Jobs or Bill Gates decided to go with societal norms and attend medical school instead of using their innate SPARK to create the technology we use today?
2. Can you think of other people who went against the societal norm and allowed their innate SPARK to design their path? *Example Answers: Oprah, Walt Disney, Mark Zuckerberg, Michael Jordan*

Optional if time: Show Pancreatic Cancer Ted Talk: <https://youtu.be/g-ycQufrgK4>

Activity Two: Discovering Your Path (20 minutes)

The facilitator will discuss how important it is to choose a degree/career that the participants are passionate about and truly enjoy. Then share that by doing so, it allows their natural gifts and talents to come forward. Explain when they are in a degree/career they do not enjoy; their natural creativity may not be able to shine because they may not be in a good state of mind. To help the participants discover what they are truly passionate about, have them turn to the *Discovering Your Path* worksheet, on pg. 19, in their student workbooks and instruct them to examine each question thoroughly before answering. Give participants 15 minutes to complete the worksheet. Once completed, ask a few to share what path they may have discovered.

**adapted from the work of Jorgie Franks*

Activity Three: Conveying Your Qualities (25 minutes)

The facilitator will explain that the key to conveying one's qualities is to be present in the moment. When people are thinking about everything that may go wrong in a class, on a test, in an interview, etc., they will not be present with others and this will make it very hard to convey their innate qualities. Guide the participants to see that if they are in the moment, their qualities, knowledge, and ideas will naturally come forward. Next, the facilitator will ask questions to



open up a discussion about how they can demonstrate their inner qualities to others while being present in the moment.

Sample Questions:

1. If you go into an interview, test, class, or any situation with thoughts like “*I don’t know if I can do this*”, “*I’m not good at math, I will never pass this class.*” or “*Since I don’t have a degree in this I don’t think I qualify.*” What do you think the outcome will be? *Example Answers: Not well at all. You may not get the job or pass the class, etc. Guide participants to the understanding that if their thoughts about themselves are negative, then others may pick up on their insecurities and their SPARK will be buried under their thoughts.*
2. If you go into an interview, test, class, or any situation, with thoughts like “*this is my passion, I got this*” or “*I’m a quick learner and I can totally do this!*” What do you think the outcome will be? *Example answers: Very well! I will get the job. Guide participants to the understanding that if their thoughts are focused on all the positive qualities they have, then others will see their true potential and their innate SPARK will come through.*

Mock Interview Exercise:

The facilitator will:

- Ask the participants to look over their completed *Discovering Your Path* worksheet and identify their natural inner qualities.
- Advise the class which mock interview will be conducted (job, school, or group/program).
- Then, ask for two volunteers to come to the front of the class to conduct the mock interview.
- Assign one participant to be the interviewer/administer and the other be the potential employee/student.
- Give the interviewer the Mock Interview Questions to ask each question.
- Advise the potential employee/student to use their *Discovering Your Path* worksheet as a guide to sell their qualities to the interviewer, while being present in the moment.
- After the volunteers complete the interview, the class as a whole, will try to guess which innate qualities the employee/student was trying to convey.

The facilitator can repeat this exercise with multiple pairs and different interview questions, as needed.

Activity Four: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.





Lesson 17: Mock Interview Questions

Mock Interview Questions for a Job:

1. Explain why you think you would be a good fit for our company?
 2. What are your biggest strengths and weaknesses?
 3. What are your hobbies or interests?
 4. What would be your ideal job?
 5. What skills do you feel you have related to this job/program?
 6. Why do you want this job?
 7. Why should I hire you?
 8. What do you think will best distinguish you from others I may interview?
-

Mock Interview Questions for a School:

1. Explain why you think you would be a good fit for our school?
 2. What are your biggest strengths and weaknesses?
 3. What subjects do you like best?
 4. What would be your ideal job?
 5. What skills or talents do you feel you have that are related to this school?
 6. Why do you want to attend this school?
 7. Why should we accept you?
 8. What do you think will best distinguish you from others I may interview?
-

Mock Interview Questions for a Program or Group:

1. Explain why you think you would be a good fit for our group/program?
2. What are your biggest strengths and weaknesses?
3. What can you bring to the table that will benefit us?
4. What would be your ideal job?
5. What skills or talents do you feel you have that are related to this group/program?
6. Why do you want to be a member of this group/program?
7. Why should we accept you?
8. What do you think will best distinguish you from others I may interview?





Lesson Eighteen: Financial Stability



Objectives/Goals:

1. The participants will learn that money is not freedom, our natural state is freedom.
2. The participants will learn to view money from the inside-out.
3. Participants should feel at ease with handling their money and their future.



Materials:

Kit:

- 👍 Student Workbook,
Pgs. 20-22: *How to Budget*

Digital:

- 👍 Video Clips: *YouTube-Biz Kids*
- 👍 Projector/Screen
- 👍 Laptop

Other:

- 👍 Dry Erase Board
- 👍 Markers



Activities:

- | | |
|--------------------------------|------------|
| 1. What Does Money Mean to Me? | 20 minutes |
| 2. Learning How to Budget: | 30 minutes |
| 3. Q & A: | 05 minutes |



Facilitator Preparation Notes:

For Activity Two, ensure location has the proper equipment to show the participants the *Budgeting Basics* video clip.



Activity One: What Does Money Mean to Me? (20 minutes)

Facilitator should start by asking the following question to gauge how participants view money.

Sample Question:

What does money mean to you? *Example Answers: security, freedom, power, etc.*

Entertain answers and write them down on the board.

The facilitator will then split the participants into two, even groups and give them the following instructions:

1. Both groups come up to the board.
2. One person, from each group, will draw a very wealthy person.
3. Then, another person from each group will draw a person with only \$5 in the bank.
4. Next, the facilitator will ask the participants to write down a few words describing each person (how they may feel, how they look, how they act etc.).
5. Then, the facilitator will ask each group to explain why they drew the two people the way they did. Facilitator Note: The participants will most likely draw the wealthy person as a happy person with lots of nice things and the person with \$5 in his bank as sad and without anything.
6. Next, the facilitator will explain to the participants that the wealthy person works for a company going through lay-offs and has nothing to fall back on. The wealthy person also works 7 days a week, 12 + hours a day. This person is also going through a divorce and has 3 teenagers moving out of the house. The wealthy person only sleeps 4 hours a day and is constantly worrying about how to make more money to keep up with what he already has.
7. Then, the facilitator will explain to them that the person who only has \$5 just spent the last of his money on a 2-bedroom house that is paid off. This person is married with a baby on the way. He also has a passion for cooking and works in a restaurant as a chef. He makes enough money to pay all the bills and live off of each paycheck. He spends his free time creating new recipes and is pursuing his passion. He still talks with all his friends from high school and meets up with them once a month. He and his wife have date night once a week that is budgeted into his monthly expenses and they truly enjoy each other's company.
8. Finally, the facilitator will ask the groups to draw the people again. The participants will most likely now draw the rich person as sad and lonely and the person with \$5 in the bank as happy.
9. All the participants return to their seats.



Once the participants are back in their seats, the facilitator will lead a discussion about the activity.

Sample Questions:

1. Do you see that the pictures are now very different, but they have the exact same amount of money as they did when you first drew the pictures?
2. What changed? *Example Answers: Knowing the background information of the two people changed the perceptions of their happiness. The facilitator will guide the participants to see that in the first drawing they were thinking about of how important money is to your happiness. However, in the second drawing, money was simply a tool to get what is needed.*

The facilitator will end the activity by explaining that most people think that having money will make them feel secure and happy. However, with the inside-out understanding, we know money does not have the power to make us feel secure or insecure nor happy or sad. It is our thoughts about the money that have that power. Most see money as oxygen, something that they must have to live. But if we change the way we think about money, it's easy to see it is simply a tool to live your life how you see fit.

Activity Two: Learning How to Budget (30 minutes)

Facilitator will show the BizKids 1.16 Budget Basics video clips. The clips were created by kids and explains to participants how to budget. There are 4 video clips. The facilitator should use each clip as appropriate for the topic and audience.

<http://bizkids.com/clip/intro-116>

<http://bizkids.com/clip/profile-genuine-life-productions>

<http://bizkids.com/clip/profile-demolition-derby>

<http://bizkids.com/clip/budgeting-pie-chart>

After viewing the video clips, the facilitator will have participants turn to their *How to Budget* worksheets, on pgs. 20 -22 in their student workbooks and go over it as a class.

After completing the budget activity, the facilitator will mention that though budgets are helpful in making sure people are using their money in a responsible way, it's also important to realize all people have the creative potential to make money for their needs. If a need arises outside of their budget (which it always will), there is always a way to make it happen. If there is a true need, their inner SPARK will guide them in finding a way to fulfill the need. The facilitator is



encouraged to give personal examples of this happening and/or ask participants for personal examples.

Activity Three: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.



Lesson Nineteen: Parenting from the Inside-Out



Objectives/Goals:

1. The participants will learn the power of connecting with their children.
2. The participants learn how to identify the SPARK in their children.
3. The participants will demonstrate the ability to guide children to see their SPARK inside.
4. The participants will use their SPARK to parent their children more effectively.



Materials:

Kit:

- 👍 Outside-In vs. Inside-Out Parenting Skits

Other:

- 👍 Props (Optional)
- 👍 Dry Erase Board
- 👍 Markers



Activities:

- | | |
|---|------------|
| 1. The Power of Connection: | 10 minutes |
| 2. Outside-In vs. Inside-Out Parenting: | 15 minutes |
| 3. Skills to Skits: | 25 minutes |
| 4. Q & A: | 05 minutes |



Facilitator Preparation Notes:

Activity Two is a skit. Read directions thoroughly. Print out enough copies for all characters to have and highlight each part. It is option to provide props to go along with the skits. For example, each character could have a name tag around their neck and a small box could be used as the coffee table to stand on. Props tend to make the skits livelier.



Activity One: The Power of Connection (10 minutes)

The facilitator will share with participants the importance of connecting with their children. In any relationship, a connection between the two individuals is the key to a successful relationship. Sometimes with our children, they may not be able to communicate effectively. They are not trying to upset us or make us angry on purpose. It could be that they can't speak yet, they don't know the right words to express their feelings, or they themselves don't really understand what is bothering them. Most people think that if a child is acting out, they are being "bad" and need to be disciplined. However, with the inside-out understanding, we know that there is always a thought behind that behavior. It's important to try to find out what is bothering the child and help the child discover their solution to their issue. Just like adults, children all have their own SPARK inside to guide them.

Sample Questions:

1. If you have a bad relationship with someone (or don't feel connected), are you likely to open up to that person about a personal issue? Why or Why not? *Example Answers: No because I don't trust them enough to truly listen to me without judgement. No because I don't talk to people about really personal things if they aren't nice to me.*
2. If you have a very good relationship with someone (or feel connected), is it easier to open up to that person when something is bothering you? Why or Why not? *Example Answers: Yes, because I trust them enough to know they will truly listen to me without judgement. I believe they care about me and understand we all act out from time to time.*

The facilitator will guide the discussion towards understanding that the relationships with their children work the same way as any other personal relationship. When people feel connected to others, they feel safe, accepted and loved. Therefore, they are more willing to express their true feelings without fear of being judged. Furthermore, when people are connected to others, it gives the other person the opportunity to settle their thinking down and discover their SPARK. Then the facilitator will guide the discussion toward smaller children, which may not have the vocabulary for their thoughts yet.

Sample Questions:

1. Do you think babies or toddlers can feel connected to their parents? If so, how? *Example Answers: Yes, by bonding, playing, touch, loving physical contact, etc.*



2. Do you think babies or toddlers can feel disconnected to their parents? If so, how?
Example Answers: Yes, by isolation, not much interaction, not much touch, or forceful physical contact.
3. Do you think babies or toddlers have access to the same SPARK we do? If so, how does it come through without language? *Example Answers: Before the use of language, babies and toddlers use sounds and facial expressions to communicate. For example, if they are hungry, tired or need their diapers changed, they usually make a sad face, whimper and/or cry. If they like something or someone, they smile or giggle. No one had to teach them how to do this. They are born with this capability. It's their built in intelligence- their SPARK inside. As they grow, they learn how to communicate their thoughts like the rest of the world around them, through language.*
4. When parenting babies or toddlers, how can parents and children use their SPARK or built-in intelligence together to bond and feel connected? *Example Answers: Parents can learn to trust their SPARK and their children's SPARK and use the indicators as guides. Parents can use their feelings as indicators to know when to step in and help (change diaper, feed, hold, lay child down for nap) and know when to walk away and take a breather, clear their heads or ask for help (maybe the baby is crying a lot and the parent is having a hard time dealing with the crying because nothing seems to calm the child down). Parenting is not always easy but it doesn't have to be stressful when the parent knows that both beings are working from the same intelligence behind life.*

Activity Two: Outside-In vs. Inside-Out Parenting (15 minutes)

The facilitator will choose 6 volunteers to act out the skit “Outside-In Parenting.” Each volunteer will receive a copy of the skits with their part highlighted, along with any correlating props. The facilitator will give the volunteers a few minutes to read over the skit before beginning. The facilitator will also explain to the volunteers that the words in parenthesis are not to be read aloud. These words are instructions for how the volunteer should act out that part. Also explain to the volunteer playing Sam to simply pretend to stand on a table. For safety reason, do not stand on a table.

Characters:

Narrator (2 speaking parts)

Mom (many speaking parts)

Sam (age 7, many speaking parts)

Sister (age 4)

Friend #1 (age 6)

Friend #2 (age 8)



After the Outside-In skit is complete, the facilitator will lead a class discussion.

Sample Questions:

1. Why was Sam so upset? *Example Answers: He was overwhelmed and frustrated. His mom didn't give him a chance to talk. She just becomes angrier, which leaves Sam more frustrated.*
2. What do you think the mom could have done differently? *Example Answers: The mom could have listened to her first instinct when she thought it was not like Sam to act like that and instead of getting frustrated, she could have asked him about his behavior. When he tried to answer back and say but.... She could have let him explain before getting more upset.*
3. Can you think of a time that you were very upset about something and your parent responded by yelling? *Example Answers: Answers will vary but most may say they feel more upset when their parent yelled back instead of listening.*
4. How did you feel when they reacted without first asking what was bothering you and not really listening to you? *Example Answers: Answers will vary, but most may say it caused them to get angrier and made the situation even worse. Guide participants to understand that their child may feel this way at times too.*
5. If the mom in the skit would have asked Sam what was bothering him before all the yelling took place, do you think the outcome would be different? *Example Answers: yes, it would have helped Sam to feel more connected to his mom. He would be more likely to open up to her and calm down.*

Now the facilitator will explain to participants that the next skit will be the same scenario but with Inside-Out Parenting skills. Both skits will be the same scenario with one demonstrating Outside-In parenting skills and the other demonstrating Inside-Out Parenting skills. The facilitator may choose 6 different volunteers to act out the Inside-Out Parenting skit or choose to keep the same volunteers.

After the volunteers have acted out the “Inside-Out Parenting” skit, facilitator will lead a discussion.

Sample Questions:

1. How was this skit different? *Example Answers: The mom stopped what she was doing and instead of getting mad about what Sam's behavior, she gave her undivided attention to him and listened. Guide participants to understand that by listening first, the mom was able to know how to best respond to Sam's behavior.*



2. How did the mom let her SPARK guide her parenting? *Example Answers: The mom's first thought was that it wasn't typical behavior and something must be upsetting Sam. Instead of getting mad and responding by yelling, she decided to ask him what was wrong and truly listen before responding. Guide participants to understand that unless they first, listen to all details of a situation, they will not truly know how best to respond. When they are fully engaged in listening to their child, their child will open up and be more responsive.*
3. Can you think of a time something was bothering you and your parent took the time to stop and ask you what was wrong? How did it make you feel? *Example Answers: Answers will vary. They most likely will say yes, they felt better. Guide them to understand this is because their parent listened without judging first and they felt more connected since their parent was fully engaged in their situation.*
4. How did the mom in the skit guide Sam to see his SPARK? *Example Answers: She did not immediately respond with what she thought he should do. Instead she asked him what he thought he should do. She guided him to listen to his first instinct, his SPARK.*
5. In the first skit, the mom reacted by immediately getting mad, can you think of a time your child did something one day that didn't bother you at all, but your child did the very same thing the next day you had a completely different reaction?
6. Why do you think that happens? *Example Answers: Because our reactions are always based off of our thinking about the situation. When our thoughts shift, our feelings shift and therefore, our behaviors shift. If we are already in a bad or low mood, our reactions are going to tend to be worse than times we are in a positive state of mind.*

Activity Three: Skills to Skits (25 minutes)

The facilitator will explain that the participants will now take the skills they have learned and apply them to their own skits. Divide participants into groups of 4-6. Once in groups, the facilitator will ask the participants to brainstorm their own skit that will show outside-in versus inside-out parenting. Instruct each group to include characters in their skit that are their own children's ages. The facilitator should have each group first create a skit with an outside-in approach and then do the same with the inside-out approach. After everyone has created their skits, the facilitator will ask each group to act it out in front of the class and explain why they created the skits they did.

Activity Four: Q & A (5 minutes)

To wrap-up, the facilitator will ask participants if there are any questions or concerns that they have about the class. Have participants raise their hands to keep the Q & A in an orderly fashion.



Parenting Skit Instructions

The facilitator will choose 6 volunteers to act out the skit. Each volunteer will receive a copy of the skit with their part highlighted, along with any correlating props. The facilitator will give volunteers a few minutes to read over the skit before beginning. The facilitator will also explain to volunteers that the words in parenthesis are not to be read aloud. These words are instructions for how the volunteer should act out that part.

The first skit to be performed is the Outside-In skit. Then, the Inside-Out skit will be performed. Both skits will be the same scenario with one demonstrating Outside-In parenting skills and the other demonstrating Inside-Out Parenting skills. The facilitator may choose 6 different volunteers to act out the Inside-Out Parenting skit or choose to keep the same volunteers.

Characters in both skits:

Narrator (2 speaking parts)

Mom (many speaking parts)

Sam (age 7, many speaking parts)

Sister (age 4)

Friend #1 (age 6)

Friend #2 (age 8)



Lesson 19: Outside-In Skit

Narrator: Mom is babysitting the neighbor's two little girls. Sam and his sister have been playing with the girls all day and now it is late in the afternoon. All of the girls are running around playing dress up. Sam is beginning to become tired and overwhelmed with all the chaos. Mom is in the next room doing dishes. Sam decides to jump on the table so he can be seen and tell the girls to stop annoying him.

Sam: (jumps onto coffee table)

Sister: (tattling voice) Mom!!! Sam is standing on the coffee table!

Narrator: Mom's first thought is that this isn't Sam's typical behavior and she wonders if something else is going on. She thinks about asking him if everything is ok but instead she gets mad that he is doing something he knows he shouldn't do. She starts to yell.

Mom: (yells from next room) Sam you better get down from the table now!

Sam: (overwhelmed and now mad) NO...I'm trying to...

Friend #1: (interrupts Sam and in teasing voice says) Ooooooohh! Sam is being sassy!! SASSY PANTS, SASSY PANTS!!

Friend #2 & Sister: (teasing voice) SASSY – PANTS!!! SASSY – PANTS!!! SASSY- PANTS!!!

Sam: (super mad now, screams) LEAVE ME ALONE!!!!



Mom: (still in kitchen trying to finish dishes) SAM! You do not yell at them....
GO TO YOUR ROOM RIGHT NOW!!!

Sam: (very frustrated) BUT...

Mom: (very aggravated) No buts!!! There is no excuse! You were standing on the table and now you're yelling and talking back!

Sam: (throws himself down on the ground and cries)

Friend #1: (teasing voice) Oh wow! You're gonna get in trouble now!

Sister: SAM!! You're being sooo bad!!

Friend #2: (teasing voice) Yep! Sam you're a sassy pants and you're being so bad!

Sam: (crying harder now and very frustrated, yells) JUST LEAVE ME ALONE!!

Mom: (very annoyed & frustrated, walks into living room throwing hands up in the air) Sam that's enough! I said GO TO YOUR ROOM! How dare you act this way! You are 7 YEARS OLD!!! You should know better! This behavior is terrible and unacceptable!!

Sam: (kicking and screaming) GO AWAY!!!

Mom: (VERY MAD) That's it!! You DO NOT talk to me that way! You are grounded! Get to your room now and DO NOT COME OUT!!!

Sam: (runs to room screaming): Everyone is being mean!!



Lesson 19: Inside-Out Skit

Narrator: Mom is babysitting the neighbor's two little girls. Sam and his sister have been playing with the girls all day and now it is late in the afternoon. All of the girls are running around playing dress up. Sam is beginning to become tired and overwhelmed with all the chaos. Mom is in the next room doing dishes. Sam decides to jump on the table so he can be seen and tell the girls to stop annoying him.

Sam: (jumps onto coffee table)

Sister: (tattling voice) Moooommm...Sam is standing on the coffee table!

Narrator: Mom's first thought is that this isn't Sam's typical behavior and wonders if something else is going on. She decides to ask him nicely to get down and if the unusual behavior continues, she will stop doing the dishes and go see what is going on.

Mom: (nicely) Hey Sam, please get down from the coffee table before you hurt yourself.

Sam: (overwhelmed and mad) NO...I'm trying to...

Friend #1: (interrupts Sam and in teasing voice says) Ooooooohh! Sam is being sassy!! SASSY PANTS, SASSY PANTS!!

Friend #2 & Sister: (teasing voice) SASSY PANTS...SASSY PANTS...SASSY PANTS!!!

Sam: (super mad now, screams) LEAVE ME ALONE!!!!



Mom: (walks into living room, concerned but pleasant voice) Hey Sam, why don't you and I go in the other room so we can talk okay?

Sam: (mad, but gets down from table) Okay, fine.

Narrator: While the girls continue to play, Sam and his mom walk into another room so they can talk alone.

Mom: (concerned) Sam, you usually don't act this way, is something bothering you?

Sam: (frustrated) I don't know...

Mom: Well, I know this isn't your typical behavior so something must be off. What do you think it is?

Sam: (thinking while looking down) well, the girls were all playing and it was annoying so I was trying to tell them to stop.

Mom: (gently tilts Sam's head up so he is looking at her and nicely says) Hey, you can look up at me. It's okay. It sounds to me like you were a little overwhelmed. That happens to everyone from time to time. But, do you think that's a good idea to get on top of a table to get someone's attention when you're feeling that way?

Sam: (sighs) I guess not. But then they just started calling me sassy pants and I didn't like it so they made me really mad and that's why I yelled.

Mom: Well that wasn't nice of them to tease you, I will talk to them. But, what do you think you should do if you start feeling overwhelmed like that again? Jump up onto a table and yell?



Sam: (thinks) Well, when I was feeling like that I did think about just going in my room for a little bit to be by myself. But instead, I just got mad and yelled.

Mom: (smiles) Sam that would have been a great idea. Next time, maybe you should do what you first felt like doing. If you went to your room to get some quiet time like you first thought of doing, what do you think would have happened?

Sam: (thinking...then smiles) I would have just gone in my room, calmed down and then I wouldn't have yelled. That would have been better.

Mom: You're right!

Sam: (feels much better and calmed down) Okay, thanks mom!





Lesson Twenty: Creating the Life Designed for You



Objectives/Goals:

1. The participant will review the natural indicators and assurances which all people have.
2. The participants will illustrate their own use of their SPARK.
3. The participants will demonstrate the ability to see their goals and dreams as ever evolving, just like their potential.
4. The participants will identify how to use this understanding to create the life they were designed to live.



Materials:

Kit:

- 👍 Student Workbook, Pg. 23: *Illustrate the SPARK*
- 👍 Student Workbook, Pg. 4: *Goals and Dreams*
- 👍 Permission to Change Slips
- 👍 Post Survey

Other:

- 👍 4 small prizes (candy, small gift cards)



Activities:

- | | |
|-------------------------------|------------|
| 1. Indicators and Assurances: | 10 minutes |
| 2. Illustrate the SPARK: | 20 minutes |
| 3. Permission to Change: | 15 minutes |
| 4. Post-Survey: | 15 minutes |



Facilitator Preparation Notes:

In Activity One, it is suggested to have 4 small prizes ready for the first participants who answer the questions correctly (optional).

For Activity Three, you will need to print, cut and fill out your name on the *Permission to Change* slips (found at the end of this lesson). You will need one slip for each participant.



Activity One: Indicators and Assurances (10 minutes)

The facilitator will start by asking the participants a few review questions about the natural indicators and assurances everyone has built in to their system. The facilitator can opt to give a small prize to the first participant to answer each review question correctly.

Sample Questions:

1. Thinking back to what we have learned throughout these sessions, what is something that every human is born with? *Example Answers: A SPARK inside that has access to our human potential, gut instinct, common sense, and creative intelligence.*
2. What do you think can cover our SPARK? *Example Answers: Our SPARK can be covered up by personal thinking. The idea that our outside experiences create our true reality.*
3. What is the main warning sign or indicator that our thinking is on or off track? *Example Answers: Our feelings and behaviors are indicators for our thinking. When we don't like our feelings or behaviors, we know to look to our thinking and realize it is off.*
4. What is the largest benefit to understanding that our feelings are indicators (or barometers) of our thinking? *Example Answers: By knowing this, we are naturally more conscious of our feelings and behaviors. We are less likely to stay in unwanted feelings for long periods of time. Being aware or conscious of our thinking, feelings and/or behaviors can give us the assurance we need to get back on track before we steer too far off.*

Activity Two: Illustrate the SPARK (20 minutes)

The facilitator will ask everyone to take a moment and quiet their thinking (however is best for them, ex. close their eyes, deep breathing, etc.). Once they feel clear, calm and quiet, the facilitator will ask the participants to turn to the *Illustrate the SPARK* worksheet, on pg. 23, in their student workbook and choose one of the options. Give the participants 10 minutes to complete.

Options:

1. Write a story about a personal experience with your SPARK.
2. Draw a picture of how your SPARK, your THINKING and your AWARENESS work together.
3. Write a short story about a personal experience that ended positively because you recognized your thinking about the situation.



After 10 minutes, the facilitator will ask the participants if anyone would like to share their drawing or stories with the class. Next, the facilitator should allow participants share one thing that they learned from this course. The facilitator is also encouraged to share a personal story that has occurred during their time together. Doing so will reinforce that the inside-out understanding is ever growing.

*Activity adapted from the work of Jack Pransky

Activity Three: Permission to Change (10 minutes)

To end, the facilitator will ask the participants to turn to their *Goals and Dreams* worksheet, on pg.4, in their student workbooks. Remind them that they filled these out during the very first class together and instruct them to quietly read over what they wrote. Once the participants have a moment to reflect on their initial goals and dreams, the facilitator will then lead the following discussion.

Sample Questions:

1. Does anyone have different/new goals or dreams changed since you first wrote them on the paper?
2. Why or Why not? *Example Answers: I learned something new and now want to do something different. I didn't know what I know now. I realized I have a bigger interest in another area. I learned to listen to my SPARK and it isn't the same as what I initially wrote. I realized my dreams and goals weren't ones I made up for myself. I realized I have far more potential and ability than I initially gave myself credit for.*

The facilitator will then pass out the *Permission to Change* slips and explain that a lot of times young people don't do things unless they are given permission. Explain that by using this slip, they are given permission to live their life guided by their SPARK. Sometimes that means changing to live life in a more positive manner. Sometimes that means letting go of things in their life that wasn't helping them live up to their fullest potential and sometimes that just means changing their goals and dreams in life to better align with their true self.

Activity Four: Post-Survey (15 minutes)

The facilitator will pass out the *Post-Surveys* and ask participants to fill them out.





Lesson 20: Permission to Change Slips



Permission to Change Slip

This slip gives you, the owner, permission to change your thinking anytime you are ready.

Presented by:



Permission to Change Slip

This slip gives you, the owner, permission to change your thinking anytime you are ready.

Presented by:



Permission to Change Slip

This slip gives you, the owner, permission to change your thinking anytime you are ready.

Presented by:



Permission to Change Slip

This slip gives you, the owner, permission to change your thinking anytime you are ready.

Presented by:



Permission to Change Slip

This slip gives you, the owner, permission to change your thinking anytime you are ready.

Presented by:





Lesson Twenty-One: Graduation



Objectives/Goals:

1. Participants will receive their completion certificate and individual awards.
2. Teachers and Parents are invited to participate in the last session.
3. Lunch/Dinner/Refreshments are served.
4. Facilitators, Participants, Staff and Parents are given the opportunity to share their experiences.



Materials:

Kit:

- 👍 Student Workbook

Other:

- 👍 Certificate of Completion
- 👍 Special Awards
- 👍 Refreshments
- 👍 Plates/Cups/Napkins/Utensils



Activities:

- | | |
|--|------------|
| 1. Certificate of Completion and Award Ceremony: | 20 minutes |
| 2. Refreshments: | 15 minutes |
| 3. Reflections: | 10 minutes |



Facilitator Preparation Notes

Each participant will receive a *Certificate of Completion*. Therefore, the certificates need to be filled out in advance.

Optional: In addition to the certificate of completion, the facilitator can create specific awards, highlighting individual student's characteristics that stood out.



Activity One: Certificate of Completion Ceremony (20 minutes)

Facilitator will hand out *Certificate of Completion* certificates to each student. The facilitator can also create specific awards, highlighting student’s characteristics that stood out and made them “amazing”! Remember, this class is about each student finding his/her own “SPARK” so any specific award should be tailored with that in mind.

Activity Two: Refreshments (15 minutes)

Facilitators will serve refreshments to participants, parents and staff.

Activity Three: Reflections (10 minutes)

While enjoying the refreshments, participants will have a chance to express what the class meant to them. To end, facilitators, staff and parents will also be given the opportunity to express any changes they have seen in participants.



Evaluation Tools

It is left to the discretion of the facilitator and organization implementing the program to decide the best method to evaluate the program for effectiveness and change. The evaluation tools provided are provided for your convenience and were designed specifically for the pilot program participants in Hillsborough County, Florida.

What the Evaluation Tools Measure:

The evaluation tools measure 9 categories of behavioral change based off of the risk and protective factors the S.P.A.R.K. Teen mentoring program is designed to affect.

The degree to which the participants:

1. Place a greater value in academic success
2. Express a greater sense of hope for their future
3. Demonstrate a healthier state of mind
4. Demonstrate a greater sense of self-worth
5. Demonstrate an increase in communication and conflict resolution skills
6. Display a deeper sense of connection with their school
7. Display a deeper sense of connection with their community
8. Display a deeper sense of connection with their peers
9. Display a deeper sense of connection with the adults in their lives

Risk and Protective Factors:

- Academic Success
- Emotional Competency and Self-Efficacy Skills
- Communication and Conflict Resolution Skills
- Connectedness to Family, School and Community

How to use the Evaluation Tools:

The 50 question, Student-Survey is designed to be given to the participants both pre and post teaching the curriculum in its entirety. For best results, it is suggested you use a control group in addition to the group receiving the teaching from the curriculum. This survey is for quantitative data purposes.

The Post-Program Questionnaire is designed to be given to the participants post teaching the curriculum. This survey is for qualitative data purposes.



Calculating the Scores:

Higher scores indicate more positive behaviors, attitudes, skills and perceptions.

Total Survey Score:

1. Calculate the average score by adding the point values of all the responses and dividing by the number of responses given. Blank items are not to be counted in the number of responses.

Scores per the 9 Categories:

2. Calculate the average score by adding the sum of the point values of all the responses of each category and dividing by the number of responses given in each category. Blank items are not to be counted in the number of responses.

Point Values:

For Questions 2-11, 17-22, 24, 26-31, 33-39, 42-44, 46, 49, and 50

Strongly Agree = 5

Mostly Agree = 4

Neither Agree or Disagree = 3

Mostly Disagree = 2

Strongly Disagree = 1

For Questions 1, 12-16, 23, 25, 32, 40, 41, 45, 47, and 48:

Strongly Agree = 1

Mostly Agree = 2

Neither Agree or Disagree = 3

Mostly Disagree = 4

Strongly Disagree = 5

Categories of Measurement:

Risk and Protective Factor: Academic Success

Place a greater value in academic success (6)

8. I think education is important.
12. Education is not an important to my future success. **(Reverse scoring)**
19. I am confident in my ability to make good decisions that will impact my education.
21. I value learning new things.
30. After graduation, I plan to further my education.
34. Graduating from high school is important to me.

Risk and Protective Factor: Emotional Competency and Self-Efficacy Skills

Express a greater sense of hope for their future (6)

5. After graduation, I feel confident about finding a job I will enjoy.
17. I feel confident and excited about my future.
22. I can set goals that help me achieve my dreams.
25. It is not important to set goals for my future. **(Reverse scoring)**
39. I am confident in my ability to achieve my goals.
49. I was born with a natural ability to be successful.



Risk and Protective Factor: Emotional Competency and Self-Efficacy Skills

Demonstrates a healthier state of mind (6)

1. I think thoughts of self-judgment. **(Reverse scoring)**
11. My feelings come from my thoughts, not outside circumstances.
15. When I have a problem, I tend to spend a lot of time worrying about it. **(Reverse scoring)**
23. If I make a mistake, I spend a lot of time thinking about it. **(Reverse scoring)**
42. If I'm confused or in trouble I ask for help.
48. Circumstances in my life, directly impact my ability to achieve my goals. **(Reverse scoring)**

Risk and Protective Factor: Emotional Competency and Self-Efficacy Skills

Demonstrates a greater sense of self-worth (6)

3. I have respect for myself.
24. I really like the person I am.
32. I have personal goals I'm not capable of achieving. **(Reverse scoring)**
36. I am confident in my ability to recognize and walk away from unhealthy relationships.
38. I am confident about my ability to lead others positively.
40. If someone is disrespectful to me, I take it personally. **(Reverse scoring)**

Risk and Protective Factor: Communication and Conflict Resolution Skills

Demonstrates an increase in communication and conflict resolution skills (6)

6. During conflict, I feel confident in my ability to make decisions that will impact my relationships positively.
26. I handle conflict with others in a peaceful way.
31. I understand the value in seeing different perspectives and opinions.
33. I see the value of creating healthy relationships.
44. I listen and respect others, even when I disagree with them.
47. If I disagree with someone, it is ok to treat them with disrespect. **(Reverse scoring)**

Risk and Protective Factor: Connectedness to School, Family and Community

Displays a deeper sense of connection with their school (5)

4. I have the ability to make a positive impact in my school.
16. Because of my age, there isn't much I can do to help my school. **(Reverse scoring)**
20. I take pride in my school.
28. I enjoy participating in school activities outside of academics.
50. I think it's important to treat my school with respect.



Risk and Protective Factor: Connectedness to School, Family and Community

Displays a deeper sense of connection with their community (5)

- 14. Because of my age, there isn't much I can do to help my community. **(Reverse scoring)**
- 29. I understand the value of community service/volunteering.
- 35. I can make a difference in my community.
- 41. I don't care about what happens in my community. **(Reverse scoring)**
- 46. I think it is important to treat my community with respect.

Risk and Protective Factor: Connectedness to School, Family and Community

Displays a deeper sense of connection with their peers (5)

- 9. I get along well with my peers.
- 18. I can be a positive role model to my peers
- 27. I value differences in my peers.
- 37. I have at least one friend, my age, who I feel comfortable talking to about my feelings.
- 45. I only like to have friends who think just like me. **(Reverse scoring)**

Risk and Protective Factor: Connectedness to School, Family and Community

Displays a deeper sense of connection with the adults in their lives (5)

- 2. A good relationship with my parent/guardian is important to me.
- 7. There is at least one adult in my family who I feel comfortable talking to about my problems.
- 10. There is at least one adult in my school who I feel comfortable talking to about my problems.
- 13. I don't know one adult in my community who I feel comfortable talking to about my problems. **(Reverse scoring)**
- 43. A good relationship with my teacher/s is important to me.



Student Survey - S.P.A.R.K. Teen Mentoring Program



Teacher: _____

Grade: _____

Location: _____

Date: _____

Circle One: Pre-Survey or Post-Survey

	<i>Please read the description carefully and choose the answer, to the right, that best describes you.</i>	<i>Strongly Agree</i>	<i>Mostly Agree</i>	<i>Neither Disagree or Agree</i>	<i>Mostly Disagree</i>	<i>Strongly Disagree</i>
1	I think thoughts of self-judgment.					
2	A good relationship with my parent/guardian is important to me.					
3	I have respect for myself.					
4	I have the ability to make a positive impact in my school.					
5	After graduation, I feel confident about finding a job I will enjoy.					
6	During conflict, I feel confident in my ability to make decisions that will impact my relationships positively.					
7	There is at least one adult in my family who I feel comfortable talking to about my problems.					
8	I think education is important.					
9	I get along well with my peers.					
10	There is at least one adult in my school who I feel comfortable talking to about my problems.					
11	My feelings come from my thoughts, not outside circumstances.					
12	Education is not important to my future success.					
13	I don't know one adult in my community who I feel comfortable talking to about my problems.					
14	Because of my age, there isn't much I can do to help my community.					
15	When I have a problem, I tend to spend a lot of time worrying about it.					
16	Because of my age, there isn't much I can do to help my school.					
17	I feel confident and excited about my future.					
18	I can be a positive role model to my peers.					



19	I am confident in my ability to make good decisions that will impact my education.					
20	I take pride in my school.					
21	I value learning new things.					
22	I can set goals that help me achieve my dreams.					
	<i>Please read the description carefully and choose the answer, to the right, that best describes you.</i>	<i>Strongly Agree</i>	<i>Mostly Agree</i>	<i>Neither Disagree or Agree</i>	<i>Mostly Disagree</i>	<i>Strongly Disagree</i>
23	If I make a mistake, I spend a lot of time thinking about it.					
24	I really like the person I am.					
25	It is not important to set goals for my future.					
26	I handle conflict with others in a peaceful way.					
27	I value differences in my peers.					
28	I enjoy participating in school activities outside of academics.					
29	I understand the value of community service/volunteering.					
30	After graduation, I plan to further my education.					
31	I understand the value of seeing different perspectives and opinions.					
32	I have personal goals I'm not capable of achieving.					
33	I see the value of creating healthy relationships.					
34	Graduating from high school is important to me.					
35	I can make a difference in my community.					
36	I am confident in my ability to recognize and walk away from unhealthy relationships.					
37	I have at least one friend, my age, who I feel comfortable talking to about my feelings.					
38	I am confident in my ability to lead others positively.					
39	I am confident in my ability to achieve my goals.					
40	If someone is disrespectful to me, I take it personally.					
41	I don't care about what happens in my community.					
42	If I'm confused or in trouble I ask for help.					
43	A good relationship with my teacher/s is important to me.					
44	I listen and respect others, even when I disagree with them.					
45	I only like to have friends who think just like me.					
46	I think it is important to treat my community with respect.					
47	If I disagree with someone, it is ok to treat them with disrespect.					



48	Circumstances in my life, directly impact my ability to achieve my goals.					
49	I was born with a natural ability to be successful.					
50	I think it's important to treat my school with respect.					





Post Program Questionnaire

S.P.A.R.K. Teen Mentoring Program

1. Have you noticed any change in yourself after taking this class?

Yes or No (Please circle)

2. If yes, describe the change or changes in yourself that you noticed:

3. What do you think caused the change or changes that you noticed?

4. What would you change about this class?





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*peer reviewed journals



Suggested Resources

The Inside-Out Understanding

Books by Sydney Banks:

Second Chance

The Quest of the Pearl

The Missing Link

Dear Liza

Enlightened Gardner

Enlightened Gardner Revised

Books by Other Authors:

The Space Within

The Inside Out Revolution

Michael Neill, Author

Somebody Should Have Told Us

Los Tres Prin Cipios

Paradigm Shift: A History of the 3 Principles

Jack Pransky, Author

The Wisdom Within

Roger Mills and Elsie Spittle, Authors

Nuggets of Wisdom: Learning to See Them

Our True Identity ... Three Principles

Elsie Spittle, Author

Slowing Down to the Speed of Life

Richard Carlson and Joseph Bailey, Authors

Inside-Out Understanding in Mental Health, Addiction and Domestic Violence

Okay Forever: A Book of Hope

Helen Neal-Ali, Author

The Serenity Principle: Finding Inner Peace in Recovery

The Speed Trap: How to Avoid the Frenzy of the Fast Lane

Fearproof Your Life: How to Thrive in a World Addicted to Fear

Joseph Bailey, Author

The Little Book of Big Change: The No-Willpower Approach to Breaking Any Habit

Dr. Amy Johnson, Author

Inside-Out Understanding in Relationships

The Relationship Handbook

George Pransky, Author

Inside-Out Understanding in Education

Children's Books:

What Is Thought?

Jack Pransky, Author

Inside Out Izzy

Angela Mastwik

The Spark Inside: A Special Book for Youth

Ami Chen Mills-Naim, Author

It's an Inside-Out World

Lori Carpenos

Books for Educators:

Modello

Prevention from the Inside-Out

Healthy Thinking/Feeling/Doing from the Inside Out

Jack Pransky and Lori Carpenos, Authors

State of Mind in the Classroom

A. Chen Mills-Naim, Roger C. Mills, Authors

Difficult Children: There Is No Such Thing, an Appeal for the Transformation of Educational Thinking

Joseph Bailey, Author

The Essential Curriculum (TM): 21 ideas for developing a positive and optimistic culture

M.Ed., Barbara I. Aust B.Ed., Author

Inside-Out Understanding in Business

Invisible Power: Insight Principles at Work

Ken Manning, Sandy Krot, Robin Charbit, Authors

Clarity

The Little Book of Clarity

Jamie Smart, Author



Websites

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www.cypressinitiative.org

S.P.A.R.K. Curriculum
www.sparkcurriculum.org

Sydney Banks
www.sydneybanks.org

Three Principles Movies
www.threepinciplesmovies.com

The 3 Principles Global Community
www.3PGC.org

Three Principles Foundation
<http://www.threepinciplesfoundation.org/>

Three Principles Mentoring
www.3principlesmentoring.com

National Coalition Against Domestic Violence
<http://www.ncadv.org/>

Centers for Disease Control and Prevention
<http://www.cdc.gov/>

Pacer's National Bullying Prevention Center
<http://www.pacer.org/bullying/>

Bullying
<http://www.stopbullying.gov>

Center for Inside-Out Understanding
<http://insideoutunderstanding.com/>

Michael Neill
www.supercoach.com

Insight Principles
www.insightprinciples.com





