Take Ten
9th-12th Grade Curriculum
Instructions for Use:

This curriculum is intended to be a living document. If you find an error in a lesson, or in your experience have discovered a better way to phrase a question or run an activity, or have other suggestions for improvement, simply highlight the text in question and click the “Add a Comment” button that appears on the right side of the document to leave your suggestion for future teachers.

This curriculum document is also equipped with links to make it more easily navigable. To use the links, simply click the underlined text, and a pop up will appear telling you where the link is going to. Click on that pop up, and you will be taken to it. To use the “Back to Top” link, double click to enter the header, then use the link. It may also be helpful to select “View,” “Show Document Outline.” Please do not alter links or section headers in any way.

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Activities and Handouts
Chapter 1: Conflict and Violence

Many who live with violence day in and day out assume this it is an intrinsic part of the human condition. But this is not so. Violence can be prevented.

~ Nelson Mandela ~

Chapter Goal(s)

● To establish basic ground rules, including the Take Ten ground rules
● To understand and distinguish between conflict and violence
● To recognize the school as a violence-free zone in which they are expected to practice Take Ten
● To introduce how to use Take Ten to handle conflict nonviolently, including the meaning of the Take Ten slogan and Take Ten’s principles

Vocabulary

● Take Ten Slogan - Talk it Out, Walk it Out, Wait it Out
● Take Ten - skills-based violence prevention program that teaches positive non-violent alternatives for solving problems, handling conflicts, and expressing feelings.
● Conflict - A disagreement between people
● Violence - Anything that causes harm to a person, place, or thing

Description

This chapter is divided into three parts. The first establishes the ground rules for your meetings. Before you begin working on the curriculum with the students, you must establish a set of ground rules. The second part establishes the terms conflict and violence as defined by Take Ten, and the final part introduces the students to Take Ten. It is crucial that you lay out the Take Ten ground rules and principles early on, and continually reference them throughout later weeks to increase the likelihood that kids will remember and apply them.

Part I. Ground Rules:

This is a good time to establish the ground rules for group meetings. Remember that each venue may have its own set of rules, so be sure to talk to the adult in charge in order to avoid sending conflicting messages to the students. Keep the rules basic and involve the students when you develop them. If they help to design the rules themselves, they will be more likely to abide by them. Be sure to include the Take Ten ground rules on how to treat each
other. The basic ideas that you want to teach the students when establishing the rules are respect for the place, self, and others. You may do this by brainstorming with the students.

**Take Ten Ground Rules:**

1. Everyone has the right to speak.
2. No one must speak.
3. Everyone must listen.
4. No put downs…No name calling.
5. Disagree on issues—don't attack people.
6. Agree to disagree.
7. Keep a sense of humor at all times

**Part II. Conflict and Violence:**

It is important to establish common definitions of conflict and violence, as each of us may understand them differently. Definitions are influenced by our communities or environments and by our exposure to different situations. Children witness conflict and violence in their communities, in the games they play, and often in their homes, schools, and playgrounds as they attempt to develop relationships with others.

The students need to understand that conflict is not always bad; it is how we deal with conflict that matters. For the purpose of Take Ten, conflict is defined as a disagreement between people. **Conflict is a natural part of life, and it can offer an opportunity to bring about positive change in a relationship.** Take Ten defines violence as “anything that harms oneself or another living being, place, or thing.” The definition acknowledges that violence is not only physical, but also emotional, and includes the destruction of property and self-inflicted pain.

It is important to recognize that many of the students in Take Ten may live in a completely different environment than you are used to. It is also important, however, to remind the students that regardless of what happens at home, the building in which you are meeting has been declared a Violence-Free Zone where they are expected to practice Take Ten (Take Ten Principle #1). Acknowledge that once they leave the building their safety is first and foremost, but if the situation is such that they are able to practice Take Ten, then that is what you expect of them. You should stress that violence is not an option in a violence-free zone unless used in self-defense. Even in cases of self-defense, the students are still required to accept responsibility for their choices.
Teaching Tip: Be sure to start every session with a reminder of the rules and your expectations of their behavior during the meeting. Always set high expectations for the students – they will rise up and meet them – and be consistent. Start and end your session the same way every time, and treat every child equally if they break the rules.

Part III. Introducing Take Ten:

This section introduces students to the concept of Take Ten: its principles, philosophy, and ground rules. **Take Ten is a skills-based violence prevention program that teaches children positive non-violent alternatives for solving problems, handling conflicts, and expressing feelings.** Students are encouraged to “talk it out, walk it out, wait it out” before engaging in violent behavior of any kind. Take ten deep breaths before you say something that hurts; take ten steps back before getting involved in a fight; and take ten seconds before using something as a weapon.

Take Ten aims to reduce and prevent violence, and to teach students positive skills for dealing with conflict. The program encourages students to think before they act; to use the positive alternatives available to them for solving problems and expressing feelings; to take ownership of their actions; and to show other children within their school/community center how they can use Take Ten to change the culture of their building, and ultimately their community.

Each school has agreed to provide the students with an opportunity to get the Take Ten message across to the rest of the school. This is your first opportunity to brainstorm with the students on how to do this. Providing students with supplemental school or community projects that reinforce Take Ten’s message ensures that students will have visual and mental reminders how to deal with conflicts without resorting to violence. The end of this document contains an activities section that has a lot of ideas that are based on various themes, including many that are excellent to do in the first few weeks.

**Take Ten Principles:**

1. Everyone has the right to safe, violence-free places.
2. School should be a violence-free zone.
3. Disagreements and arguments are normal and to be expected.
4. Every person has the right to feel however they feel.
5. No one has the right to hurt someone or destroy something because of the way they feel.
6. Weapons have no place in solving conflicts in school.
7. Everyone has the right to choose how they will solve problems and express themselves.
8. “Talk it out, walk it out, wait it out and know when to get help” can work in a violence-free zone.
9. People have the power to decide if a place shall be a violence-free zone.
10. There is a connection between respect, personal power, and self-esteem.

**Teaching Tip:** Enthusiasm is key in helping students to learn to Talk it out, Walk it out, and Wait it out!

### Ch. 1 Sample Lesson Plans

Below are links to a list of ideas at the end of this document on how to introduce Take Ten to the students. You can do all or some of these, depending on student needs. Use your own creativity – and the creativity of your students and volunteers – when planning your sessions. The magic ingredient to a successful session is lots of fun!

**Teaching Tip:** When you begin the first lesson, it is important to make the students feel comfortable and welcome to share. Be sure to get to know names and work on getting students to share. One way of doing this is sitting amongst the children in the group. It is also helpful to introduce a few extra things about yourself especially if it is something the students you are working with can relate to. Icebreakers can also be a great way to do all this.

- Lesson 1.1- Introduction to Take Ten
- Lesson 1.2- Conflict and Violence
- Lesson 1.3- (Sports) Conflict in Sports
- Lesson 1.4- (Cyberbullying) Logging On
- Lesson 1.5- (Cyberbullying) Online Disinhibition
- Lesson 1.6- (Brown Girl Dreaming) Introduction to Brown Girl Dreaming
- Lesson 1.7- (Brown Girl Dreaming) Finding a Home
Chapter 2: Values and Principles

Doing good brings good.

~ Mallie Robinson (Mother of Jackie Robinson) ~

Chapter Goal(s)

- To explore values and principles and the role that they play in dealing with conflict
- To begin exploring diversity

Vocabulary

- **Values** - What we think is important and good in life
- **Principles** - A specific type of value involving our beliefs about right and wrong; the rules or guides by which we live our lives
- **Diversity** - Being different is okay and is to be valued

Description

It is important to understand the role of values and principles such as human dignity, integrity, and honesty, when dealing with conflict. **Our values and principles define us as individuals.** Therefore, they have an impact on how we react to and deal with conflict. Understanding the values and principles of the person with whom we are having a conflict will help de-escalate the conflict.

This chapter also looks at the differences between human beings and the value of being different. We begin to discuss respect for diversity – a thread that will weave throughout the curriculum - how we are all the same, but also unique and different. "**We each come in different 'packages.'**" This chapter also continues the discussion of violence. Specifically, it emphasizes that it is only acceptable to use violence in self-defense, and even then students are still required to take responsibility for the consequences of their choice to use violence.

**Teaching Tip:** Remember to continually remind students of the Take Ten Principles. This can be done through periodic warm-up activities before the main lesson, through picking one to go over each week, or through calling them to mind when they are related to the main lessons.

Ch. 2 Sample Lesson Plans

2.1 - Bioethics Debate
2.2 - Bioethics Debate - Part 2
2.3 - (Sports) Sportsmanship
2.4 - (Cyber) Values Online
2.5 - (Cyber) What Social Media Teaches
2.6 - (Brown Girl Dreaming) What We Value
Chapter 3: Fair and Assertive Behavior

The mighty oak was once a little nut that stood its ground.
~ Unknown~

Chapter Goal(s)
- To understand the purpose of fairness in conflict
- To act on this by practicing assertive, as opposed to aggressive, behavior.

Vocabulary
- **Aggressive** - Attacking a person and being mean; acknowledges the conflict and usually responds by “hitting back” either directly or indirectly
- **Passive** - Giving in to someone; choosing to ignore a conflict or let other people push you around without telling a teacher or getting help
- **Assertive** - Standing up for yourself and being fair; acknowledges the problem and seeks to resolve it in a manner that is respectful of everyone
- **Passive-Aggressive** - Appears passive, but is discreetly aggressive; sneaky and undermining; marked by intent to attack or offend.

Description
In this chapter, students look at not only how to appreciate the value of standing up for oneself - how to deal with ‘put-downs’ - while pursuing their needs in a conflict, but how to also appreciate the value of respecting other people involved in the conflict and their needs. Standing up for oneself can result in behavior that ranges from soft and passive behavior at one end of the spectrum to mean and aggressive behavior at the other. **Students participating in Take Ten are encouraged to practice fair and assertive behavior, which falls between passive and aggressive.** We continue to emphasize a respect for diversity. Students are encouraged to begin looking at a conflict from another’s perspective and the different points of view that could exist in a conflict. What is fair to one is not necessarily fair to another.

The students need to be reminded that Take Ten does not require them to be submissive (weak or cowardly), but is encouraging them to stand up for themselves. This does not mean that they are able to use violence when faced with a conflict - remind them that things such as name-calling, bullying, and teasing are a forms of violence. Violence is only acceptable in instances of self-defense and students are still required to accept responsibility for their decision to use violence. Encourage the students to solve their conflict by “talking it out, walking it out, waiting it out,” that this is a way of being fair and assertive. If Take Ten
does not work - which may happen as they do not have control over the person with whom they are having a conflict - they are encouraged to get an adult’s help before resorting to violence. Keep in mind that the students may feel that walking away will hurt their pride – they may feel that they are being ‘dissed’ – and often this does nothing to solve the cause of the conflict. The issue of their safety needs to be stressed and they need to be encouraged to walk away if it looks like the other person or group with whom they are in a conflict is losing control or becoming violent.

Ch. 3 Sample Lesson Plans

3.1- Passive, Aggressive, Assertive Behavior
3.2- To me, Justice is...
3.3- (Sports) Aggression in Sports
3.4- (Cyber) Responding to Cyberbullying
3.5- (Cyber) Toxic Social Media Culture
3.6- (Brown Girl Dreaming) Fair and Assertive Behavior
Chapter 4: Feelings in Conflict - Anger Control

Anybody can become angry, that is easy; but to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way, that is not within everybody's power, that is not easy.

~Aristotle~

Chapter Goal(s)

- Students will learn to recognize what anger is and that it is a secondary emotion
- To assist students in identifying what triggers their anger, and what to do once they know what their triggers are
- To provide students with the skills to de-escalate a conflict

Vocabulary

- **Secondary Emotion** - emotions you experience in response to other emotions
- **Escalate** - To make the conflict worse
- **De-escalate** - To provide opportunities for a satisfactory end to the conflict
- **Anger triggers** - Things that make us mad/angry

Description

Everyone feels angry sometimes. Although feeling angry cannot always be avoided, we can either prevent acting out in anger in ways that hurt others or find something positive to do with our anger. Simply expressing anger without knowing how to reduce and resolve it, can lead to the escalation of the conflict and to violence in words and deeds. In this chapter, students learn to recognize what triggers their anger, that anger is a secondary emotion, and to manage their emotions so that they do not express their anger violently and escalate the conflict. The relationship between anger and the inability to think clearly needs to be made clear to the students.

It is important to provide students with the tools and skills needed to keep their emotions under control so that they are able to think clearly: to take ten deep breaths before saying something that hurts; to take ten steps back before getting involved in a fight; and to take ten seconds before using something as a weapon.

Ch. 4 Sample Lesson Plans

4.1 - Targeting Your Problems
4.2 - Video Game Debate
4.3 - Where Anger Leads: Wrong vs. Right Ways to Deal with it
4.4 - (Sports) Composure and Channelling Your Anger
4.5 - (Cyber) Violence and Anger Online
4.6 - (Cyber) Violence and Video Games
4.7 - (Brown Girl Dreaming) Feelings in Conflict
Chapter 5: Effective Communication (Listening and Talking)

*When people talk, listen completely. Most people never listen.*  
~Ernest Hemingway~

**Chapter Goal(s)**
- To provide students with an understanding of the role that listening plays in conflict resolution
- To teach them effective listening skills
- To improve their ability to effectively and assertively express themselves

**Vocabulary**
- **"I" statements** - Clear statements of what we want and how we see the situation, which do not have an accusatory tone.
- **Communication** - Sharing information - telling the other person what you think and want and finding out what they think and want.

**Description**
All conflict resolution involves communication - not more communication, but rather better communication. Communication can be used to escalate or de-escalate a conflict. No matter what our role is in a conflict, our observations of, and reactions to, the conflict are influenced by our perceptions. Our interpretation of the conflict is also influenced by certain filters such as our values and principles, our needs, and our experiences. It is important to ensure that the students are aware of the importance of the entire communication process in resolving a conflict.

**Behavior that causes a conflict to escalate includes:**
- displaying emotional excitement
- injecting too many unnecessary facts
- jumping to conclusions or making assumptions
- not listening or interrupting.

**Factors that contribute to defensiveness include:**
- being bossy
- being condescending and disrespectful
- using loaded words
- flaunting power
Good communication skills include:

- listening carefully
- paying attention and observing
- being aware of our perceptions and what influences them
- being quiet and still when the other person is speaking
- not interrupting the person who is speaking
- not judging the person

To have effective communication, the individuals involved must feel important and dignified, and this is achieved by using the “I” statement. “I” statements are positive and avoid using words that will escalate a conflict. The students should be encouraged to use “I” statements, but in a format that is natural to them. Students will respond to conflicts in ways that will de-escalate conflicts, identify feelings and behaviors that can cause conflict, and resolve the present conflict and prevent future ones.

Good listening skills lead to empathy, and a good listener uses their ears, eyes, mind, attention, and heart. There are two elements to communication: talking – the experience of being genuinely heard – and listening – the ability to understand the speaker’s perspective, being interested in what the speaker is saying.

The thread of diversity continues to be woven through this chapter, as awareness of diversity has an impact on how we communicate – how we listen and talk. The more aware we are of the communities to which the person or group of persons with whom we are having the conflict belong, the better equipped we will be to communicate and therefore resolve conflicts.

This chapter helps students to understand the behaviors of interrupting, being disrespectful, and domination of others as behaviors which escalate a conflict. In order to de-escalate a conflict, students are encouraged to listen, be respectful, and use problem solving skills. Students are also encouraged to understand how the manner in which something is said can change the message. Students will learn how to speak in specific terms and stick to the “facts.”

Ch. 5 Sample Lesson Plans

5.1- Take Ten "I Statements"
5.2- Letters to Self
5.3- Lost in Translation
5.4- (Sports) Take Ten Dodgeball
5.5- (Cyber) Communication in a Digital World
5.6 - (Cyber) Online Discourse
5.7 - (Brown Girl Dreaming) The Importance of Listening
5.8 - (Brown Girl Dreaming) Escalation vs. De-escalation
Chapter 6: Problem Solving

Problems are to the mind what exercise is to the muscles, they toughen and make strong.

~Norman Vincent Peale~

Chapter Goal(s)

● To provide students with problem solving skills to use when faced with a conflict

Vocabulary

● Problem Solving Steps - Identify the problem, brainstorm solutions, choose a solution and then act on the solution.

Description

In this chapter, students will identify conflicts in their lives and learn how to use problem solving skills to deal with them. The basic steps to solving a problem are:

1. Identify the problem
2. Brainstorm what the possible solutions are
3. Choose a solution
4. Act

If the chosen solution did not work, go back and choose another solution and act on it. Once the conflict is identified, the goal for the student is to analyze the conflict, then brainstorm and plan effective, non-violent solutions. Different non-violent solutions include the Take Ten slogan - “Talk it out, Walk it out, Wait it out!” It is important for the students to understand that conflict is not a contest but that through good problem solving techniques, a win-win situation can be created.

Encourage students to use these skills not only when dealing with a conflict, but also in solving other problems they encounter in school or at home. Remind students that the use of violence is only acceptable in an act of self-defense, but that they are still required to accept responsibility for their actions.

Ch. 6 Sample Lesson Plans

6.1 - Take Ten Problem Solving Process
6.2 - Pasta Heights: A Problem To Solve
6.3 - (Sports) Sports Activism
6.4 - (Cyber) Rethink Before You Type
6.5 - (Cyber) Preventative Action
6.6 - (Brown Girl Dreaming) Saving the World
Chapter 7: Trading Perspectives and Solutions

*We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.*

~Maya Angelou~

**Chapter Goal(s)**
- To teach students the importance and impact of understanding another person’s point of view in a conflict
- To teach them the skills for discussing and negotiating needs non violently

**Vocabulary**
- **Perspective** – A person’s point of view
- **Trading perspectives** - Looking at a conflict from another person’s point of view

**Description**
Many of us have looked at the optical illusion of the old woman and the young woman. How many see only the old woman, how many see the young woman and how many can see both? Who is right? Are we all wrong? No. We can all look at the same thing but see different things. Conflict affects each of us differently; we analyze and interpret a conflict through our own paradigms and there is no set list of reactions that we have to display in a conflict. It is important to remember that we each have our own individual reactions.

This chapter provides students with the opportunities to learn and practice the following techniques:
- trading perspectives - examining a situation from different perspectives
- analyzing conflicts in their own lives from another person’s perspective
- moving the focus from the problem to possible solutions
- asking the other person what he or she wants you to do
- agreeing to disagree
- compromising
- apologizing
- restitution or putting things right

Along with the specific skills outlined above, in this chapter students will also learn the importance of these principles:
- valuing another person’s experiences
practicing putting themselves in another person’s position (empathy)
exploring the concept of diversity – that people come in different ‘packages’ and because we don’t all come in the same “package” does not mean that one is more important than another and that “we cannot be friends”

Teaching Tip: This an extremely important and challenging chapter. We encourage you to spend more time on this chapter than others, and have provided additional lesson plans accordingly.

Ch. 7 Sample Lesson Plans

7.1- The Egg
7.2- Two Villages: Trading Perspectives and Solutions
7.3- Two Villages continued
7.4- The Butter Battle
7.5- Developing Relationships
7.6- Plato’s Allegory of the Cave
7.7- Kafka on the Shore
7.8- (Sports) Take Ten Capture the Flag
7.9- (Cyber) Understanding Our Cyberbullies
7.10- (Cyber) Taking a Stand Against Cyberbullying
7.11- (Brown Girl Dreaming) Knowing My Potato
7.12- (Brown Girl Dreaming) Trading Perspectives
Chapter 8: Knowing When to Walk Away

Courage does not always roar. Sometimes courage is a quiet voice at the end of the days saying, “I will try again tomorrow.”

~ Mary Anne Radmacher ~

Chapter Goal(s)

● To understand the importance of walking away from a fight.
● To develop an understanding of when and how to best leave a conflict when Take Ten does not work.

Vocabulary

● **Courage** - Doing the right thing, no matter what the cost/consequence
● **Walking away** - Verbally ending the argument and physically removing yourself from the situation.

Description

There are instances where Take Ten will not work. This is because we do not have control over the other person with whom we are having a conflict. It is therefore important to help students develop positive and constructive attitudes about walking away from a conflict.

Walking away is the smartest thing if personal safety and non-violent goals are more important than proving we can fight. Fighting because someone else taunts us lowers ourselves to the level of the person whose behavior we do not respect. What we think of ourselves is more important than what others think of us; leaving sometimes takes more courage than staying to fight.

Making good decisions provides students with better choices. Students are encouraged to think about the consequences of their actions and challenged to consider who will be impacted by their decision to stay and use violence.

When should students walk away? Students should walk away when their safety is at risk, when it is impossible to do anything constructive with the other person in the conflict, and when it is advantageous for themselves. Walking away is not backing down, it is a thoughtful personal choice that stops the situation from deteriorating into violence. Fighting with a person does not improve their behavior.

Ch. 8 Sample Lesson Plans

8.1 - Road Map
8.2 - Rising From the Underground
8.3 - (Sports) Referee Ninja
8.4 - (Cyber) Reacting to Cyberbullying
8.5 - (Cyber) Leaving Social Media
8.6 - (Brown Girl Dreaming) The Label’s Game
Lesson 1.1 - Introduction to Take Ten

Materials:
- Paper and Pencils
- Posterboard

Objective:
- Students will understand the Take Ten ground rules and principles.

Plan:
1. Introduce yourself and (briefly) Take Ten.
2. Start the session off with a name game. There are a few options in the Icebreakers section.
3. Introduce Take Ten:
   a. Explain that Take Ten teaches positive alternatives for solving problems, handling conflicts, and expressing feelings. Students are encouraged to “talk it out, walk it out, wait it out” before engaging in violent behavior of any kind. Take ten deep breaths before you say something that hurts; take ten steps back before getting involved in a fight; and take ten seconds before using something as a weapon.
   b. Go over schedule with the kids. (What times and dates you will be in the classroom and when you won’t. What you will teach in each chapter).
4. List the ground rules and principles: think of a game for the ground rules
   a. A principle internally motivates you to do the things that seem good and right. People develop principles by living with people with principles and seeing the real benefits of such a life.
      i. A rule externally compels you, through force, threat or punishment, to do the things someone else has deemed good or right. People follow or break rules.
   b. Students pick a ground rule or principle and write it out on a poster board or piece of paper. Students then draw a picture to explain the ground rule/principle.
5. Discuss definitions of conflict and violence.
6. Create a map of school and or the location for the class and pinpoint areas where conflict and violence occur. (put this on a poster board as well and hang next to the ground rules to remind the students about taking ten.)

Wrapping it up: Explain the purpose of the ground rules again (creating space for everyone to feel welcome, safe, and comfortable sharing). Stress that school should be a violence-free zone where students practice Take Ten.

Lesson 1.2- Conflict and Violence

Materials:
● None

Objective:
● Students will get to know the philosophy of TAKE TEN
● Students will look at their understanding of the definitions of conflict and violence.
● Students will learn the TAKE TEN definitions of conflict and violence and the role that conflict can play in bringing about positive change.

Plan:
1. You may want to start your session off with an icebreaker. This is a great way of getting to know your group of students and giving them the opportunity to get to know you. Examples of icebreakers can be found at the back of the curriculum.
2. Discussion of TAKE TEN: A skills-based violence prevention program that will provide students with the skills to deal with conflict nonviolently, which encourages them to think before they act. When faced with a conflict, students are encouraged to:
   b. “Take Ten deep breaths…” before you say something that hurts.
   c. “Take Ten steps back…” before getting involved in a fight.
   d. “Take Ten seconds to think…” about what you are doing before using something as a weapon.
   e. If TAKE TEN does not work, students are encouraged to get an adult’s help. This may occur, as people generally do not have control over the person with whom they are having a conflict.
3. The school is a violence-free zone (Take Ten Principle #2) and they are expected to practice TAKE TEN while in the building. Once they are outside of the building—which is not a violence-free zone—their safety is first and foremost. But if they are able to practice TAKE TEN, it is highly recommended. TAKE TEN will teach them the skills to
“Talk it Out, Walk it Out, or Wait it Out!”, and get them to think outside the box when it comes to issues of conflict and violence.

4. What is conflict? What is violence?
   a. Draw a mind map on the board and have the students call out to you what they think conflict is. Some questions to ask may include:
      i. What does conflict look like?
      ii. Is conflict a constant in our lives?
      iii. Is conflict always bad?
      iv. Does conflict always lead to violence?
   b. Repeat the procedure with the definition of violence. Some questions to ask may include:
      i. What is violence?
      ii. What does violence look like?
      iii. Does violence always have to be physically harming another person?

5. Discussion of Definitions: Once you have developed a mind map for both conflict and violence, read to them the definitions that TAKE TEN uses. Ask them to examine the similarities and differences between the TAKE TEN definitions and the ones that they gave. Tell them that from today on, the TAKE TEN definitions are what we are going to be using when we refer to conflict and violence. Ask them to think about their lives and consider whether these definitions change any perceptions that they may have of what they do or what others do to them.

Wrapping it Up: Talk to the students about how conflict can come in many different forms — between families and friends and within relationships. Remind them that conflict is a constant in our lives. It is not always bad; it can be an opportunity to change a relationship for the better. Violence is anything that harms oneself or another living being, place, or thing. It includes emotional violence, destruction of property, graffiti, and hurting animals. Briefly preview the next time that you meet, when you will be teaching them skills to deal with conflict nonviolently.

Lesson 1.3- (Sports) Conflict in Sports

Materials:
- Chalkboard/Whiteboard

Objectives:
Students will explore the concepts of conflict and violence in the context of sports.

**Plan:**

1. After explaining the difference between conflict and violence using an activity - i.e. drawing a mental map or group discussion - transition to how sports are an area where conflict and violence are common.

2. To show how sports touch everybody, (1) ask students to stand up if they have been on a sports teams in their lives. (2) Ask them to walk in place if its multiple different sports. (3) Tell them to stay standing/marching, and ask everyone to raise their right hand if they have played a sport casually or in gym class. (4) Wave their right hand if multiple sports. (5) Keep hands raised, and raise left hand if they have watched a sport before. (6) Wave hand if they've watched a sport on tv and in person. (7) Keep hands raised, and raise one leg if they have been annoyed by a sports player or sports fans before. (8) Shake leg if this has happened multiple times.
   
   a. By now, virtually everyone will have some or multiple limbs raised and moving. Ask everyone to be seated. Talk about how this shows that everyone is involved in some way to sports, often multiple different ways. Sports are so popular and so pervasive, so conflict is inevitable, and it’s important to know how to navigate these conflicts.

3. Ask students to list the participants involved in a sport, and write them on the board in a big circle (i.e. players, opposing players, coaches, opposing coaches, fans, referees)

4. Now, ask them for examples of conflicts that can happen between these groups (i.e. coach protesting a referee’s call, players competing to win, fans taunting players, etc.)

5. Then, ask them for examples of conflicts that can occur simply involving one party - i.e. a player gets frustrated because they can’t get a hit, a fan is upset because their team lost.
   
   a. This shows that conflicts in sports can be entirely internal too.

6. Emphasize how many of these conflicts aren’t inherently negative, and can actually have positive outcomes for everyone involved. But they can also lead to violence. Pick a
few examples and ask students for how the conflict could end positively and how it could end violently.

7. Ask students to pair up and discuss why conflicts in sports often end in violence, then ask them to share what they come up with. They will likely talk about things like competitiveness, physicality of some sports, the high nerves and tension, the emotional investment in one’s team, desire to win and not lose, etc.

**Wrapping it up:** Reference Talk it Out, Walk it Out, Wait it Out as strategies for not eliminating these risk factors, but mitigating them or responding to them in ways that avoid violent results of conflict and achieve positive results.

**Lesson 1.4- (Cyber) Logging On**

**Materials:**
- Board and something to write on the board with

**Objectives:**
- Students will explore the concepts of conflict and violence in the context of popular social media platforms.

**Plan:**

I. Conflict and Violence
   A. Ask: What is conflict?
      1. A disagreement between people
   B. Ask: What is violence?
      1. Anything that harms (hurts) oneself or another living being, place or thing

II. Activity: Making Connections
   A. This activity is meant to connect social media platforms students are familiar with to conflict and violence, and then to Take Ten, all through discussion. See the attached example for how to set up discussion answers in order to make visual connections
   B. Ask: What are the most popular social media websites and apps this group uses? Write these on a board
      1. Probably things like Twitter, Instagram, Facebook, and TikTok
C. Ask: What does conflict look like on each one? What does violence look like?
   1. Encourage examples and write them down. Go through the list they made of websites/apps one by one

D. Ask: What does it mean to take ten?
   1. To us it means take ten…
      a) Deep breaths before you say something that hurts
      b) Steps back before getting involved in a fight
      c) Seconds before using something as a weapon
   2. We say “Talk it out, walk it out, wait it out!”

E. Examine the examples of conflict and violence you listed for each social media platform. Now, assign a take ten method to each issue you can remember, that you think could help. Write those down.

III. Post-Activity Questions

A. Ask students what they think about the Making Connections diagram you created together. Does it feel helpful? Oversimplified? Why or why not?
   1. It may feel helpful to connect clear, simple lines (literally) between something they are familiar with and what we’re hoping to teach them to use.
   2. However, it may feel oversimplified because online conflict and violence can be complex. It can also require an immense amount of courage to use Take Ten- it is harder than it sounds.

Wrapping it up: Ask: What topics do you hope we cover when discussing cyberbullying? What do you have questions about? What do you think everyone should know about when it comes to online conflict and violence? Have a Take Ten volunteer take note of these for future lessons.
Lesson 1.5- (Cyber) Online Disinhibition

**Materials:**
- Something on which to play YouTube videos

**Objectives:**
- Students will explore cyberbullying and online disinhibition by watching a couple short videos.

**Plan:**
I. Intro to Cyberbullying
   A. Ask: What is cyberbullying?
      1. Using digital devices and apps to harm or intimidate someone
   B. Ask: How does cyberbullying make others feel?
II. Watch Stranger Things Star Leaves Twitter After Cyberbullying
   A. Ask: How do you feel after watching this news story? What reactions and thoughts did you have?
   B. Ask: Do you think that the people who are posting these mean things would say them in person? If not, why are people willing to post things that they wouldn't say to someone's face?
III. Watch Is the Internet Making You Meaner?
A. Review of topics discussed in video:
   1. Online disinhibition effect = when people behave differently online than they would in real life
   2. Two types: toxic & benign
   3. Ask: Is online disinhibition good or bad? How should we act knowing that this effect exists?

IV. Activity:
   A. As a group, write and perform a skit showing a situation where online disinhibition is present (show toxic, benign, or both)

Wrappping it up: How should we use Take Ten to combat cyberbullying and prevent toxic online disinhibition? (Talk it Out, Walk it Out, Wait it Out!)
Lesson 1.6: Introduction to Brown Girl Dreaming

Materials:
- Images (see Appendix A & B for examples)

Objectives:
- Introduce students to Brown Girl Dreaming and the themes discussed in the book.

Plan:
1. Icebreaker Activity of your choice
2. Images of Violence Activity
   a. Present four images that deal with violence (try to find examples of different types of violence - physical, emotional, psychological, etc.). Images can be found on Google Images (or samples in Appendix A).
   b. Discuss each image for approximately two minutes. Have the students consider questions like:
      i. “What’s going on in this picture?”
      ii. “What do you see that makes you say that?”
      iii. “What more can we find?”
   c. Finalize the discussion by asking students:
      i. “What do these images have in common, and what makes you say that?”
3. Introduction to Brown Girl Dreaming.
   a. Often we use art to convey meaning and tell stories about events and people. We’re going to be looking at another form of art: poetry.
   b. Brown Girl Dreaming is a memoir told in verse, describing the childhood of Jacqueline Woodson as a young African American girl growing up in the 1960s in South Carolina and New York. She writes in the perspective of her childhood self to express the vividness of her emotions during childhood.
   c. This book will examine themes such as identity, hope, activism, racism, and loss.
4. Read: “Second Daughter’s Second Day on Earth” to situate the book in its historical and cultural context
5. Present two images from the historical context (examples provided in Appendix B)
   a. Ask:
      i. What’s going on in this picture?
      ii. What do you see that makes you say that?
iii. What more can we find?

iv. What is the relationship between the pictures and the poem?

Wrap up with any concluding thoughts or questions.
Lesson 1.7: (Brown Girl Dreaming) Finding a Home

Materials:
- None

Objectives:
- Explore themes of conflict, empathy, and the intrinsic value of others through “Greenville, south carolina, 1963” and a group activity.

Plan:
1. Icebreaker Activity of your choice
2. Organization Activity:
   a. Split the students into two large groups and appoint a leader for each team.
   b. Instruct the team leaders to organize the group. Do not offer any further instructions (don’t tell them how to organize).
   c. Follow up questions:
      i. What made you organize your group the way you did?
      ii. If people had played this game in 1965, how do you think they would have been organized?
3. Read: “Greenville, south carolina, 1963”
   a. Follow up questions:
      i. What’s going on in this poem?
      ii. What did you read that makes you say that?
      iii. What more can we find?
   b. Additional Questions:
      i. In Take Ten, we define conflict as a disagreement. Can you describe the conflict that is present in this poem?
      ii. How would you have felt or responded in this situation?
      iii. Do all people have value to you, whether you know them or not? Or whether or not you like them?
      iv. What actions can we take to show others that we value them?
4. Wrap up with any concluding thoughts or questions
Lesson 2.1- Bioethics Debate

Materials:
- Handout: Bioethics Debate
- Take Ten ground rules - It may be a good idea to post these somewhere and refer to them during the debate.

Objectives:
- Students will realize that we each have our own values and principles, and these must be taken into consideration, especially during conflict.

Plan:
1. Briefly review the Take Ten Ground Rules and what you learned last lesson
2. Discuss and define values and principles.
3. Debate Activity:
   a. Divide the class into small groups.
   b. Give each person a copy of the recipient scenarios and allot them a few minutes to read them.
   c. Have them rank—as a group—their top three recipient candidates.
   d. After each group has chosen their three candidates, bring the class back together to discuss their decisions and score each candidate.
   e. Each first choice receives 5 points, second choice receives 3 points, and third choice receives 1 point. After collecting everyone’s data, calculate each candidate’s totals. The candidate with the most points is the recipient.
4. Discuss the results together. Focus questions:
   a. Although different people had different opinions on who should be the recipient, how did you come up with the final list?
   b. How did values and principles play into the discussion?
   c. Conflict was a part of this activity. Did these emotional decisions escalate the conflict?
   d. How can understanding others’ values and principles play a part in preventing violence?
5. Share with the class that in real life the pro baseball player was the one who received the transplant (Mickey Mantle). Ask for students’ response—do they agree or disagree?—and discuss the societal value system and how it compares to or contrasts with personal value systems.

Wrapping It Up: Each of us has our own set of values and principles, and none of us may have ones that are exactly the same. We need to take this into consideration when we are involved in a conflict.

Lesson 2.2- Bioethics Debate - Part 2

Materials:
- Handout: Bioethics Debate (from previous lesson)

Objective(s):
- Students will be able to facilitate the Bioethics activity with underclassmen

Plan:
1. Briefly review the Take Ten Ground Rules and what you learned last lesson
2. Discuss the relevance of using this activity to understand how everyone has different values and principles and the impact that this may have on conflict.
3. Pass out the handout page so that students can take notes on how to facilitate the activity.
4. Emphasize that students need to use the Take Ten ground rules
5. Help upperclassmen to facilitate discussion amongst panels of underclassmen.
6. Prepare some post-activity discussion questions for the upperclassmen.
   a. How did the group come to that particular conclusion?
   b. Was there one person who took on a leadership role?
   c. Try to get everyone involved.
   d. Any other questions?

Wrapping it Up: Understanding that each of us has our own set of values and principles is important; none of us may have ones that are exactly the same. We need to take this into consideration when we are involved in a conflict.
Lesson 2.3- (Sports) Sportsmanship

Materials:
- Dodgeballs and a gym, OR a kickball and an open field

Objectives:
- Students will explore and practice good sportsmanship in a game

Plan:
1. Prior to this week’s lesson, see if you can obtain permission to use the school gym or outdoor field, either for dodgeball or kickball.
2. Ask students what words come to mind when they think of the word “sportsmanship.” Write them on the board (not cheating, kindness, respect, caring, fairness, equality, etc).
3. Explain that sportsmanship is a set of principles or informal rules guiding the way we play sports.
4. Game: Dodgeball or kickball
   a. Ask what sportsmanship means in the specific sport you will play, referring back to the words they suggested on the board.
   b. Tell students that the game will begin like a soccer match with a team walkout from the classroom to the gym/field. That means from the second they step out of the classroom, they are representing themselves and their team and should behave as good sports (walking deliberately and quietly, respectfully, etc.) Split the class into two teams, and have them form 2 lines and walk side by side to the gym/field.
   c. Play ball!
5. Debrief (if time during this lesson, or the week after)
   a. How does it feel when everyone is being a good sport (the game feels safe and everyone can just have fun)?
   b. How does it feel when someone isn’t being a good sport (feelings get hurt, the game becomes less about winning and more about getting back at that person)?
   c. Were you ever tempted to cheat? What stopped you?
   d. Should there be more rules to police sportsmanship in sports? How else could we get everyone to practice sportsmanship in sports?
   e. What values do the principles of sportsmanship try to preserve?
Wrapping it up: Remind students that sportsmanship is the set of principles that lay out how to play sports fairly and respectfully. Remind them that being a good sport actually makes the game more fun because nobody feels threatened and the game is played right!

Lesson 2.4 - (Cyber) Values Online

Materials:

- None

Objectives:

- Students will learn about expressing their values online

Plan:

I. The value of social media
   A. Ask students what they believe the purpose of social media is?
      1. To connect, to share, to inform, to have fun, etc.
   B. Ask: What do they use social media for? What do people mean when they refer to people/influencers/celebrities using social media as a “platform?”
   C. Ask: How have you seen others share things that they value on social media? How have you?

II. Our values and principles shown through our social media presence
   How are our personal values shown on social media?
   1. The things we post, share, and comment are a reflection of what we think, believe and value.
      Have you seen posts and content that represent values that you don’t agree with?
   2. What is your initial reaction to these posts?
      a) They may annoy you
      b) They may frustrate you
      c) They may confuse you, etc..
   3. What is positive about seeing different content (representative of their values) shared on social media?
   4. What is negative about seeing different values shared on social media?

III. Define diversity - being okay with being different and is something to be valued
   5. We all come onto social media with different perspectives, life-experiences, and worldviews.
6. What does it look like to be able to recognize the human dignity of the person on social media that posts things that you disagree with, or contradict your own personal beliefs and values?
   a) How does it change the way you respond to them?

IV. Activity: Have the students break into small groups. Have them share about a time that they saw on twitter, facebook, instagram, etc. two people that either shared disagreeing opinions or discussed their opposing opinions in the comments. Did they feel these people handled the differences well? Why or why not? Share out loud with the whole group.

Wrapping it up: Remind the students that each of us has our own set of values and principles is important; none of us may have ones that are exactly the same. We need to take this into consideration when we are involved in a conflict, especially when we see conflict on social media.

Lesson 2.5- (Cyber) What Social Media Teaches

Materials:
- Something to play videos on

Objectives:
- Students will explore the negative values social media can teach them, as well as honesty on social media

Plan:
I. New age values
   A. Ask: Can you think of any weird, potentially unhealthy lessons that social media teaches us?
      1. Our value is determined by others
         a) If your post/tweet doesn’t get enough likes you should delete it
         b) If we don’t have a lot of online friends or followers then we aren’t cool or popular
         c) If we don’t look like the people with the most likes then we aren’t good looking at all
         d) If we aren’t taking vacations or getting awards as much as cool people on social media then we’re failing/not doing enough
      2. Things are always simple
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a) If it can’t fit into 280 characters it might not be worth saying
b) Your likes determine how likeable you are
c) If you act a certain way online, you are that way in real life
d) If someone is your friend online they are your friend in real life

3. Note: None of these things are really true outside of the internet. Social media has cultivated its own values and principles that it teaches its users, and many users take those values and principles on for themselves

B. Ask: Should we take on the values and principles social media teaches us? Do we really believe in them, or is it some new form of peer pressure?
  1. We may come to believe they are good values and principles if we become obsessed with social media. But, we are also unlikely to feel truly fulfilled or happy if we live by these values and principles.
  2. We are reluctant to admit that we let our life be guided by these values and principles, which is a good sign that they aren’t right for us. Rarely are people proud to admit this, even the people getting the most likes.

II. Honesty Online

A. Ask: Show of hands, who here feels that honesty is an important value to them? Show of hands, who wants to be understood and appreciated for who they really, authentically are?
  1. Watch Are You Living an Insta Lie? Social Media Vs. Reality

B. Ask: What did you think about this video? Do you at all relate to what they’re doing? Do you suspect that people you are friends with or follow behave in this way on social media?

C. Ask: Why is it so easy to lie online? Why is it so hard to be honest?
  1. Why lying is easy:
     a) It’s very hard for people to verify you did what you said you did
     b) It can feel unlikely that you’ll be caught in a lie
     c) We don’t feel as bad about it because we suspect everyone else does it too
     d) We become addicted to virtual approval, which makes it easier to get past guilt or embarrassment because of our lies in hopes of getting that reward
  2. Why it’s hard to be honest:
     a) Social media was built as a form of entertainment, and so we aim to entertain others on it
b) If we aren’t doing glamorous things we may feel like we have nothing to share/contribute

c) Lying has become so commonplace that everyone’s lives appear glamorous, so we become convinced we are living a lesser life. That makes us want to hide our life.

III. Take Ten Intervention

A. Ask: How can we use Take Ten to intervene when we find ourselves getting caught up in the values and principles social media teaches us?

1. *They clearly make us feel bad and yet we engage anyway. This is violence against ourselves* which calls for Take Ten’s help!

   a) When we’ve been scrolling for too long we can take 10 steps back from the device we’re using

   b) When we’re about to post something that will make us feel bad we can take 10 seconds and change our minds

   c) When we see posts that are making us feel bad we can take 10 deep breaths to ground ourselves

*Wrapping it up:* Remind the students that social media can influence their values negatively without them even noticing. Take Ten can help them stick to their values, like honesty, even while online.
Lesson 2.6: What We Value

Materials:
- Paper and pencils for students

Objectives:
- Explore themes of values and principles through “what i believe” and a group activity.

Plan:
1. Icebreaker Activity of your choice
2. Read “what i believe”
   a. Ask:
      i. What’s going on in this poem?
      ii. What did you read that makes you say that?
      iii. What more can we find?
   b. Additional Questions:
      i. What does it mean to value something?
      ii. What are principles?
      iii. How do our values and principles shape the way we act and respond to conflict in our daily lives?
3. Activity
   a. Write your own poem in imitation of Jacqueline Woodson’s “what i believe.”
   b. Aim for at least five beliefs/values.
   c. If there is time and students are willing, allow the opportunity to share their poems with the group.
4. Wrap up with any concluding thoughts or questions.
Lesson 3.1- Passive, Aggressive, Assertive Behavior

Materials:
- Role Play Scenarios (listed below)

Objective(s):
- Students will role-play a scenario using passive, aggressive or assertive behavior.
- Students will identify the elements of justice.

Plan:
1. Briefly review the Take Ten Ground Rules and what you learned last lesson. Have students share their experiences from the bioethics debate.
2. Discussion of definitions:
   a. Just: based on or behaving according to what is morally right and fair. (Oxford)
   b. Passive: choosing to ignore a conflict or letting other people push you around without standing up for yourself.
   c. Aggressive: acknowledging the conflict and usually responding by “hitting back” either directly or indirectly (violence).
   d. Assertive: behavior that is neither passive, nor overly aggressive. It acknowledges the problem and seeks to resolve it in a manner that is respectful of everyone.
3. Elements of Justice:
   a. Concern for basic need – These needs include food, clothing, shelter, health care, rest, and social services. People have a means of exercising these rights through equal opportunity education, and employment.
   b. Concern for Personal Dignity – All people have the right to self-esteem and an opportunity to develop their own capabilities.
   c. Concern for solidarity – People want to work with organizations rather than work for someone or something.
   d. Concern for social structure – Involves larger scale issues concerning humanity. It does not only concern persons directly, but it also helps with the problems that affect the entire community or nation.
4. Discuss with students how to work towards these needs to secure justice. Are there organizations that you can think of that help to benefit these concerns? Who are some people that have made strides to help work for fair and just rights?
5. What is the difference between passive, aggressive, and assertive behavior?
a. Passive Behavior includes choosing to ignore a conflict or letting others push you around without informing an authority or confronting the problem.

b. Aggressive Behavior acknowledges the conflict and usually responds with violence behavior either directly or indirectly.

c. Assertive Behavior is neither passive nor overly aggressive. It acknowledges the problem and seeks to resolve it in a manner that is respectful of everyone.

6. Tell the students that they will role-play passive, aggressive and assertive behavior. Prior to the activity, warn the students that there will be no violence allowed to take place while doing the skit.

a. Divide the group in half.

b. Give each group a different scenario.

c. Each group will divide themselves into three smaller groups.

d. Each smaller group will choose to act out the skit with an ending that shows passive, aggressive or assertive behavior.

e. Have the students act out their skits. Skits should last no longer than a minute each.

Wrapping it Up: Tell the students that TAKE TEN encourages students to use assertive behavior whenever possible. However, sometimes the safest solution to a problem is to walk away. Using these types of behavior, we can both work out conflicts and work toward goals for justice.

Scenario #1: You are wrongly accused of cheating on a test by your teacher. During the test you did ask your best friend, who sits next to you, for a pencil. Your grade is now in jeopardy since you were automatically failed for cheating. How do you approach your teacher?

Scenario #2: You are running for Vice President of Student Council. You have worked really hard during your campaign to win the vote. You have put up posters and prepared your speech. It is the day of the election and there is a nasty rumor being spread by your opponent that you have cheated on your boyfriend/girlfriend. Now people are assuming that you are untrustworthy. How do you confront your opponent?

Lesson 3.2- To me, Justice is...

Materials:

- Take Ten Journals or paper
**Objective(s):**
- Students will be able to identify passive, aggressive, and assertive behavior.
- Students will discuss how fairness and justice are important in perceiving violence.

**Plan:**
1. Review the role-play activity from the previous week with the upperclassmen students.
2. Definitions for Discussion:
   a. **Just:** based on or behaving according to what is morally right and fair. (Oxford)
   b. **Passive:** choosing to ignore a conflict or letting other people push you around without standing up for yourself.
   c. **Aggressive:** acknowledging the conflict and usually responding by “hitting back” either directly or indirectly (violence).
   d. **Assertive:** behavior that is neither passive, nor overly aggressive. It acknowledges the problem and seeks to resolve it in a manner that is respectful of everyone.
   e. **Elements of Justice:** concern for basic needs, personal dignity, solidarity, and concern for social structure.
3. Check for understanding for all definitions. Discuss concepts with students to determine their level of understanding.
4. Ask students to take out a sheet of paper or their Take Ten Journals. Allow about 10 minutes for writing activity. Each student will complete the following for reflection:
   a. “To me, justice is…”
   b. “It is important to take a stand for…”
   c. “Something I think is unfair…”
5. After the students have completed their reflections - if there is time and the students are comfortable doing so - have them share some of their reflections.

**Wrapping it Up:** Violence is everyone’s problem. However, TAKE TEN will give you some tools to work towards keeping peace in your neighborhood, community, and school. You can be a powerful force in reducing violence by standing up for what you believe in. Using assertive behavior, as opposed to violence, passive, or aggressive behavior, you can work towards bringing understanding and justice to the people around you.

**Lesson 3.3- (Sports) Aggression in Sports**
Materials:

- None

Objectives:

- Students will understand passive, aggressive, and assertive behavior and body language in sports
- Students will critically examine the role of aggression in sports

Plan:

1. Review with students the differences between passive, aggressive, and assertive behavior:
   a. Aggressive - Attacking a person and being mean; acknowledges the conflict and usually responds by “hitting back” either directly or indirectly
   b. Passive - Giving in to someone; choosing to ignore a conflict or let other people push you around without telling a teacher or getting help
   c. Assertive - Standing up for yourself and being fair; acknowledges the problem and seeks to resolve it in a manner that is respectful of everyone
2. Explain that in sports people often express their emotions through body language.
3. Ask students:
   a. What is the body language of a passive player? An assertive player? An aggressive player? Describe their posture, what they do with their hands and feet, what facial expressions they make.
   b. What happens is the outcome in a game when a player is passive? Aggressive? Assertive? (Demonstrate that assertive behavior brings about the best outcome most times)
   c. Can you think of any examples of when you were passive or aggressive in a game? How did you show it? What happened?
4. Transition to discussing the role of aggression in sports - Present the following puzzle to the students:
   In many sports, aggressive behavior seems to be encouraged. In volleyball, the harder you spike the ball the better. In football, defenders must tackle the opposing team and linemen must aggressively protect the quarterback. In MMA, you part of the scoring system is literally scoring points for “Aggression.”
   a. What are some examples of ways you have been taught to be aggressive in sports?
b. What is the difference between these types of aggression and aggression in everyday life?

c. What is the difference between these types of aggression and the types of aggression that aren’t allowed in sports?

d. When does behavior “cross the line” between appropriate aggression and inappropriate aggression?

e. Should the acceptable aggression in sports actually be considered assertiveness?

f. Does aggression in sports encourage aggression in everyday life, or does it serve as a healthy outlet for aggressive feelings and thus reduce aggression in everyday life.

   i. Consider: Many NFL players have been arrested for domestic abuse or bar fights, suggesting a possible link between aggression on the field and aggression off the field.

   ii. However, also consider: Rose Namajunas, one of the best female fighters in MMA, always ends her victory speeches with a call to love each other and treat each other better in the world. Many other UFC fighters, such as Dustin Poirier and Max Holloway, do similar things, suggesting that beating people up for a living doesn’t necessarily mean correlate to aggression in real life.

g. Note: There is really no right answer to these questions, the point is that they think about them and decide for themselves.

**Wrapping it up:** Students should be reminded to be mindful of their body language when playing sports, and that assertive behavior is almost always best in sports just like in life. Students should recognize the right and wrong ways to be aggressive in sports, and critically reflect on how sporting aggression impacts aggression in everyday life.

**Lesson 3.4 - (Cyber) Responding to Cyberbullying**

**Materials:**
- Something to play video on

**Objectives:**
- Students will understand passive, aggressive, and assertive responses to cyberbullying
Plan:

I. Intro to Passivity, Aggression, and Assertiveness
   A. Ask: What does it mean to be passive?
      1. Passive - Giving in to someone, being a “pushover”
   B. Ask: What does it mean to be aggressive?
      1. Aggressive - Attacking a person and being mean
   C. Ask: What does it mean to be assertive?
      1. Assertive - Standing up for yourself and being fair

II. Online Behavior
   A. Ask: What does being passive look like in cyberbullying?
      1. Ignoring the comments, not blocking them, not reporting them, not seeking help
   B. Ask: What does being aggressive look like in cyberbullying?
      1. Posting/sending mean things, posting/sending mean things back, making threats, hacking accounts of others, sharing things that puts someone else in danger
   C. Ask: What does being assertive look like in cyberbullying?
      1. Asking them to stop, standing up for yourself, blocking them, reporting them, taking ten whenever necessary, not believing them

III. Watch: Cyberbully. (Start at 1:22:00, end about 1:24:30)
   A. Ask: Where did you see someone being passive?
      1. At first, the friend suggests they just ignore them and walk away
   B. Ask: Where did you see someone being aggressive?
      1. The bully made mean comments when the main girl walked up
      2. When the bully was walking away
   C. Ask: Where did you see someone being assertive?
      1. When the main character told the bully how it made her feel
      2. When her friend asked them to stop
      3. When the other characters jumped in to support them standing up to the bully

IV. Alternative Activity
   A. Have students work in groups to write and act out scripts showing the responses we learned together. They can use the same cyberbullying scenario each time, and just act out different responses as if in an alternative universe.
      1. Passive
      2. Aggressive
Lesson 3.5 - (Cyber) Toxic Social Media Culture

Materials:
- Something to project sheet “Mean Social Media Culture: Examples” so students can see

Objectives:
- Students will explore some negative cultural norms on social media

Plan:
I. Clapback Attacks
   A. Ask: What is a clapback?
      1. When someone [usually online] responds to something that offended them or that they just disliked with a strong comeback comment, often containing insults, for the sake of public humiliation. It is often considered standing up against something distasteful
   B. Ask: How is a clapback different from online harassment? How is it the same?
      1. Different:
         a) Clapbacks are intentionally publicized for humiliation purposes while harassment is more likely to be one-on-one
         b) Clapbacks have the appeal of being considered clever/funny
      2. Similar:
         a) Both are aggressive
         b) Both intend to bring the other person discomfort or harm
   C. Ask: Clapbacks are often praised as someone standing up for themselves, or that the other person had it coming. Can you think of why it is actually not fair and assertive behavior?
      1. Public humiliation is not fair or just
      2. You can and should be assertive without attacking the other person

II. Throwing Shade
   A. Ask: What does it mean to throw shade?
1. To slyly or cleverly insult another person, often online. It is theoretically meant for ‘exposing’ or pointing out someone else’s supposed wrongdoing

B. Ask: Throwing shade might not always look aggressive. Sometimes only a few people are even sure who it’s about, or it may seem like ‘just a joke’. Why is it aggressive nonetheless?
   1. It aims to hurt the person it is about
   2. It incites others to speculate, gossip, and spread rumors in attempting to determine the context
   3. It’s indirect, denying the respect of a face-to-face conversation
   4. It is intentionally public for humiliation

C. Ask: Is throwing shade a way to bring justice or a way to attack? Explain your answer.
   1. Primarily it is a way to attack. While it very well may expose someone’s wrongdoing which can play in to justice, it could also just be insults. Regardless of the role it fulfills, it is definitively more aggressive than benevolent

III. Trolls

A. Ask: What is an internet troll?
   1. Someone who posts, replies, and comments intentionally upsetting things online so as to get a response out of someone else and derail the situation/conversation
      a) These comments are especially likely to be violent or severely mocking

B. Ask: What makes trolling distinctly different from clapbacks or throwing shade?
   1. Trolls intentionally provoke others without feeling initially provoked themselves. In other words, they act aggressively for the sake of it and not as a response

C. Ask: Why would anyone want to do this?
   1. They don’t take seriously the harm it causes others
      a) It may seem funny to them
      b) They may be desensitized to the comments they make and not understand that others are genuinely sensitive to it
      c) They have felt aimlessly targeted before and want to dish it back to the world in an equally aimless manner

IV. Activity
A. Examine the attached example sheet of these popularized, aggressive behaviors. Lead a discussion about it.
B. Ask: Have you seen things like this before online?
C. Ask: How do these things make you feel at first? How do they make you feel when you make an effort to see them as aggressive behaviors?

Wrapping it up: Ask: How can we each do our part to stop supporting toxic social media culture?
Mean Social Media Culture: Examples

@Wendys you're food is trash

Wendy's @Wendys

@ceophono No, your opinion is though.
4:04 PM - 3 Jan 2017
Likes 1,081 Retweets 3,562

Water @JayMcKay

@femfreq I hope every feminist has their head severed from their shoulders.

Meninist @MeninistTweet

I don't understand why women want to be equal when they could be better.
That shows a lack of ambition.
Which is why men are better
Likes 1,836 Retweets 4,815

Timmy 12 mins - 1
It's honestly amazing how much more I enjoy doing the dishes when I have 2 essays due on Monday...

Nancy and 5 others

Nancy And if you don't do the essays you may be able to make a career of it. Love you
Just now · Unlike · 1 · Reply

Is it me or are there gays everywhere? #Burn #Die #MakesMeSick

Andre Gray @AndreGray7

Likes 1,702 Retweets 454

1:51 AM - 9 Jan 2012

@mic @chrissyteigen funny that Chrissy changed her Twitter setting to protected, typical, shoot her mouth off then run and hide
11/20/16, 2:04 PM
8 LIKES

Christine Teigen @chrissyteigen

Funny you got two horrific tattoos and still wear short sleeves twitter.com/fh21guns/status

Faron Headrick @fh21guns

11/20/16, 12:12 PM
Lesson 3.6: (Brown Girl Dreaming) Fair and Assertive Behavior

Materials:
● Materials to make signs (paper/poster board, markers, pencils, etc.)

Objectives:
● Explore themes of fair and assertive behavior through “The Training” and a group activity.

Plan:
1. Icebreaker Activity of your choice
2. Read “The Training”
   a. Ask:
      i. What’s going on in this poem?
      ii. What did you read that makes you say that?
      iii. What more can we find?
   b. Additional Questions:
      i. What kind of behavior is this an example of?
      ii. How do you stand up for yourself?
      iii. Have you ever taken a stand on an issue you believe in before? What was it and why did it matter to you? How did you take a stand?
3. Activity: Passions & Protests
   a. Split students into small groups (3-4 people)
   b. Instruct each group to pick an issue they are passionate about.
   c. Have students create signs or a written plan of advocacy.
   d. Have students share their ideas with the class.
   e. Consider:
      i. How is your advocacy movement different from the Civil Rights Movement? In any ways is it similar?
      ii. What is the importance of assertive behavior in advocacy?

Wrap up with any concluding thoughts or questions.
Lesson 4.1 - Targeting Your Problems

Materials:
- Chalkboard/dry erase board and multicolored chalk/markers
- Handout: Targeting Your Problems
- Red, black, blue pens (or colored pencils—three different colors)

Objective(s):
- Students will identify behaviors that contribute to personal feelings of anger.
- Students will focus on, and determine, why different things make them angry.
- Students will brainstorm things that they can do when they are angry in order to feel better.

Plan:
1. Definitions for Discussion:
   a. According to Charles Spielberger, PhD., an anger management researcher:
      “Anger is an emotional state that varies in intensity from mild irritation to intense fury and rage"
   b. What are hot buttons? What are things that make you really angry?
   c. Anger is a secondary emotion. Anger stems from fear, sadness, insecurity, and frustration.
   d. People who struggle with anger often act out violently. They don’t know how to deal with their emotions because they feel a loss of control. By acting out violently, they are trying to regain a sense of control. However, it is likely that they will lose more power than they started with. This usually leads to more feelings of frustration. It becomes a vicious cycle.
   e. TAKE TEN feels that it is important to provide students with the necessary tools and skills on how to keep your emotions under control and to think clearly when in a conflict.
2. Before we can discuss ways in which to handle situations we must first recognize what triggers our anger.
3. Have the students create a list of issues that make them angry. We will refer to these problems as hot buttons. Some ideas could include:
   a. Negative comments about appearance (ugly, fat, skinny)
   b. You forgot to study for your test in Geometry
   c. You are not allowed to use the car to go out, so you have to stay home
d. Someone is bad-mouthing one of your family members (mom, dad, brother, sister, cousin)

e. You forgot your money for lunch

f. Someone calls you a derogatory name

g. Someone gives you a dirty look

h. There are problems at home such as fighting, abuse, etc.

4. Draw a target/bulls-eye on the board

   a. On the outer rings, from examples provided by the students out loud, write problems (hot buttons) that would make them mildly annoyed.

   b. On the middle rings, provide examples of hot buttons that would relate closer to interfering with the students’ values, actions or events that would make mildly angry.

   c. Finally, in the middle of the bulls-eye, rank something that would get at the core of the students’ values, make them mad, and trigger them in a conflict.

   **Be sure to address issues that your students can relate to

5. Have the students copy the examples on their “Targeting Your Problems Worksheet.” Write these problems in black ink.

6. Have the students provide their own hot buttons on their targets in their journals or on the handout

   **These do not need to be shared with the rest of the class. These ideas should be written in red pen.

7. As a class, discuss how to respond to hot buttons by Talking it Out, Walking it Out, and Waiting it Out. TAKE TEN means that you have the choice to take 10 seconds before you respond, take 10 deep breaths, and/or take 10 steps backwards. Some examples could include:

   a. Talk It Out: You can talk it out with a friend, or a trusted adult. Sometimes talking can provide insights and can be therapeutic so that you don’t keep your anger and frustration pent up. You may even decide to confront the person that you are having the problem with and find a solution to your problem.

   b. Walk It Out: You can walk away from a conflict. Perhaps you may decide to blow off some steam by playing a game of basketball, or some other form of exercise.

   c. Wait It Out: Sometimes thinking about the problem over-night can put things into perspective. If you can’t wait that long, at least Take Ten deep breaths before you say something that you might regret later.

   d. Have students write some of these examples on their target handout in blue ink.
8. All of these techniques give you and the other person time to think about the consequences and come up with solutions about how to deal with the problem.
9. Allow students to add to the ways to deal with these consequences.
   a. Allow 5 minutes for students to come up with ways of dealing with their hot buttons and also to review or add to their Target sheet.

**Wrapping it Up:** Providing students with definitions and skills of how to deal with emotions during conflicts is important. We want students to be able to identify negative behavior that contributes to the escalation of a conflict and to remember that anger is a natural response to frustration, fear, or sadness. We also want to help students deal with their anger so that we can prevent violence, by teaching them to TALK IT OUT, WALK IT OUT, WAIT IT OUT!

**Lesson 4.2 - Video Game Debate**

**Materials:**
- Chalkboard/dry-erase board and chalk/Markers
- Paper and pencils

**Objective(s):**
- Students will continue to identify behaviors that contribute to personal feelings of anger and brainstorm things that they can do when they are angry in order to regain a feeling of control.

**Plan:**
1. Begin by asking the students if they have heard of the controversy surrounding videogames and their relationship with violence, and if they know why some people think that videogames make people violent. Ask for reasons for and against this proposition.
   a. **PRO:** Explain that many people believe that videogames desensitize children to violence, and therefore show increased levels of aggression and are more likely to engage in real-life violence. Furthermore, videogames can expose children to weapons and teach them the basics of use, equipping them with the knowledge to use them in real life.
   b. **CON:** Conversely, explain that others believe that videogames could serve as an outlet for aggression that a child may already exhibit, therefore making it a constructive outlet for that anger. Furthermore, many argue that most people
today, especially boys, play violent video games, but few become violent, so the relationship is a correlation rather than causation.

2. Remind the class that this is a controversial issue with no right or wrong answer. There is not sufficient data to suggest that either group is right or wrong. Let them know that the topic involves them, and so it is important that their voices on the topic be heard.

3. Debate:
   a. Place a line (chalk, masking tape, etc.) down the center of the Room.
   b. Ask the students to divide themselves on either side of the line, depending upon their view as to whether video games cause violence or not. Say that the walls of the classroom are 100% agree and 100% disagree, so if they are unsure of where they stand but lean towards agree, they should stand close to the line on the agree side. Discuss briefly why people are standing where they are.
   c. Option 1: To increase engagement, assign students to the sides they agree with.
   Option 2: To encourage empathetic reasoning, assign those who feel they do cause violence to argue that they do NOT and vice versa. (Each group will argue the side opposite of what they believe.)

4. Give the class 10 minutes to discuss these topics within their groups. Tell them to come up with the strongest arguments they can, and that they will each need to present their arguments in an opening statement.

5. After each group gives their opening statement, give each group another minute or two to come up with a response to the opposing statement. Have them reconvene and present their responses.

6. When this step is done, return the class to one group, and ask them to discuss the thought experiment:
   a. How did thinking about the topic through the other side’s perspective make them feel about the topic?
   b. Were their viewpoints changed in any way?
   c. What were the best arguments given?
   d. What did you agree with the most?
   e. What did you agree with the least?

7. Ask them if any of the opposing viewpoints made them angry. Did this anger come through in the response to the statements?

8. Remind the students that the debate was not about being right or wrong. It is natural to feel an emotional response during a debate, but allowing these emotions to take control of the argument makes their side seem weaker and less substantive.

9. Ask students if they ever personally felt less or more angry after playing a videogame.
10. Repeat the exercise where they stand in relation to how much they agree or disagree that video games make people violent.

11. Ask them what other constructive outlets for anger they can think of, possible things to mention are:

   a. Music—as will be discussed in next week’s lesson, the song “Stan” by Eminem is about constructively dealing with anger, and Eminem has said that writing the song has helped to voice these emotions.

   b. Art/Media—South Park creators Trey Parker and Matt Stone were bullied in high school (and actually went to Columbine, where the infamous Columbine school shooting took place, on April 20th, 1999). They claim that creating cartoons was their way of dealing with anger and hurt constructively, and warn that without creative, non-violent outlets like this, people can easily turn to violence.

   c. Sports—pent-up aggression can be released constructively in certain athletic and competitive programs.

Wrapping it Up: This debate allows for the students to speak for themselves about an interesting topic that they are at the forefront of, instead of allowing adults do all the talking they can voice their opinion. Many times during debates, however, emotions could get in the way of the argument, making it less effective. This activity was not only a lesson in controlling anger for the sake of asserting one’s argument, but also in determining oneself what can be classified as appropriate anger outlets/techniques.

Lesson 4.3- Where Anger Leads: Wrong vs. Right Ways to Deal with it

Materials:
- YouTube clip of "Stan (Clean Version)"
- Handout: “Stan” by Eminem lyrics

Objective(s):
- Students will identify behaviors that contribute to personal feelings of anger.
- Students will focus on, and determine why, different things make them angry.
- Students will observe wrong ways to deal with anger (as portrayed in the song “Stan” by Eminem), and will explore other ways to deal with anger.

Plan:
1. Review last week’s lesson: discuss the three ways to deal with conflict (passive, aggressive, and assertive), and note why acting assertively is the best method to deal
with conflict (we shouldn’t be passive because ignoring a conflict will not solve it; we shouldn’t be aggressive because ANGER will make conflict worse). Acting assertively removes anger from the equation, but still allows one to resolve the conflict in a calm and non-violent way.

2. According to anger management researcher Charles Spielberger, PhD., “Anger is an emotional state that varies in intensity from mild irritation to intense fury and rage.” Getting angry during a conflict will most likely provoke anger in the other person involved in the conflict as well, making it difficult to solve the problem.

3. Show students what happens when a person does not know how to deal with anger, or when they let it take control of their situation:
   a. Hand out lyrics to “Stan (Clean Version)”, and have the students follow along.
   b. Play the song “Stan (Clean Version)” by Eminem via YouTube.
   c. Discuss the song: What things made Stan angry? How did it build?
   d. How does Stan deal with his anger? Is it constructive or destructive? (At first, music and his idol seem to be a good way to release his anger, but as his anger builds, he acts more and more destructively, he gets more aggressive in the letters, says he cuts himself, and ultimately his anger makes him explode.
   e. Was this anger warranted? What does Eminem recommend Stan do to help with his anger?

4. Talk to the students about what makes them angry. List these things on the chalkboard. Have the students describe what makes them angry and what their immediate reactions are to feeling angry. Are these constructive ways to deal with anger?

Possible anger triggers:
- negative comments about appearance (ugly, fat, skinny, etc.)
- forgetting to study
- being grounded
- people disrespecting your family members/friends
- forgetting lunch money
- derogatory words
- dirty looks
- there are no wrong answers—people can get angry at many things!

5. From what is listed on the board, have the students rank the behaviors that make them angry from lowest to highest. What makes them most angry?

6. Discuss more appropriate ways to respond to anger. Discuss how to make the choice to Talk It Out, Walk It Out, and Wait It Out. Some examples could include:
Talk It Out: You can talk it out with a friend or a trusted adult. Sometimes, talking can provide insights and can be therapeutic in letting go of your anger and frustration. You may even decide to confront the other person in the conflict and find a solution to your problem.

Walk It Out: You can walk away from a conflict. Perhaps you may decide to blow off some steam by playing a game of basketball, or some other form of exercise.

Wait It Out: Sometimes, thinking about the problem overnight can put things into perspective. If you can’t wait that long, at least take ten deep breaths before you respond in order to avoid saying something you will regret later.

7. All of these techniques give you and the other person time to think about the possible consequences and to come up with solutions about how to deal with the problem.

8. Allow students to add more ways to deal with possible consequences.

Wrapping it Up: Providing students with definitions and skills of how to deal with emotions during conflicts is important. We want students to be able to identify negative behaviors that contribute to the escalation of a conflict and to remember that anger is a natural response to frustration, fear, or sadness. We also want to help students deal with their anger so that we can prevent violence, by teaching them to TALK IT OUT, WALK IT OUT, WAIT IT OUT!

Lesson 4.4 - (Sports) Composure and Channelling Your Anger

Materials:
- Sportscenter Top 10 Meltdowns in Sports
- Dark Knight Rises clip "I'm not afraid, I'm Angry"

Objectives:
- Students will explore the negative, and positive, effects of anger in sports

Plan:
1. Begin by asking students:
   a. What makes you angry when you’re playing a sport?
   b. What does your body do when you’re angry?
   c. How can you tell when your teammates, coaches, or fans are angry?
   d. How do you feel when your teammates, coaches, or fans are angry?
2. Then ask: what are the negative effects of when you or a teammate gets angry? (it can be hard to think straight, you get tunnel vision, you commit fouls, you get distracted, you hurt your team)

   a. Show students the Sportscenter Top 10 Meltdowns in Sports clip. Explain that these are people who didn’t get enough Take Ten growing up, and don’t know how to cope with their anger well. These kinds of responses to anger don’t help anyone, and have no place in sports.

3. However, now ask students if they have ever felt like their anger motivated them to do better. Choose 1-2 students to share a story.

4. Ask students about the concept of rivalries, how they relate to anger (rivalries are often fueled by anger, and push each opponent to do better)

   a. Anger can fuel adrenaline, it can put you in a flow state in which distractions are blocked out and you focus solely on success, and it can motivate you to push yourself harder and farther than you thought possible. Write these (and any other student responses for positive effects of anger) on the board.

5. Show students the Dark Knight Rises clip "I’m not afraid, I’m Angry" clip. Explain that in this clip, Bruce Wayne uses his anger to motivate him to work harder to recover from his injuries and return to stop Bane.

   a. But ultimately, Bruce still fails to do what he set out to do. Why? Because anger can only get you so far. Sometimes a task requires more than just anger at some enemy in the distance or some single opponent, and sometimes anger can actually distract us from those specific tasks, as we said earlier.

6. So the question now is, how can we achieve the positive effects of anger (flow state, adrenaline rush, focus on success and blocking out distractions, pushing harder) without the negative effects of anger?

   a. Some strategies:
      i. Pump up speeches before games can provide adrenaline and focus
      ii. Meditation or habitual routines (i.e. LeBron’s hand powder routine) can focus your mind and put you in the flow state as the game begins.
      iii. Believe it or not, practicing a healthy lifestyle - eating right, and avoiding unnecessary stress - off the field can help you stay focused and have high energy during games.
      iv. When anger does arise, either from a rivalry or from an opponent being too aggressive or from bad calls, remind yourself that your ultimate goal is to win, and channel your anger into pushing yourself toward that goal, rather than seeking revenge or getting distracted.
Wrapping it up: When anger takes over during a game, it can be hard to think and focus. Remind students that identifying what makes them angry is the first step toward not letting anger control you. Pump-ups, pre-game routines, and practicing a healthy lifestyle are strategies you can use to maintain focus and intensity during games. And when that fails, channelling your anger into your ultimate goal is the key to victory!

Lesson 4.5- (Cyber) Violence and Anger Online

Materials:

● Something to play video on

Objectives:

● Students will healthy and unhealthy expressing of emotions online

Plan:

I. Being Angry Online
   A. Ask: What does anger mean?
      1. Anger - A strong feeling of annoyance, displeasure, or hostility
   B. Ask: How can you tell when someone online is angry? What do people do online when they’re angry?
      1. Overshare, vent their feelings, make threats, spam others, swear at others, blocking or reporting others
      2. Notice the disinhibition effect here from chapter 1. Some of these are things the person might not normally do outside of the internet, for better or for worse
   C. Ask: Show of hands, have you ever been angry online and done any of these things?

II. Coping With Anger Online
   A. Ask: Does anger have any healthy place online?
      1. Ultimately, the internet is becoming an inseparable part of people’s daily lives. While advice to not put your whole life online or to ‘not air out your dirty laundry online’ is probably smart, it will become increasingly unreasonable to expect people to keep all of their emotions offline. That’s why it’s important to do it safely and without it becoming violent.
a) Sometimes venting online is not such a bad thing, and sometimes anger may lead you to block someone that ultimately needed to be blocked.
b) There are some apps that help with things like anger and anxiety, such as Headspace or MyLife Meditation.
c) Some websites such as Tumblr or Pinterest are often used for lighthearted or aesthetic purposes, which can be calming or comforting.

B. Ask: What are some consequences of expressing anger online that we might want to avoid?
   1. Things we may regret once we calm down
      a) Delete something we actually want
      b) Unfriend/unfollow someone and then have to awkwardly re-friend/follow again later
      c) Share something we can’t take back
      d) Express ourselves inaccurately and get into trouble
      e) Overuse and abuse our optional anonymity
      f) Escalate a situation towards violence

III. Violence Online
   A. Ask: What is violence?
      1. Violence - Anything that harms (hurts) oneself or another living being, place or thing.
      2. What happens if anger is not controlled?

   B. Ask: What can violence look like online?
      1. Harms/hurts oneself…
         a) Oversharing very personal information
         b) Deleting something you can’t get back
         c) Posting hurtful things about yourself
      2. Harms/hurts another living being...
         a) Posting hurtful things about someone else
         b) Sharing personal information about someone else
         c) Attacking someone else’s social media page
         d) Threatening someone else
      3. Harms/hurts a place or thing...
         a) Attacking a website or profile for an organization
         b) Posting hurtful things about an organization
IV. Watch: Social media contributes to gang activity

A. Ask: Have you experienced conflicts on social media escalating real life conflicts or violence before?

B. Ask: Do you think it would be useful to have a computer algorithm that can detect indicators of violence online?

Wrapping it Up: Ask: What ideas do you have to help discourage violence online, or conflict online that can turn into violence in real life?
Lesson 4.6 - (Cyber) Violence and Video Games

Materials:
- Handout: Violence in Video Games Flow Chart

Objectives:
- Students will explore how video games may promote or incite anger and violence

Plan:
I. Anger in Gaming
   A. Ask: Have you heard about the idea that video games make you violent? What do you think about that?
      1. Research shows that there is a very real effect called ‘Video Game Rage’, but it’s not as clear cut as “Video games make people angry”
         a) Video games are addictive by nature because they offer a never-ending opportunity to win something and therefore be rewarded with chemicals in our brains that make us happy. They are also highly stimulating because they are fast-moving and animated, thus providing unusually colorful and defined images. This high stimulation is very appealing to the brain
         b) Okay, so they’re easily addictive. What else? For the same reason that they are highly stimulating, they are extremely strong stressors for humans. In small amounts it results in mild adrenaline. The average amount of gaming, however, is increasing past mild adrenaline. It hyperactivates our ‘fight or flight’ complex which significantly takes away from our ability to regulate our emotions.
         c) People also just really don’t like to lose in general which causes frustration. This frustration is intensified exponentially by the fact that our ‘fight or flight’ complex is being activated, making simple losses feel like a real life threat.
   B. Ask: Does it seem possible to avoid violence in these circumstances?
      1. If screen time with animated visuals and a never-ending win-lose mentality is significantly cut back, yes
         a) Taking ten can also help. Remember video games stress out our brains and make us unusually, intensely frustrated. But those
things themselves are not violence, yet. This is where we can take ten.

II. Anger in Violent Gaming
   A. Ask: So far we have just touched on video games in general and how they connect to anger. How do you think the situation is affected when the video game is a violent one?
      1. Violent video games are considered unlikely to trigger anger any more than nonviolent ones
         a) However, they tell our subconscious that violence is a viable, cool, and sometimes even admirable way to address our anger in solving problems. This is a very bad message, especially because it is one gamers are taught indirectly - they may not even realize it’s happening.
   B. Ask: What about gamer culture? What are conversations like in chat rooms and over headsets? Is it possible that this is the connection between video game frustration and choosing violence?
      1. Gamer culture is known for being angry, aggressive, and lacking empathy. Researchers are still talking about this, but they seem to think it definitely contributes
         a) Chat rooms, Youtube videos, and headset conversations are full of swearing, threats, crude insults, and so on. It is mostly considered the norm.
         b) Online anonymity, ‘fight or flight’ complex hyperstimulation, and subconscious teaching that violence is a good option all contribute to aggressive gamer culture.

III. Activity
   A. Pass out the attached flow chart of how videogames and violence can connect. Then, together, make a group list of ways to intervene with gaming by using take ten to make violence a less likely result

Wrapping it Up: Ask: How will you apply what you learned today about video games, anger, and violence?

★ Resource: Here is a helpful resource that students can use if they are being bullied on a gaming site. It may be helpful to show them through this site if you have time. Online gaming - is this bullying?
Lesson 4: Feelings in Conflict

Materials:
- Slips of paper for charades.

Objectives:
- Explore themes of conflict and anger through “god’s promise” and a group activity.

Plan:
1. Icebreaker Activity of your choice.
2. Activity: Emotion Charades
   a. Before arriving, brainstorm a list of words related to emotion and feelings in conflict. Write each word on a slip of paper (you should have enough words for every student to have one). Examples include anger, anxiety, fear, embarrassment, sadness, escalate, de-escalate, anger triggers, etc.
   b. Play charades with the students. Select one student to go first, they will draw a word and act it out (no words allowed!). The rest of the class will attempt to guess what the word is. Every student should have the chance to go at least once.
   c. Reflect:
      i. How are all of these words related?
      ii. How does conflict make us feel?
3. Read “god’s promise”
   a. Ask:
      i. What’s going on in this poem?
      ii. What did you read that makes you say that?
      iii. What more can we find?
   b. Additional Questions:
      i. Take a closer look at the last stanza of this poem. How does Jacqueline feel?
      ii. How does this poem depict anger?
      iii. Can you identify the anger trigger in this poem? What are some of your own anger triggers?
4. Wrap up with any concluding thoughts or questions.
Lesson 5.1 - Take Ten “I Statements”

Materials:

● None

Objective(s):

● Students will identify ways to phrase a sentence that will tell someone how they feel and what they want to happen, without resorting to violence.

Plan:

1. Begin by reviewing what good listening skills are:
   a. Concentrate on what is being said; don’t send non-verbal messages that you are not paying attention.
   b. Listen for all of the facts and don’t interrupt until you have heard all of the statements, even if you don’t agree with all of them.
   c. Listen for key words on which to comment and ask questions on after the speaker is finished.

2. Discussion: Why is listening so difficult?
   a. Explain to the students that most times, people simply don’t listen when they are communicating, especially if they are in an argument.
   b. Many times people who are in a heated discussion spend more time formulating their response instead of listening to what the speaker is saying.
   c. When you feel passionately about something, more than likely you are just waiting to pounce on the speaker as soon as they take a breath.
   d. During these heated discussions, it is likely that a person may also be listening for cues to direct the conversation in a different direction.
   e. When we communicate this way, we are not demonstrating that we are interested in hearing them; we are only communicating a lack of respect.
   f. Some other reasons for lack of good communication during conflicts may include:
      i. **Half-listening** (as described above)
      ii. **Listener trying to fix problems.** Sometimes when people are upset they feel the need to just talk. Talking is therapeutic and makes people feel better when they are able to vent their frustrations, even when an answer is not available. When someone automatically tries to fix the problem, they are taking away from letting the person vent their frustration. This can be hard not to do.
iii. **Ignoring non-verbal communication.** Good listening requires the other person to set aside their problems and listen not only to what the other person is saying, but more importantly how they are saying it. Listening is made up of only 7% of the words that you say, 40% tone and feeling, and 53% body language. *(The 7 Habits of Highly Effective Teens by Sean Covey)*

iv. **Listening with ears only.** The Chinese symbol for listening is made up of each of the individual symbols for ears, mind, eyes and heart. All four are required for active listening.

3. How can we change and become better listeners?
   a. “I Statements” - In a conflict, it is important to communicate your feelings. When you accuse people, they tend to shut down their emotions and only take the defensive side of the conversation - meaning they are less likely to listen to what you have to say. By forming sentences that talk about the way that you are feeling, you can inform the listener without accusing or putting them in a defensive position.
   b. “You Statements” accuse the other person. They sound something like,
   c. “What is your problem? Why do you always have to get in my face and make me so angry! I hate the way you do that to me. Why do you always have to talk about me behind my back?!”
   d. On the other hand, “I Statements” are a way to communicate assertively how you are feeling about the conflict without accusing the other person.
      i. “I Statements” claim responsibility for the way that you are feeling and also clarify how you would like to solve the problem.
      ii. An “I Statement” identifies how you feel and why you feel that way.
      iii. By using verbs to describe your feelings, you are not labeling the other person.
   e. For example, A TAKE TEN “I Statement” might sound something like this: “Hey Andrew, chill out! I’m starting to get angry. I don’t like it when you look at me that way. I want to be respected and not looked down upon. I’d like to talk to you about it, are you mad at me?”
   f. TAKE TEN “I Statements” encourage students to use language they are comfortable with when making a statement. Sometimes “I Statements” are formulated by saying, “I feel _________ when you when you _________ because….”
   g. If this language is too formal, TAKE TEN suggests this way:
i. State the person’s name, and tell them to TAKE TEN.

ii. “I’m (state what you are feeling) and I don’t like it when you
(state the action you don’t agree with)”.

iii. “I want (state something that you want/ value, i.e. to feel comfortable, to
be left alone, to be respected, etc)”.

iv. “I’d like to (specific request—to talk to you about it, etc.).

4. Practice writing “I Statements” that you can use in school and that you do not feel
awkward using. It is important to continually practice “I Statements” and work them
into your everyday language. At first it may seem a bit awkward, but keep working at it.
It is much more effective to communicate using “I Statements.” Using language like this
is like learning a foreign language - at first it doesn’t sound right, but the more you
practice the easier it will come.

Wrapping it Up: Using “I Statements” is a good way of de-escalating the conflict using the Talk
it Out method. Rather than blaming the other person, TAKE TEN wants students who are able
to take responsibility for their emotions and assertively handle the problem without letting the
conflict escalate.

Lesson 5.2- Letters to Self

Materials:
- Writing paper
- Envelope for each student

Objective(s):
- Students will identify types of behaviors that can escalate conflicts.
- Students will practice writing “I Statements” in a letter to themselves.

Plan:
1. Remind students that communication is 7% of the words that we say, 40% the way that
we say it (tone and feeling) and 53% based on body language (7 Habits of Highly Effective
Teens by Sean Covey). If the things that we don’t verbally say count for such a large
part of communication, we need to identify actions that influence communication
other than the words that we use.

2. Ask the students:
   a. What types of behaviors do you think tend to escalate conflicts?
• Interrupting • Emotional excitement • Domination • Disrespect • Making assumptions • Passive/Agressive behavior

b. What behaviors in conflicts contribute to people’s defensiveness?
   • Using authoritarian tactics, bullying, bossiness • Condescending tone • Using loaded words • Taunting others, teasing • Flaunting power

3. Tell the students to think of a conflict that they have been involved in, or are experiencing now. Think of the reasons on both sides of the conflict that caused (or may have caused) it to escalate.
   a. What were some of the things that caused you to be defensive and made you mad?
   b. What were some of the reasons that the other person became defensive and mad?

4. Review “I Statements” from the previous week.

5. Tell the students that they will be writing a letter to themselves from the person who they had a conflict with. The letter needs to contain “I Statements.” Since this letter is to yourself, there is no need for put-downs, and writing “I Statements” will be easier to practice. Describe feelings and points that communicate the other person’s point of view. Writing with the point of view of the other person may help the student understand better the other perspective of the situation.

Here is a brief example: Mary is having a problem with Christy. Mary has been spending a lot more time with her other friends. Christy is getting jealous and feels that Mary has not been a very good friend to her. In Mary’s letter, she writes:

Dear Mary,

I wanted to write you a letter because I am feeling like I’m having a hard time communicating with you. Sometimes I feel as though you don’t want to be my friend anymore. I don’t really understand why. When I called you the last time to come over and hang out and you couldn’t come because you were going to the movies with Amy, I felt very left out. There were also a few times before that you had already made plans without me. I would like to talk to you about this, but please understand that I am feeling very jealous. Mary, I don’t like it when I feel excluded. Perhaps we could all hang out together?

Sincerely, Christy

6. Allow students the rest of the period to complete their writing assignments.

Wrapping it Up: Students need to understand that no matter what your role in the conflict, it is important to try and understand the perspectives of the other persons involved. Observations and reactions to the conflict can escalate it. It is also important to remember that
your interpretation of the conflict is influenced by certain filters—such as your values and principles, your needs, and your experience. Rather than blaming the other person, students are able to take responsibility for their emotions and assertively handle the problem without letting the conflict violently escalate. By keeping all of this in mind during a conflict, you will be able to Talk it Out using better communication skills.

Lesson 5.3- Lost in Translation

Materials:

● Slips of paper for messages

Objective(s):

● Students will use what they have learned about effective communication strategies and “I Statements” on an activity that highlights the inadequacy of written/digital communication, allowing them to recognize and avoid pitfalls (that can cause conflict itself, or even lead to cyber-bullying).

Plan:

1. Begin by asking the students if they have ever been in an argument over text messaging, social media, or any other digital messaging platform. Have they ever been upset by what someone has sent them? Or have these messages ever led to a misunderstanding?

2. Explain to the students that it is easy for conflicts or misunderstandings to arise this way, because people do not often use clear “I Statements”, and it can be hard to interpret what someone actually means when they are not there in person to clarify things.

   a. Remember, good listening is vital to effective communication, and it’s hard to listen when you’re not actually hearing the person talk directly.

   b. That means that many verbal cues and non-verbal signals are being missed, which we tend to rely on in face-to-face conversation to interpret meaning and context!

   c. Things like inflection and sarcasm are especially hard to decipher through written messages.

3. Break the students up into groups, and have half of the groups perform different skits where conflict arises. Assign each group a different conflict. Certain examples could be:
a. Mark was not invited to a group hangout that all of his friends attended.
b. Ashley heard her friends talk about her behind her back.
c. Maria is missing some books from her locker and believes that they were stolen.

Teaching Tip: Get creative, plan out some other scenarios when you meet with your group!

4. Meanwhile, assign the remaining groups the same topics—only these groups will have to sort out the conflict using exclusively written messages. Assist these groups in exchanging the messages so there is limited verbal interaction. Remind the students to try and be as realistic in interpreting/responding to these messages as possible.

5. Give the groups ~10 minutes to create their skits/resolve their conflict via messages. Let the groups perform their skits, and then let the other groups summarize how the written exchanges went.

6. Ask the students who performed skits if they noticed any differences between their conflicts/resolutions and the ones they saw take place nonverbally.

7. Similarly, ask the students who engaged in the written communications if they noticed any differences in the skits. Which method seemed easier for resolving the conflict?

8. Discussion Questions:
   a. Ask them why one method would be easier to resolve a conflict. Was there a disparity between verbal communication and non-verbal communication?
   b. Were students more likely to use “I” statements in the skits or in written communication?

9. Use this activity to discuss how cyber-bullying may arise, even unintentionally. Blatant cyberbullying can occur, but sometimes it can occur without the person even knowing or intending to hurt someone else. This can occur because people tend to misconstrue meaning when they read text and communicate non-verbally. Different tones, inflections, and attitudes that may not be intended could be read much differently by a person who has already been offended during verbal contact or during times of conflict.

Wrapping it Up: Communication involves more than just talking to a person: it involves listening and picking up on non-verbal cues to interpret meaning, too. If conversations take place through written or digital means, communication becomes much less effective, as it allows meaning to be misinterpreted. This could escalate a conflict, as it provides a medium for a person to counter an offensive message with something destructive that they may not say in a face-to-face interaction.
Lesson 5.4 - (Sports) Take Ten Dodgeball

Materials:
- Dodgeballs
- Gym
- 2 Notecards for Target Identification (Explained below)

Objectives:
- Students will practice active listening and effective communication during sports by playing a modified version of dodgeball.

Plan:
1. Prior to this week, you must ask permission to use the gym and dodgeballs.
2. Prior to class, write these “codes” on two notecards (though you can change them if you’d like):

   **CARD 1**
   1. People with brown hair.
   2. People wearing white shoes.
   3. The Codemaster.
   4. People wearing a cool color (blue, green, purple).
   5. People with buttons on their shirt.
   6. Anyone holding a ball when they’re hit.
   7. Anyone within 10 feet of the back boundary.
   8. Anyone who smiles from now until the next number.
   9. ANYONE!
   10. People over 6ft tall.

   **CARD 2**
   1. The Codemaster.
   2. Anyone holding a ball when they’re hit.
   3. People with buttons on their shirt.
   4. Anyone within 10 ft of the back boundary.
   5. People wearing white shoes.
   6. Anyone who smiles from now until next number.
   7. People with brown hair.
   8. People over 6ft tall.
   9. People wearing a cool color (blue, green, purple).
   10. ANYONE!

3. To begin class, ask students what is involved in active listening:
   a. REALLY listen, not just to interrupt or say their own thoughts
   b. Pay attention to body language of the speaker
   c. Ask clarifying questions
   d. Mirror the emotions of the speaker
   e. Repeat back what was said.
4. Game: Students will be playing a modified version of dodgeball, in which they must practice active listening. One player on each team, the Codemaster, has a notecard with a numbered list of possible targets. During the game, you will call out a particular number periodically, and only by hitting people on the opposing team that match the description of that number can players be eliminated. (But the Codemaster’s must report who to target quietly to their teammates, because if the other team finds out who they are targeting, they can simply shield those player(s) with their bodies!)

5. Once a player is eliminated, they must sit out and prepare an I-statement expressing how they feel in that moment using the form:

   “I feel ___________ when ___________ because ___________.”

Periodically, you should call out “I-Statement!” and then eliminated players may come to you and recite their I-statement. If it’s in the proper form, they are allowed to return to play.

Wrapping it up: Remind the students that good listening skills are an important part of resolving conflicts and communicating with teammates in sports. A person cannot “talk it out” if you do not know what the person with whom you are talking to is saying. And when you are expressing yourself, it’s important to use I - statements to clearly state how you are feeling without pointing the finger at the other.

Lesson 5.5- Communication in a Digital World

Materials:
- Article: 6 Ways Social Media Changed the Way We Communicate

Objective(s):
- Students will take a closer look at how text messages can lead to misunderstandings.
- Discuss social networking sites and how revealing too much personal information can lead to unintended consequences.
- Discuss strategies to avoid conflict while online or texting.

Plan:
Overview:
What Behavior can cause a conflict when communicating?
   If someone is displaying emotional excitement, injecting too many unnecessary facts, jumping to conclusions or making assumptions, and not listening or interrupting.
Why can someone become defensive?

Because someone else is being bossy, being condescending and disrespectful, using loaded words, and flaunting power.

Good communication skills include:

listening carefully, paying attention and observing, being aware of our perceptions and what influences them, being quiet and still when the other person is speaking, and not interrupting the person who is speaking, and not judging the person.

1. Intro to Communication
   a. Ask: What is communication?
      i. Sharing information - telling the other person what you think and want and finding out what they think and want.

2. Communication Online
   a. Ask: How is communication different on social media or other online platforms?
      i. The listener can’t see facial expressions or body language, can’t read tone, much more emphasis on the words you say
   
   b. Read: 6 Ways Social Media Changed the Way We Communicate
   
   c. Discuss:
      i. What did you think of this article?
      ii. Which changes to the way we communicate do you think are most important? Are these changes good or bad?
      iii. Can you think of other ways social media has changed the way we communicate?
      iv. “If we communicated only through online platforms and never in person, what sorts of problems could happen?” “How would you fix a problem caused by miscommunication online?”

Wrapping it Up: Discuss: How might you think about technology differently now then you did before? In what ways can technology impact you negatively? In what ways can technology have a positive effect on your life?

Lesson 5.6 - (Cyber) Online Discourse

Materials:

- None
Objectives:

- Students will explore effective communication strategies in online discourses

Plan:

I. Intro to discourse
   A. Ask: What is discourse, and what role does it play in social media and other online platforms?
      1. Discourse is debate that often involves many people
      2. While many people use social media strictly for animal videos and posting pictures of them having a good time, many others use it as a way to participate in widespread discourse, which would be physically limited were it not for the internet.
   B. Ask: Can you think of any popular instances of discourse online?
      1. The #MeToo movement
      2. The #BlackLivesMatter movement
      3. Presidential elections
      4. Struggles against gun violence
      5. TV show analysis
         a) These can all be identified by noticing they are widely debated topics that people took to the internet in order to reach, or be a part of a bigger audience
   C. Ask: What are the benefits of widespread online discourse? What are the detriments?
      1. Benefits:
         a) People can use social media to talk to others and share their opinions in much more accessible ways than ever possible before
         b) Social media discourse provides many learning opportunities for those who are willing to sift through it
         c) People who may feel alone with a particular opinion on some discourse are likely to find an ‘ally’ online
      2. Detriments:
         a) People may choose not to sift through all sides of discourse and choose only to read what matches their current viewpoint
            (I) This promotes polarization, or the elimination of the middle ground
b) People may learn the intimate opinions of casual acquaintances or family that they do not like and may not have found out about were it not for online discourse, potentially causing a rift.

II. Better Discourse

A. Ask: How can we use good communication skills to improve online discourse, making it healthier, less aggressive, and less divided?

1. We can’t use typical good listening skills like nodding, making eye contact, etc. but we can…
   a) Like their post or comment to show acknowledgement
   b) Take advantage of the written format and read their post or comment more than once to ensure better understanding
   c) Take advantage of the written format to ensure we reply to all parts of what they said

2. We can’t use typical good speaking skills like adjusting our tone or making eye contact, but we can…
   a) Use limited jargon or slang to avoid confusion
   b) Take advantage of the written format by rereading and revising what we wrote before posting or commenting
   c) Take advantage of the written format by using neutral wording if we are feeling upset but don’t want to take away from the conversation by revealing that

Wrapping it Up: Ask: Overall, do you think social media has positively enabled a wide arena for sharing thoughts and ideas, or created an endless typing battleground? How else do you think we can maintain effective communication when participating in online discourse?

Lesson 5.7: (Brown Girl Dreaming) The Importance of Listening

Materials:
- Paper and Drawing utensils
- Poems from Brown Girl Dreaming: “how to listen #7” and “how to listen #8” by Jacqueline Woodson

Objectives:
1. Conflict resolution involves communication—not necessarily more communication but better communication (Listening carefully and completely is key to communication)
2. Good listening skills lead to empathy and a good listener uses their ears, eyes, mind, attention and heart.

3. There are two elements to communication: talking - the experience of being genuinely heard; and listening - the ability to understand the speaker’s perspective and being interested in what the speaker is saying.

Plan:

1. To prepare this activity think of an object and create a step-by-step instruction list that you will read aloud to the class to have them draw the object you are thinking of. You need to have one set of instructions that is very specific and one that is fairly vague.

2. Hand out a piece of paper and a drawing utensil for each student. Tell them you will give them verbal instructions on drawing an object, one step at a time. Have at least 5-10 steps in the instructions.
   a. Examples of vague directions:
      i. Draw a square
      ii. Draw a circle
   b. Examples of specific details:
      i. Draw a square, measuring 5 inches on each side, in the center of the page
      ii. Draw a circle within the square, such that it fits exactly in the middle of the square
      iii. Intersect 2 lines through the circle, dividing the circle into 4 equal parts

3. Have them draw the vague instructions first. The drawings, hopefully will all be completely different. Discuss with the class:
   a. Why do they think the drawings all came out so different?
   b. Was it easy or hard to know what and how to draw with the instructions provided?

4. Now have them flip the paper over and give them the specific instructions. Have the kids compare the two drawings between themselves and the other students.
   a. Was the second time easier to know how to draw? Why do you think that?
   b. What was helpful in drawing the second picture?

Poems and Discussion:
1. What do these two poems have to do with listening and the activity we just did?
   a. Is it hard to act when we don’t know the whole story-specific details or have no
      listening to everything?
2. What does active listening look like to you? What does it feel like to be heard?
3. What is so important about listening to others? Why should we listen to others?
   a. Do you think it is important to listen to people that are different from us? Why
      or Why not? What can we learn from listening to others?
   b. Is it easy to listen to people we disagree with? How and what ways can we listen
      to people we disagree with?
4. What kinds of stories can we hear from silence? How do we listen to silence?
5. What does remembering have to do with listening?

Wrapping it Up:
Remind students that it is important to actively listen to others when we are trying to
talk things out in a conflict. Awareness of diversity has an impact on how we communicate,
how we listen, and how we talk. The more we are aware of the communities in which the
person or group of persons with whom we are having conflict belong, the better we will be to
communicate and therefore resolve the conflict. Listening and remembering what people say
can help us understand entirely what people have to say and respond effectively.

Lesson 5.8: (Brown Girl Dreaming) Escalation v.s De-escalation
Materials:
● Whiteboard
● Poem “The training” by Jacqueline Woodson
Objectives:
1. Help students understand the behaviors of interrupting, being disrespectful and the
   domination of others as behaviors that escalate conflict. In order to de-escalate a
   conflict, students are encouraged to listen, be respectful, and use problem solving
   skills.
2. Help students better understand the manner in which something is said can change
   the message and to speak in specific terms sticking to the “facts”
3. To understand nonverbal communication skills and the roles they play in solving
   conflict
Plan:
1. Divide the group into pairs. The pair will get two different sets of instructions.
a. Person 1 instructions will read: “Person 2 will make a fist. You MUST get that fist open”
b. Person 2 instructions will read: “Person 1 is going to attempt to get you to open your fist. You must NOT open your fist unless they ask politely and assertively”

2. Most people will try to pry the fist open. It is an opportunity to efficiently explain assertive communication. Discuss the role that communication skills play in this activity:
   a. How did the instructions influence their actions?
   b. Did they consider asking in a peaceful way first? Why or why not?
      i. How did escalation and deescalation work in this activity
   c. What does this activity teach us about effectively communicating what and how we need to do something?

3. As a group
   a. Define escalate and deescalate
   b. Brainstorm ideas on white board about
      i. Behavior that causes a conflict to escalate
      ii. Factors that contribute to defensiveness
      iii. Good communication skills

**Poem and discussion:**
1. Read the poem “the training” by Jacqueline Woodson
2. Discussion Questions:
   a. What is this poem about? Why do you think that people were not allowed to join the sit ins if they were not trained?
      i. What was so important about knowing how to act and what or what not to say?
   b. What does cousin Dorothy mean when she says “as long as nobody crosses the line.” Why would the movement have been over?
      i. What does de escalation mean in terms of this poem?
   c. What nonverbal communication strategies did you hear in the poem?
   d. What was so effective about the nonviolent civil rights movement? Why did they want to de escalate and what role did reactions to the de escalation play?

**Wrapping it Up:**
Remind students that communication can be used to escalate or deescalate a conflict. No matter what our role is in a conflict, our observations of -- and reactions to-- the conflict are influenced by our perception. In order to de escalate a conflict, students are encouraged to listen, be respectful and use problem solving skills. Students are also encouraged to
understand the manner in which something is said can change the message and to speak in specific terms sticking to the “facts.” Rather than blaming the other person, students are able to take responsibility for their emotions and assertively handle the problem without letting the conflict violently escalate.
Lesson 6.1 - Take Ten Problem-Solving Process

Materials:
- Handout: Problem Scenarios

Objective(s):
- Students will be provided with different techniques for solving problems.

Plan:
1. TAKE TEN Problem-Solving Process:
   *Note: You may want to have this prepared on a poster board to hang in the room or write them out on the chalkboard prior to the students’ arrival.
   - Identify the problem.
   - Brainstorm solutions.
   - Choose a solution.
   - Act on a solution.
   - Reflect and repeat if needed.
2. Have the students work in groups of 3 or 4 to solve the problem scenarios.

  Teaching Tip: Each person should write out each step to the solution so that they can see how it can be broken down.

3. Discuss how the methods of the Take Ten problem-solving process worked. Did you find that it was easier to deal with the problem when you broke it down into steps?
   - Do you think this is useful for solving problems?
   - Would you use this yourself?
   - Do you think that other people would use it?
   - Could it help solve problems in your school?

Wrapping it Up: When faced with a problem—be it an interpersonal one or something to do with homework—we always need to first identify what the problem is, look at solutions, choose a solution, and then act on it.

Lesson 6.2 - Pasta Heights: A Problem to Solve

Materials:
- Chalkboard/dry erase board
Each team receives:

- 20 gum drops
- 57 strands of uncooked spaghetti

**Objective(s):**

- Students will use problem-solving skills to build a structure.

**Plan:**

1. Review the importance of problem solving.
   a. What is problem solving?
   b. TAKE TEN PROBLEMSOLVING PROCESS:
      1. Identify the problem
      2. Brainstorm solutions
      3. Choose a solution
      4. Act on the solution
   c. In what ways do we use problem solving?
   d. How can we use problem-solving skills to obtain a win-win situation?

2. Break the students into at least 4 groups. Pass out supplies for the Pasta Heights game.

3. Once students are in groups, explain that each team has the same supplies, and they will work together to create their own unique structure.

4. Instructions:
   a. The structure must stand at least two feet tall.
   b. Pay attention to your own structure.
   c. The structure must be made only of the supplies; for example, no books may support the base of the spaghetti.
   d. Each team must use all of the supplies.
   e. It must remain stable for at least twelve seconds after construction; that is, the team must stop handling it and confirm that it will stay up on its own.
   f. Allow the students approximately 15 minutes to work on their structure.
   g. At the end, the tallest, most sturdy (i.e. stands the longest) structure is the winner.

5. Discussion Questions:
   a. Did the team incorporate your suggestions?
   b. Did you use the problem-solving method to build your structure?
   c. Did you use a problem-solving method to work together?
   d. Did you spend much time planning?
e. What have you learned?

Wrapping it Up: Take Ten teaches us that every person has the right to choose how he or she will solve problems and express him or herself. We have played the Pasta Heights game as a way of working together to create something. We problem-solved ways to make the tower stand straight using the steps provided. In order to work together we must problem - solve.

Lesson 6.3- (Sports) Sports Activism

Materials:
● Access to internet for each student

Objectives:
● Students will employ the Take Ten Problem Solving Steps to create an action plan for solving a major issue in sports.

Plan:
1. This lesson could be extended over 2 lessons if you want to give more time.
2. Quickly review the steps of Take Ten Problem Solving: Identify the problem, Brainstorm Solutions, Choose a Solution and Act, Reflect, Identify Next Step.
3. Explain that today they will be using these steps to brainstorm solutions to major issues in the sports world today.
4. Let students form groups of 3-5. Ask each group to come up with a major conflict in sports to resolve. Examples might include:
   a. Many collegiate athletes believe they should be paid for their work.
   b. Female athletes are often paid less than their male counterparts.
   c. Football has been demonstrated to cause significant brain damage, even from head injuries at young ages.
   d. The UFC often has issues with judges making very questionable decisions about who won fights.
   e. Baseball was recently shrouded in controversy due to teams using technology to steal opposing teams pitch signs.
5. Then, give them a significant amount of the class time to research the conflict - explain this is part of identifying the conflict. How did this conflict begin? Who is impacted by the conflict? What is the magnitude of the problem? Have any solutions been tried yet?
6. Next, tell students to brainstorm as many possible solutions as they can. This step should take under 5 minutes.

7. Next, ask students to talk through each solution in more detail with their group - How would this be done? How long would it take? What would be the likely intended and unintended consequences?

8. Finally, ask students to select what they think is the best solution. Have each group present their conflict, their solution, and why they chose that solution.

Wrapping it up: Encourage students to use the problem solving method to work out problems. Not only could you use this formula when you are in a conflict, but any time you have a problem...even in Math class! First, identify the problem. Then think about what the possible solutions could be. This could mean talking it out, walking it out, or waiting it out. Then, choose a solution and act on it. Finally, reflect on how well it worked and identify what needs to be done next, whether that is moving on or trying a new solution.

Lesson 6.4 - (Cyber) Rethink Before You Type

Materials:

● Something to play video on

Objectives:

● Students will act out conflict scenarios in sports, brainstorm solutions, act out their solutions, and reflect on them.

Plan:

I. Watch TedTalk Teen: Rethink before you type (Trisha Prabhu)
   A. This TedTalk is provided by a teenage girl who discusses the problem of cyberbullying. She shares her research and creation of Rethink, a mobile add on that previews post content and prompts users “This message may contain harmful content, are you sure you want to post it?” if harmful content is detected.

II. Discussion Questions:
   A. Which story that Trisha shared stuck out to you the most?
   B. What do you think of her innovation, Rethink?
   C. If you were using this platform and were told that a message you were about to post was harmful, how would you react?
   D. Do you think Trisha’s idea is a good one? Will it be successful in decreasing cyberbullying?
III. Activity: Work in pairs or groups to brainstorm your own innovation to decrease cyberbullying (or think of things to add on to Trisha’s idea to improve it). How will your idea work? How will teenagers and youth react to it? How will it decrease cyberbullying? After discussing, share your ideas with the group.

Wrapping it up: Remind students that the things they send over text and post on social media (even snapchats!) are permanent. Never send anything online that you wouldn’t say in person, and always think before you hit send when you are in a conflict.

Lesson 6.5 - (Cyber) Preventative Action

Materials:
- None

Objectives:
- Students will explore problem solving strategies when dealing with a cyberbully, especially going private.

Plan:
I. Cyberbully Needs
   A. Ask: What does a cyberbully need in order to be a cyberbully?
      1. Access
         a) Internet
         b) A device to use
         c) A platform to reach you on
         d) Your information
      2. Intention
         a) A reason to want to do this
         b) Anonymity
   B. Ask: Which of these can we take away?
      1. Access
         a) A platform to reach you on…you could leave the app or website, or block them
         b) Your information…you can make your information private online and try to keep away from them in real life
2. Intention
   a) A reason to want to do this…you can try to empathize with them and whatever they’re experiencing, which may stop their desire to cause you pain
   b) Anonymity…Prevent anonymous interactions with your profiles

II. Going on Private
   A. Ask: We’ll talk about empathizing with cyberbullies next chapter, but for today let’s focus on preventative action. How can we take our information away from them, effectively going private?
      1. Changing your account settings
         a) Make it so only friends can see your information
         b) Make it so that people have to request to follow you
         c) Block people who have become a bully, that you anticipate becoming a bully, or those that you simply don’t want to have access to your account. It’s yours and you can do that!
         d) Mute/soft block people who say things that bother you so that you don’t see it anymore and they can’t get a rise out of you
         e) Use different, complex passwords for your accounts
         f) Enable verification requirements to enter your accounts
      2. Limiting your exposure
         a) Be careful about what information about yourself you post
         b) Be careful about what pictures of yourself you post
         c) If you want to enjoy the platform in private, remove your name and/or any pictures of yourself so that you can’t be found by bullies
   B. Ask: What other ways can you think of to make your online presence private, fully or selectively so?

 Wrapping it up: What are the benefits of going private online?
   1. Freedom
      a) Feel less pressure to post a certain way/fit a certain mold
      b) Can use the platform to share real, relevant things with friends and family only
      c) May feel more welcome to post as much or as little as you want
   2. Safety
      a) You have control over other people’s access to your information
Lesson 6.6: (Brown Girl Dreaming) Saving the World

Materials:
- Notecards

Objectives:
1. Analyze conflict and brainstorm effective nonviolent solutions
2. Appreciating/respecting diversity and uniqueness and how that plays into various problem solving ideals
3. Understanding stereotypes and biases and how they affect how we see ourselves and others and how we all work through conflict in different ways

Plan:
1. Split lesson over the course of two sessions
2. Read “miss bell and the marchers” by Jacqueline Woodson
   a. Discussion questions:
      i. What kinds of problem solving did Miss Bell do?
      ii. What nonviolent effective ideas did she have?
      iii. What was the problem and what were the solutions that she decided to come up with?
      iv. Is problem solving easy or hard? Do you think it was easy or hard for Miss Bell? Why or why not?
3. Have kids share name, age, grade and superpower. The superpower must be something that is awesome or unique about themselves (ex: smile, hair, how many siblings you have, you’re caring, you’re smart). Have them write the superpower down on a notecard and collect the cards
4. Tell them that there is an asteroid that crashed into earth and whipped out everyone and everything except for the superheroes. You and your group of superheroes are the only one left on earth and you have three important issues that you must solve in order to survive.
   a. Food and water
   b. Transportation
c. Heath and rising temperatures
5. Place the kids in groups of 3-4 and hand them a note card that is not theirs. They are now that person and have to use the superpower on the card to figure out how to save the planet
6. Come back together as a group and share ideas and solutions for how you will address each problem. Try to decide on a solution that works for everyone
   a. Discussion Questions
      i. What did you observe/notice while doing this activity?
      ii. How is your superpower different from the other superpower you received?
      iii. How was your final decision made?
      iv. Did you agree?
      v. How do you think your superpower added to the solution?
      vi. Do you think some people were better equipped to provide a solution that you? Why?
      vii. How did you feel when your decision was chosen/not chosen? (Remind kids that we should move the focus from the problem to possible solutions and ask others for opinions and input on what could be done)
7. How do we get to peace? (Draw on board)
   a. Teamwork->conflict vs. violence->conflict resolution/management-> emotional and cognitive accountability->privilege-> diversity and inclusion->acceptance vs. tolerance
   b. Discuss how we say this throughout the superhero activity
8. What is diversity?
   a. Diversity is the range of human differences, including but not limited to: race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability, religious beliefs, national origins, political beliefs and more
9. What is inclusion?
   a. Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized
b. Discuss equality vs. equity graphic and definitions of both found in Appendix C

Wrapping it Up:
Take Ten teaches us that every person has the right to choose how he or she will solve problems and express themselves. Diversity plays a big role in this because no matter what our role in conflict and problem solving we should try and understand the perspective of others involved. In order to work together we must problem solve.
Lesson 7.1- The Egg

Materials:
● Short Story: “The Egg,” by Andy Weir (in full below)

Objective(s):
● Students will read a story and participate in a discussion that allows for an ego-altering and perspective-rattling thought experiment in order to introduce the concept of empathy and the notion that our small differences are vastly outweighed by our similarities.

Plan:
1. Ask the students what it means to trade perspectives. Introduce the idea of empathy, and how it is an important aspect of trading perspectives in order to understand what someone is going through during times of conflict.
2. Hand out the story “The Egg,” by Andy Weir. Tell the students that, despite having certain religious elements, it does not focus or stress one religion, and the story should not be considered religious, but more of a thought experiment. Read the story as a class.
3. Discussion questions:
   a. What did the students think of the story? •
   b. How did it make them feel?
   c. Was this a notion they had ever thought possible before?
   d. Even if impossible, what would the implications of this be?
   e. Remind the students of the golden rule: “Treat others the way that you would like to be treated.” This story, after all, is a parable to get this idea across.
   f. What does this story mean in the context of conflict? Is it difficult for someone to see themselves as an opponent during a time of conflict? Why do you think this is?

Wrapping it Up: Highlight the value of the other persons’ experiences and the need to put yourself in another person’s position, despite being seemingly “different” or diverse.

The Egg by Andy Weir
You were on your way home when you died.
It was a car accident. Nothing particularly remarkable, but fatal nonetheless. You left behind a wife and two children. It was a painless death. The EMTs tried their best to save you, but to no avail. Your body was so utterly shattered. You were better off, trust me.

And that's when you met me.

“You died,” I said, matter-of-factly. No point in mincing words.
“There was a… a truck and it was skidding.”
“Yup,” I said.
“I… I died?”
“Yup. But don’t feel bad about it. Everyone dies,” I said.
You looked around. There was nothingness. Just you and me. “What is this place?” You asked. “Is this the afterlife?”
“More or less,” I said.
“Are you God?” You asked.
“Yup,” I replied. “I’m God.”
“My kids… my wife,” you said.
“What about them?”
“Will they be all right?”
“That’s what I like to see,” I said. “You just died and your main concern is for your family. That’s good stuff right there.”

You looked at me with fascination. To you, I didn’t look like God. I just looked like some man. Or possibly a woman. Some vague authority figure, maybe. More of a grammar school teacher than the almighty.

“Don’t worry,” I said. “They’ll be fine. Your kids will remember you as perfect in every way. They didn’t have time to grow contempt for you. Your wife will cry on the outside, but will be secretly relieved. To be fair, your marriage was falling apart. It’s any consolation, she’ll feel very guilty for feeling relieved.”

“Oh,” you said. “So what happens now? Do I go to heaven or hell or something?”
“Neither,” I said. “You’ll be reincarnated.”
“Oh,” you said. “So the Hindus were right.”
“All religions are right in their own way,” I said. “Walk with me.”
You followed along as we strode through the void. “Where are we going?”
“Nowhere in particular,” I said. “It’s just nice to walk while we talk.”
“So what’s the point, then?” You asked. “When I get reborn, I’ll just be a blank slate, right? A baby. So all my experiences and everything I did in this life won’t matter.”
“Not so!” I said. “You have within you all the knowledge and experiences of all your past lives. You just don’t remember them right now.

I stopped walking and took you by the shoulders. “Your soul is more magnificent, beautiful, and gigantic than you can possibly imagine. A human mind can only contain a tiny fraction of what you are. It’s like sticking your finger in a glass of water to see if it’s hot or cold. You put a tiny part of yourself into the vessel, and when you bring it back out, you’ve gained all the experiences it had.

“You’ve been in a human for the last 48 years, so you haven’t stretched out yet and felt the rest of your immense consciousness. If we hung out here for long enough, you’d start Remembering everything. But there’s no point to doing that between each life.”

“How many times have I been reincarnated, then?”

“Oh lots. Lots and lots. And in lots of different lives.” I said. “This time around, you’ll be a Chinese peasant girl in 540 AD.”

“Wait, what?” You stammered. “You’re sending me back in time?”

“Well, I guess technically. Time, as you know it, only exists in your universe. Things are different where I come from.”

“Where do you come from?” You said.

“Oh sure,” I explained “I come from somewhere. Somewhere else. And there are others like me. I know you’ll want to know what it’s like there, but honestly you wouldn’t understand.”

“Oh,” you said, a little let down. “But wait. If I get reincarnated to other places in time, I could have interacted with myself at some point.”

“Sure. Happens all the time. And with both lives only aware of their own lifespan, you don’t even know it’s happening.”

“So what’s the point of it all?”

“Seriously?” I asked. “Seriously? You’re asking me for the meaning of life? Isn’t that a little Stereotypical?”

“Well it’s a reasonable question,” you persisted.

I looked you in the eye. “The meaning of life, the reason I made this whole universe, is for you to mature.”

“You mean mankind? You want us to mature?”

“No, just you. I made this whole universe for you. With each new life you grow and mature and become a larger and greater intellect.”

“Just me? What about everyone else?”

“There is no one else,” I said. “In this universe, there’s just you and me.”

You stared blankly at me. “But all the people on earth…”

“All you. Different incarnations of you.”

“Wait. I’m everyone!”
“Now you’re getting it,” I said, with a congratulatory slap on the back.
“I’m every human being who ever lived?”
“Or who will ever live, yes.”
“I’m Abraham Lincoln?”
“And you’re John Wilkes Booth, too,” I added.
“I’m Hitler?” You said, appalled.
“And you’re the millions he killed.”
“I’m Jesus?”
“And you’re everyone who followed him.” You fell silent.
“Every time you victimized someone,” I said, “you were victimizing yourself. Every act of kindness you’ve done, you’ve done to yourself. Every happy and sad moment ever experienced by any human was, or will be, experienced by you.”
You thought for a long time.
“Why?” You asked me. “Why do all this?”
“Because someday, you will become like me. Because that’s what you are. You’re one of my kind. You’re my child.”
“Whoa,” you said, incredulous. “You mean I’m a god?”
“No. Not yet. You’re a fetus. You’re still growing. Once you’ve lived every human life throughout all time, you will have grown enough to be born.”
“So the whole universe,” you said, “it’s just…”
“An egg,” I answered. “Now it’s time for you to move on to your next life.”
And I sent you on your way.

Lesson 7.2 - Two Villages: Trading Perspectives and Solutions

Materials:
● This activity results in a lot of laughter, so you need to make sure you will be able to move into a space where you are not going to be disturbing other classes in the building. If there are two classrooms available you will want to reserve that space.

Objective(s):
● Students will undergo an exercise in cultural communication.

Plan:
1. Prior to the lesson, divide the students into two groups. The names of the groups will be the Nubas and the Tranquilians. When dividing the students into groups, you may
want to put some of the more rambunctious students in the Nuba group and some of the quieter students in the Tranquillians group. It may be helpful to utilize the hallway for the Tranquillian village.

2. Before the start of the activity, inform the students that each group is a village, with a name and its own characteristics and that they are to take on these characteristics. Inform the students that they must take the activity seriously and try and stay in character in order for the activity to be successful.

3. Make sure you have at least one volunteer per village who can act as part of the village community and have the volunteer read to the village what their traits are. This activity will not work if the villages do not stick to their traits.

4. Describe the traits to each of the groups separately:
   a. Nubaville: They are a loud, outgoing and gregarious village. They consider themselves to be one big family and they greet each other with a roar of “Nuba-Nuba-Nuba!!!!” Hugs, handshakes, and high-fives follow. They are a happy culture that always travels in gangs, and values friendship and socializing above all. It is considered good manners to ask about each other’s family, and then to talk about your own family, e.g. “How is your brother? My mother just made the best peach cobbler!” They do not recognize personal belongings, so they trade goods frequently amongst themselves in what could be best described as a party atmosphere. As a show of friendship, they trade with others. It is considered an insult not to trade.
   b. Tranquillian Meadows: The Tranquillians are an idealistic and meditative culture of individuals who have taken a vow of silence to show their dedication to their leader. They believe that every person is an autonomous unit, and as such, find it extremely insulting to discuss the topics of family, and hate having their personal space invaded. Their one possession is their “book,” into which they have transferred their soul. To lose their book is tantamount to losing their soul and so they guard it by clutching it to their heart. One of the Tranquillians can speak, but only if it is absolutely necessary, and then only in a whisper. The Tranquillians will only speak to protect their tribe.

5. Once each village is clear on their traits, the activity begins with each village sending a delegation of two or three (depending on the size of your group) into the other village to make friends. The visitors are met with a culture that is totally different from their own, and the students may find this frustrating. Each member of the village should get to visit the other, as well as receive one or two delegations from the other village. A
delegation should visit with the other village for around three minutes, and then go back “home” on your call.

6. Once delegations have visited each village hall, have the whole village of Nubas visit the Tranquilians for about 2 minutes. Have them write down the following:
   a. Describe the other village.
   b. Did you like the other village?
   c. Did you like the way that they treated you?

Wrapping it Up: Tell the students that the next time they meet there will be a debriefing of this activity. Remember that the more you know about the person or group that you are communicating with, the easier it is to communicate. If you find you are having difficulty communicating with someone or your message is being misunderstood, is there more that you can learn about that person or their culture that will make it easier? Think about the differences and difficulties you may have had making friends with the other village. Before we come together next week think of some ways that your village could have better prepared you for your meeting.

Lesson 7.3- Two Villages continued

Materials:
- Notes from previous week

Objective(s):
- Students will understand the importance of knowing more about the person with whom you are having a conflict to ensure that they are not escalating the conflict with violence.

Plan:
1. Remind the students of the activity “Two Villages” from the previous week. Have a student from each group describe his or her village.
2. Have a few of the students discuss the answers that they wrote to the questions at the end of the last session.
3. Read aloud both descriptions of each village from the curriculum.
4. Discussion Questions:
   a. Do you think you would have been able to communicate better with the other village if you had known what their traits and qualities were?
b. What could you have done better to understand the reasons for the other village’s behavior?
c. What does this say about the way we communicate across cultures in real life?
d. How can we use Take Ten when meeting people from other cultures?

**Wrapping it Up:** TAKE TEN teaches us that communicating is very important in preventing a conflict from escalating into violence. If you are in a conflict, the more you know about the person or group that you are in a conflict with, the better understanding you have of them — and the easier it will be to resolve conflict with them.

**Lesson 7.4 - The Butter Battle**

**Materials:**

- Book: *The Butter Battle Book* by Dr. Seuss

  This is the story of two communities who have differences in the way that they butter their bread. The grandfather in the story takes his grandson and shows him how differences led to conflict. At the end of the book both sides are ready to drop a bomb on the other. How will the story end?

**Objective(s):**

- Students will read The Butter Battle Book and see that misunderstandings and not knowing the “other” can lead to escalating situations of violence.

**Plan:**

1. Have the students arrange the desks so that there is an aisle down the center of the room. The students sitting on the right side are the Yooks and the students on the left side will be the Zooks. As you will read in the book, Yooks like their butter up; Zooks like their butter down. (You may want to write this on the board.)

2. Tell the students that you are going to read them a story by Dr. Seuss. Although this is a children’s book, there is a very powerful message—especially for adults.

3. Read the *Butter Battle Book*.

4. Discussion Questions:
   a. Which side is at fault?
   b. How did the conflict begin to escalate? (“Van Itch snuck up and slingshotted my Snick-Berry Switch!” – but why was he carrying the Snick-Berry Switch?)
c. What stereotypes does the grandfather pass down to his grandson? Can conflicts be passed down through generations?

d. What was the real issue that was the conflict? (power struggle, being right, not being “odd,” defensiveness)

e. How could cultural understanding—like we learned about from the Two Villages lesson—have played a part in negotiating?

f. What do you think this book teaches children?

g. Did you like this book?

Wrapping it Up: TAKE TEN encourages understanding and good communication. How did negotiating a conflict feel when things were escalated to the point of the bombs being dropped? How do you deal with problems that start out to be small and then escalate? TAKE TEN says “No one has the right to hurt someone or destroy something because of the way that he or she feels.” We also say “Weapons have no place solving conflicts in school.” How do these principles relate to the book? How can you make a difference in your school?

Lesson 7.5 - Developing Relationships

Materials:

- None

Objective(s):

- To create an understanding of the person/group with whom you are having a conflict to prevent the conflict from escalating to violence.

Plan:

1. Discuss the reactions to The Butter Battle Book. If students came up with any ideas or ways to help the school negotiate during escalated situations, they should share now.

2. Definitions for Discussion:

   a. Cultural Understanding—Having a sensitive awareness for a person, community or society’s predominant beliefs, behaviors, and other products of human thought and work.

   b. Negotiation—discussion intended to produce an agreement.

   (www.dictionary.com)

3. Discuss the differences and similarities between the Two Villages lesson and the Butter Battle.
Lesson 7.6 - Plato’s Allegory of the Cave

Materials:
- Handout: Allegory of the Cave (full passage available for free online)

Objective(s):
- Students will learn about Plato’s Allegory of the Cave and relate this idea to a discussion based on trading perspectives.

Plan:
1. Hand out the Allegory of the Cave worksheet to the class. Read the worksheet aloud, together. If it helps, draw a representation of the cave on the chalkboard. Stop after each section to make sure each participant understands by discussing these questions.
2. Section One Discussion Questions:
   a. From the perspective of the prisoners, what is real?
   b. Where are they getting their information?
   c. Why do they perceive the shadows and sounds from the wall’s reflection as reality?
   d. What do you think would happen if a prisoner was released from their chains and turned around?
   e. What would the initial reaction be? (fear, anxiety)
3. Section Two Discussion Questions:
a. Once freed, what are some emotions a prisoner would feel when they turned around? (doubt, confusion)
b. If the prisoner continued to explore the cave, how would he come to understand his old reality?
c. How would he feel about the one he now sees?
d. When the prisoner is taken to the surface, how might he react at first?
e. How would he feel once he has been on the surface as time goes on?

4. Section Three Discussion Questions:
   a. What would compel the freed prisoner to return to the cave?
   b. How would he look upon the prisoners that remain there?
   c. How would he feel about himself?
   d. What if he tried to explain what he saw to the prisoners?
   e. Even if he saw the true reality, would he not be considered stupid to the prisoners who think they know the true reality? After all, they are the majority.

5. Ask the students if they can relate this story to anything they may see in society today or history; many times, people get caught up in tradition that may be unfair for the minority, but the minority has a hard time convincing the majority that something is wrong, examples include:
   a. Slavery, for example, was an acceptable practice, because the majority was not subject to the appalling conditions to which the minority was subject. Without experiencing these conditions, the majority had problems relating to the pain of the minority, and thus did not care enough to change. It was not until some individuals from the majority freed themselves from the “chains” that held them in the “cave,” escaped to the surface, and were able to see the horrible injustices for themselves and work on bringing this truth to others in the majority.
   b. Queer gender identity is another instance where the majority does not understand the pains suffered by the minority. People don’t choose their orientation as heterosexual—it is simply the way they are—just as is the case for people in the LGBTQ community. Many people do not understand this, and so they assert that people who identify as homosexual, lesbian, bisexual, transgender, or queer are very different. They see distorted stereotypes of people instead of who they really are, just as the prisoners saw the shadows on the wall and asserted them to be true. People need to break free from their chains and look away from these shadows to understand how small the
differences between those who identify as queer and those who identify as heterosexual really are.

6. Ask the students to think about trading places with a minority group, and how they would feel if they were being discriminated against by members of the majority for being different. Has this ever happened? How did it make them feel? If not, what did they reflect on, and how did it make them feel to be part of the minority?

Wrapping it Up: TAKE TEN encourages people to trade perspectives with others during a time of conflict, so that they can understand how the other party is feeling and how they may act in certain situations. Many times, problems arise because people cannot understand why a person is acting a certain way. Trading shoes with them can help to resolve a conflict by helping both parties to understand each other, which can lead to working together to find solutions.

Lesson 7.7- Kafka on the Shore

Materials:
- Passage from Kafka on the Shore (in full below)

Objective(s):
- Students will reflect upon what they learned in the lesson on Plato’s Allegory of the Cave in the context of LGBTQ issues, highlighting the roots of discrimination, experiences one may have, and potential responses.
- Students will discuss discrimination that they have experienced or witnessed in the contexts of the excerpt and empathy.

Plan:
1. Briefly reflect upon last week’s discussion. Bring up the examples of slavery and LGBTQ issues again—in the context of Plato’s allegory, where does this discrimination stem from? Discuss.
2. Ask the class what it means to empathize. How is empathy different from sympathy? Explain using Plato’s allegory as the context.
   a. To empathize is to understand and share the feelings of another.
   b. To sympathize is to feel pity and sorrow for someone’s misfortunes.
   c. If you sympathize with someone, you’re not necessarily looking at things through their point of view, simply acknowledging their misfortune. Empathy is much more profound, as it pushes someone to really take on someone else’s
challenges as their own and seek to make positive change in the lives of others in a selfless way.

3. Hand out the passage from Kafka on the Shore. Read it aloud, as a class.

4. Discuss the following questions with the class:
   a. How did you feel while reading this? What are your thoughts on Oshima, and what he has to say about discrimination? Do you agree that “Only people who’ve been discriminated against can really know how much it hurts”?
   b. Explore the notion of T.S. Elliot’s hollow man concept. What do you think this term really means? It is a very difficult concept, but how is it presented in this passage? How does it influence discrimination?
   c. What is the relationship between lacking imagination and discrimination? Are people with imagination less likely to discriminate?
      i. Ultimately, it comes down to the ability to empathize with another person. A person devoid of imagination can have trouble placing him or herself outside of what he or she immediately knows, and may therefore be more likely to see differences rather than similarities in other people.
   d. Why do such people frighten Oshima? How does this relate to Plato’s allegory?
      i. Just as in Plato’s allegory, where the majority of people don’t know the truth and will even kill someone who tries to make them aware of the truth, these hollow men, incapable of imagination or open-minds, will band together and fight back against people trying to spread real truths.

5. Begin an exercise in empathy. Oshima says that people who haven’t been discriminated against can’t truly understand how much it hurts. Allow for a minute or two for students to reflect upon people they may know who have been discriminated against due to their LGBTQ identity.
   a. Is this hard for the students to do/Do they find it challenging? Why?
   b. Who did they think about? Do they know anyone directly related to this issue? If not, help them think of current events regarding this issue. Remind them that kids are bullied every day because of this part of their identity, even to the point of suicide. Remind them that they don’t need to personally know anyone going through these troubles to care about it—that’s a key facet of empathy.
   c. Ask them if they would ever consider being allies to different types of people, despite them not being part of the group. One need not be an animal to desire animal rights, and when it comes to our shared humanity, this thought should be applied to humans that may be different from one another.
Wrapping it Up: Too often in our society, our perceived differences seem to outshine our vast similarities. This is because people fail to empathize with others and, without the direct experience of being discriminated against, have difficulty trading perspectives with others. In today’s society, however, the LGBTQ movement has proven to be more and more accepted, with more people coming forth as allies every day. Seeing things through different perspectives and the ability to empathize with victims of discrimination lays the framework for being more accepting of others, regardless of the small details that separate us.

Passage from *Kafka on the Shore*

Background: Kafka, a 15-year-old runaway, becomes the apprentice of a librarian named Oshima. After Kafka has apprenticed for Oshima for some time, Kafka observes Oshima with two women who treat Oshima poorly because he is actually a transgender woman. The two have a discussion afterwards, after which Oshima confides in Kafka:

“I don’t care what you are. Whoever you are, I like you,” I tell him. I’ve never said this to anybody in my whole life, and the words make me blush.

“I appreciate it,” Oshima says, and lays a gentle hand on my shoulder. “I know I’m a little different from everyone else, but I’m still a human being. That’s what I’d like you to realize. I’m just a regular person, not some monster. I feel the same things everyone else does, act the same way. Sometimes, though, that small difference feels like an abyss. But I guess there’s not much I can do about it.” He picks up a long, sharpened pencil from the counter and gazes at it like it’s an extension of himself. “I wanted to tell you all this as soon as I could, directly, rather than have you hear it from someone else. So I guess today was a good opportunity. It wasn’t such a pleasant experience, though, was it?” I nod.

“I’ve experienced all kinds of discrimination,” Oshima says. “Only people who’ve been discriminated against can really know how much it hurts. Each person feels the pain in her own way, each has his own scars. So I think I’m as concerned about fairness as anybody. But what disgusts me even more are people who have no imagination. The kind that T.S. Eliot calls hollow men. People who fill up that lack of imagination with heartless bits of straw, not even aware of what they’re doing. Callous people who throw a lot of empty words at you, trying to force you to do what you don’t want to. Like that lovely pair we just met.” He sighs and twirls the long slender pencil in his hand. “Gays, lesbians, straights, feminists, fascist pigs, communists, Hare Krishnas—none of them bother me. I don’t care what banner they raise. But what I can’t stand are hollow people. When I’m with them I just can’t bear it, and wind up saying things I shouldn’t. With those women—I should’ve just let it slide, or else called my boss and let her handle it. She would have given them a smile and smoothed things over. But I just can’t do that. I say things I shouldn’t, do
things I shouldn’t do. I can’t control myself. That’s one of my weak points. Do you know why that’s a weak point of mine?”

“Cause if you take every single person who lacks much imagination seriously, there’s no end to it,” I say.

“That’s it,” Oshima says. He taps his temple lightly with the eraser end of the pencil. “But there’s one thing I want you to remember, Kafka. Those are exactly the kind of people who murdered my boss’ childhood sweetheart. Narrow minds, devoid of imagination. Intolerance, theories cut off from reality, empty terminology, usurped ideals, inflexible systems. Those are the things that really frighten me. What I absolutely fear and loathe. Of course it’s important to know what’s right and what’s wrong. Individual errors in judgment can usually be corrected. As long as you have the courage to admit mistakes, things can be turned around. But intolerant, narrow minds with no imagination are like parasites that transform the host, change form, and continue to thrive.”

Lesson 7.8- (Sports) Take Ten Capture the Flag

Materials:

● 2 flags or t-shirts or scarves to act as flags

Objectives:

● Students will explore trading perspectives through a game of capture the flag

Plan:

1. Prior to this lesson, you will have to get permission to take your class to the gym or a large outdoor area.

2. To begin the lesson, explain the rules of Take Ten Capture the Flag to the students:
   a. The playing area is divided in half. One team hides their flag anywhere within reach on their side and the other team hides their flag on the other (the flag must be stationary and can’t be moved during a round). Then, each team attempts to capture the opponents flag by running to the other side, grabbing the flag, and bringing it back to their team’s side. BUT, if at any point while on the other team’s half they are tagged by an opposing player, they must freeze in place and the flag is placed back in its original location. To get unfrozen, the tagged player must apologize for trying to steal the flag (in a full sentence), then their teammate must run to them, hold their arm/hand, and escort them back to their team’s half. They cannot be tagged while in escort formation.

3. Ask students for examples of ways communication will help with this game:
4. Be sure to emphasize that communication is key in this game, and you can almost guarantee that the team that plans and works together the best will win.

5. Tell students that the game will begin like a soccer match with a team walkout from the classroom to the gym/field. That means from the second they step out of the classroom, they are representing themselves and their team and should behave with sportsmanship (walking deliberately and quietly, respectfully, etc.) Split the class into two teams, and have them form 2 lines and walk side by side to the gym/field.

6. Play a few rounds. Make sure teams tell each other good game afterwards.

Wrapping it up: Take Ten is all about resolving conflicts without violence. Trading perspectives through active, frequent, and genuine listening and talking is key to resolving conflicts, even in sports.

Lesson 7.9- (Cyber) Understanding Our Cyberbullies

Materials:
- Something to play videos on

Objectives:
- Students will stretch their empathy muscles by striving to understand people who bully

Plan:
1. Empathizing With Cyberbullies
   A. Ask: What is empathy?
   1. Empathy - When you imagine the feelings that someone else is experiencing
B. Ask: Why might it be a good idea to try and empathize with people who cyberbully you?
   1. It lessens your pain
      a) You may realize they don’t really mean it
      b) They may learn a lesson which can make you feel better
      c) They may empathize back and ask for your forgiveness or try to repair the situation
      d) You may be able to take it less personally when you find out the other person’s struggles that misguided them to do this
   2. You can empathize with them without saying what they did is OK
      a) That is, you can do it without being aggressive towards yourself and without sacrificing your values

II. Watch: Empathy is Not An Endorsement
   A. Ask: What did you think about Dylan’s message?
   B. Ask: Have you ever had a direct conversation with someone who bullied you like Dylan has? Have you done it with a cyberbully? Was it hard? Was it helpful?

Wrapping it up: Ask: How can Take Ten help us to empathize with those who hurt us? If we’re feeling hurt it can be hard to empathize with others because our feelings feel more prominent and important in the moment. Taking ten allows us to address our feelings and then empathize.

Resource: For high school students that are interested: Dylan Marron also hosts a podcast called Conversations With People Who Hate Me, where Dylan takes hateful conversations online and turns them into productive conversations offline. It is a heartwarming podcast that explores the possibility of what can happen when we remind ourselves and empathize with the human on the other side of the screen. PODCASTS

Lesson 7.10- (Cyber) Taking a Stand Against Cyberbullying

Materials:
● Handout: Kevin and Jose handout

Objectives:
● Students will explore empathy and perspective-taking as it relates to cyberbullying

Plan:
I. Intro to Cyberbullying
   A. Ask: What is cyberbullying?
      1. Using digital devices and sites to harm someone
   B. Ask: How does cyberbullying make others feel?
   C. Ask: What is empathy?
      1. When you imagine the feelings that someone else is experiencing
   D. Ask: Why is empathy important?
      1. Empathy helps us to make decisions about how to treat people and how to allow others to treat you, helps us build relationships, make decisions on right/wrong

II. Activity: Kevin & Jose
   A. Distribute Kevin and Jose handout (from commonsense.org) and ask students to read story
   B. Ask: Is what Jose did in this scenario okay? Why or why not? (share in partners and then call on volunteers to share)
   C. Try to empathize with Kevin to understand how he is feeling
   D. Perform activities in worksheet: taking viewpoints and answering reflection questions

Wrapping it up: Ask: How can Take Ten apply to cyberbullying?

Lesson 7.11 (Brown Girl Dreaming) Knowing My Potato

Materials:
- Brown paper bags,
- One potato for each student in the class and one potato for the teachers

Objectives
1. Appreciating/respecting diversity and uniqueness
2. Understanding stereotypes and biases and how they affects how we see ourselves and others

Plan:
1. Split students into groups of 3-4. Have them in different corners of the room. Hand each student a potato and hand the group a brown paper bag
2. Select one potato for your demonstration and have a story in mind to describe your potato to the class. Say “I have here a potato. I don’t know about you, but I’ve never thought that much about potatoes. I’ve always taken them for granted. To
me, potatoes are all pretty much alike. Sometimes I wonder if potatoes aren’t a lot like people”

3. Pass around the bag of potatoes and ask each student to “examine your potatoes, get to know its bumps and scars and defects. Make friends with it for about one minute or so in silence. Get to know your potato well enough to be able to introduce your “friend” to the group.

4. After a few minutes, tell students that you’d like to start by introducing your “friend” to them. (Share a story about your potato and how it got its bumps). Then tell students that the class would like to meet their friend first. (Ask several, if not all, to tell the group about their potatoes).
   a. When enough students have introduced their “friends” to the class, take the bag around to each person. Ask them to please put their “friends” back in the bag

5. Ask the class, “Would you agree with this statement ‘all potatoes are the same?’ Why or why not?”

6. Ask them to try to pick out their friends. Mix up the potatoes and roll them out on the table. Ask everyone to come up and pick out their potatoes.

7. After everyone has their potatoes and you have your friend back say ‘how are these potatoes like people?’

8. Discussion Questions
   b. What is going on in this poem? What did you hear that makes you say that? What more can we find?
   c. Where in the poem does she realize she is different? What did you hear that makes you say that? What are words that mean “different”? How was she treated because she is different? What is that an example of? How did she feel/ How would you feel? How should people that are different be treated?

Wrapping It Up:
Remind students that people come in different ‘packages’ (much like potatoes) and because we don’t’ all come in the same ‘package’ doesn’t mean that one is more important than another and that ‘we can not be friends.’ It is important to trade
perspectives and value another person’s experiences before we try to analyze or solve conflicts in our life.

Lesson 7.12 (Brown Girl Dreaming) Trading Perspectives

Materials
- Projector or screen to display video
- Poem “trading places” by Jacqueline Woodson

Objective
1. Understand the role that empathy plays in working through conflict

Plan
1. Read Poem “trading places” by Jacqueline Woodson
   a. Have the kids think about if they traded places with someone close to them and what that would like while you read the poem aloud
2. Discussion Questions:
   a. What do you think it feels like to trade places for these two girls? Do the girls enjoy it?
   b. What do they learn or feel from trading dinner plates?
   c. What do you think would happen if they did not enjoy each other’s family's food?
   d. How can we do this in our lives? What things can we do to trade places or perspectives with people different than us?
      i. Why should we do this? Why is it important to see or feel things from others perspectives?
   e. Trading places in this story is quite literal when Jacqueline and Maria trade dinner plates, how can you do this figuratively in your life with people that are different than you
   f. What is important to keep in mind when you do this?
3. Watch the video “On Empathy” by Brene Brown
4. Discussion Questions:
   a. What does Brown say empathy is and isn't?
      i. What should we not do when we try to see someone else’s perspective
   b. Why is empathy important in the face of conflict?
   c. Do you think empathizing is hard or easy? Why or why not?
   d. In the short film how do you think the rabbit in the hole feels when the gazelle at the top says, “at least”...?
      i. Have your feelings ever been discredited? How does that feel?
ii. How do we not make other people feel like this?
e. If more people understood what it means to empathize do we think there would be less violence and conflict? Why or why not?
Lesson 8.1 - Road Map

Materials:
- Stickers
- Markers/crayons
- TAKE TEN journal/ writing paper

Objective(s):
- Students will assess the consequences of their actions should they choose to stay in a conflict that may result in violence.

Plan:
1. Think back to Chapter 5 and the topic of Hot Buttons:
   a. What are your hot buttons?
   b. What are the levels in which they affect your anger?
   c. How do you calm yourself when you are angry?
   d. Since the last time we discussed this, have you been able to Talk it out, Walk it out, Wait it out?
   e. Actions equal reactions, which lead to consequences. There are usually a number of choices that you can make—it is important to evaluate the consequences because many times your consequences do not only affect you. Consequences are like a drop of water in a pond, the surface breaks, and the ripples can affect many different parts of your life.
2. When you have conflicts and you get angry, it is important to identify your behavior. Take Ten wants students to be able to take steps that will help them to avoid violence in conflict. If you need to TAKE TEN minutes to go for a walk before you blow up, or TAKE TEN steps away from someone who is in your face, or TAKE TEN minutes to vent to trusted friend, we want you to know that you have the choice to make those decisions. Sometimes confronting the person you are in conflict with makes the problem more dangerous. Sometimes it is more important to know when to walk away than it is to win an argument.
3. Knowing that you have choices in all of your decisions is empowering. You have the choice to walk away from a conflict if you have goals of non-violence. Remember that:
   a. It is you who controls your response.
   b. It is you who decides whether you can take responsibility for your actions.
   c. It is you who acknowledges the consequences.
   d. It is you who can negotiate solutions.
e. During conflicts it is more important to remember that if you act out in a violent way in order to gain power, you may not only lose your power but you may also lose other people’s respect.

f. If you are the victim, remember that the way that you respond can have the same consequences. If you don’t speak up for your rights or demand the respect that you deserve, then you are also losing power.

4. The journey through life is different for us all. Sometimes we find that we are lost, or at a dead-end. Knowing that it is okay to go back and find the road is part of learning to find your way when you are lost. The same may apply when you come across troubled times in life. Knowing when to walk away from a situation that entail serious consequences can be difficult. Sometimes though, walking away is the best way to prevent a conflict from escalating into a violent situation.

5. Give students the instructions for their journal assignment. Tell the students to close their eyes and visualize their road. Remind them that it is okay to have road blocks, construction, bridges, skyscrapers, mountains, roundabouts, etc. Read aloud to the students:

Many people think of life as a journey… Throughout life there are constantly new bends in the road… We are constantly evolving and changing on our journeys… As the year goes on, think about the changes that you have made before…

Think about… What were you like at this time last year? What were your concerns, your worries?

What friends did you have at that point on your journey? Were there conflicts that you encountered? How did you get to where you are now?

Where are you now? Is the road still curvy, do you have a direction that you’re headed? Have you made choices that affect the direction you are headed? Who is accompanying you on your journey at this point?

Now think toward the very end of the year… Where do you see yourself? Who is with you?

DRAW A PICTURE OF A ROAD TO SYMBOLIZE YOUR JOURNEY…

…it may be bumpy with many curves… or straight with no surprises… There may be places or events that you want to mark along the way. Be as creative as you want…

6. Have students write in their Take Ten journal and complete the “My Personal Journey” assignment. Pass out markers or crayons, stickers, etc. Be creative. Encourage students to complete the assignment in class or outside of class depending on time. The following week the students will be sharing testimonial stories, or sharing their journeys if they so choose.
Wrapping it Up: Building constructive attitudes about walking away from conflicts is Take Ten’s purpose in this chapter. We want students to understand that walking away is the smartest thing to do if personal safety and non-violent goals are more important than proving we can fight. We also teach students to realize that fighting because someone taunts us is lowering ourselves to the level of the person whose behavior we do not respect. Finally, we want students to appreciate that leaving sometimes takes more courage than fighting.
Lesson 8.2 - Rising From the Underground

Materials:
- Take Ten journal or writing paper
- Book: “Rising From the Underground” found in *From Darkness to Light: Teens write about how they triumphed over trouble* by Julie Landsman (pg 8)

This essay is written by a girl named Sara who lived on the streets and decided to change her life by sticking to her own principles and knowing when to walk away.

Objective(s):
- Students will assess reasons to walk away from a situation so that it will not escalate to violence.

Plan:
1. Briefly review with students the importance of “knowing when to walk away.” Emphasize that sometimes it takes a lot more courage to walk away from a situation. We should encourage our peers and show them that they earn our respect if they choose to walk away from a fight rather than to use violence as a way to communicate problems.
2. When it seems like there is no possible way to cope and get through, sometimes the best thing to do is just to turn around and get yourself out. It is never the easy choice to make, but sometimes you must learn to rely on yourself.
3. Read “Rising From the Underground.”
4. Discussion Questions:
   a. Sara has lived a harsh life. At what point did she realize that she had to just walk away from her life on the street?
   b. She felt as though she could not relate to her teachers; but she knew what she had to do. In what ways did she walk away?
5. Have the students complete a goals chart. Have the students look at, or think back to, the journey map that they created in the previous lesson. Where do the students want to end up? Where do they want to be in the next 2-3 years? By what means will they get there?
   a. Make sure the goals are SMART: Specific, Measurable, Actionable, Realistic, Timely (have a deadline)
6. With the time remaining, have the students, if they are willing, share or re-count an important experience that they encountered this past year with Take Ten. If students chose to do so they can share their journey map assignment.
Wrapping it Up: When wrapping up the final lesson, talk to the students about walking away. Walking away is not backing down; it is an assertion of personal will that stops the situation from deteriorating into violence. You do not improve a person's behavior by fighting with them. How do students walk away? They verbally end the argument or physically leave the situation. When a person walks away, they are respecting both themselves and the other party involved.

Finally, spend 5-10 minutes reviewing the year. Ask students which lessons they stuck with them more than others, how they felt about the material they learned over the year, how they will continue to use it in situations that arise in the future, etc.

Lesson 8.3 - (Sports) Referee Ninja

Materials:
● None

Objectives:
● Students will practice empathy and walking away from confrontations with the referee in sports

Plan:
1. Begin by explaining how sometimes walking away from a conflict is the safest, smartest, even bravest option.
2. In sports one of the most common ties where it is smartest to walk away is in conflicts with a referee or official. Ask: Why is it a bad idea to argue with a ref?
   a. In these conflicts, you can’t win or “talk it out” because their decision is final. When dealing with something that is beyond your control, it is best to simply accept it and move on, i.e. walk away.
   b. Furthermore, ask students how they feel when they are yelled at? Explain that the referee feels that way when they are yelled at too! So to practice kindness and empathy, it is best not to yell at refs.
3. To practice this, explain that we are going to play Ninja.
   a. Split the class into four groups. Each group will play a separate game of Ninja.
   b. How to play: The goal of Ninja is to be the last person standing. The group stands in a circle, and take turns one by one. On your turn, you may move one limb (but you may not step away from the circle). With your arm, you may
attempt to strike another ninja’s arm. The ninja you target may try to dodge by moving their arm away, but if you make contact, that ninja loses their arm (they put it behind their back). Once a ninja loses both arms, they are out. Ninjas take turns one by one until only one ninja is left.

c. select one volunteer in each group to be the “referee.” The referee’s job is to catch people breaking the rules and make judgements about strikes (i.e. they have to determine if a player’s arm was in fact hit, and they can call fouls if people move out of turn or move too many limbs on their turn).

d. If the referee calls a foul, that player loses a turn. There is to be no argument with the referee and the referee has final say in all disputes.

e. After each round, switch who is referee so that all have a turn as the referee.

f. The goal is that students will get practice being respectful to referees, and will also understand what it feels like to be a referee making tough decisions and possibly getting yelled at. Debriefing questions:
   i. What was it like being the referee? Was it harder than you expected?
   ii. Did anyone get upset with you while you were referee? What did that feel like?
   iii. Did anyone feel the urge to yell at the referee? How did you stop yourself?
   iv. What strategies could you use to walk away from a conflict with a referee? (i.e. talk to your coach or teammate about it, play harder, count to 10, take a deep breath, respectfully ask why you were penalized)

Wrapping it up: In sports, as in life, we should accept the things we can’t control. This includes the referee’s calls. Sometimes, walking away can be the best option.

Lesson 8.4 - (Cyber) Reacting to Cyberbullying

Materials:
- Teens Talk: What Works to Stop Cyberbullying

Objectives:
- Students will practice “walking away” from confrontations online

Plan:
I. Intro to Walking Away
A. Ask: What does it mean to walk away?
   1. Walking away - Verbally ending the argument and physically removing yourself from the situation
B. Ask: How can you walk away when you’re on social media/online?
   1. Log off
   2. Block the other person
   3. Delete your account
C. Ask: Why is this hard to do?
   1. Having a social media presence is a huge part of being social nowadays
   2. Even if you log off or delete things, the things may still be there and very hard to ever truly scrub off of the internet
   3. Being bullied online is often not just about being bullied, but about being bullied _publicly_. It therefore can feel more personal and disrespectful, making it harder to move past

II. Looking at Our Options
   A. Read: _Teens Talk: What Works to Stop Cyberbullying_
   B. Ask: Do you think these options could work for you if you were in a cyberbullying scenario? Why or why not?
   C. Ask: We already talked about what makes walking away hard. What stops people from getting help?
      1. Fear of further embarrassment
      2. Fear of being considered a tattletale
      3. Fear of being forced offline
      4. Feeling that there isn’t anything anyone can do to help

Wrap it up: Ask: How can using Take Ten help someone walk away from cyberbullying?
   1. Ten deep breaths may help someone calm down and respond more rationally than they otherwise might have
   2. Ten steps back can distance them from the device so they don’t do anything they might regret
   3. Ten seconds may be enough time for them to change their mind about attacking the person back or even attacking themselves
   4. Talking it out with someone else will bring support and good ideas
   5. Walking it out or waiting it out allows you to think things through more deeply and even be the bigger person
Lesson 8.5- (Cyber) Leaving Social Media

Materials:

● None

Objectives:

● Students will explore the option of leaving social media as a response to cyberbullying

Plan:

I. To Go or Not to Go
   A. The most popular advice for dealing with cyberbullies is to ignore them, and people are increasingly talking about how social media is bad for you. Because of those things, leaving social media may start to look appealing
   B. Ask: Can you imagine leaving social media forever? What about doing a detox?

II. Activity:
   A. Have students get in small groups. Give each group a piece of paper. Have them collectively write down tips they’ve learned regarding healthy ways of acting on social media. Remind them that it can be helpful to have someone to look back on, when dealing with things like cyberbullying and conflict on social media so that they can act in the best way possible.
      1. Some tips could be…
         a) It’s easy for us to feel like our social media identity is our entire identity...it’s not! But it can be a reflection of things that are important to us.
         b) Don’t use the amount of “likes” you get as a measure of how people truly feel about you. “Like” are arbitrary, but what you have to share and say is valuable.
         c) You have the right to mute/block people who don’t encourage you, teach you anything, or help you think more positively.
         d) Remember: social media is a tool that we can have control over. Use the tool responsibly and thoughtfully.

Wrapping it up: Ask: If you have a problem online, what are your options? What option are you personally most likely to use? Remind students that deleting and creating a new account, or stepping away from social media for a little while, is the best option.
Lesson 8.6: (Brown Girl Dreaming) The Label’s Game

Materials:
- Small to medium size stickers (one for each student), maker, a space large enough for mingling
- Before Activity: write on labels “smile at me” “say hi” “Pat me on the back” “shake my hand” “give me five” (use other responses that are typical for the group) On 10 percent of the labels write “turn away from me”

Objectives:
1. Recognizing disrespect
2. Importance of representation and role models; connecting to history; friendship and choosing the right friend groups

Activity:
1. As students are walking play the Gospel song “We Shall Overcome” available on YouTube in a variety of versions
2. Tell students that you are going to give them each sticker. Tell them that you will put it on their foreheads so that they cannot see what it says. Distribute the labels randomly. Ask everyone to remain quiet and not reveal each other what their labels say.
3. When everyone has a label, ask students to get up and mill around as if they were in the lunchroom at school or at a party. Remind them that they should not reveal what is on anyone else’s label. Let students mingle for 4-5 minutes, then ask them to return to their seats without looking at their labels.
4. Ask the following
   a. How were you feeling
   b. Without looking at your label, do you know what it says? How do you know?
   c. Ask all students who think they have the “Turn away from me” label to come and stand together in the front of the room. Ask them “how did you feel?”
5. Remind them that no one said anything negative to them, it was just in our nonverbal communication—our body language and our expressions. Without words, they got the message.
a. Point out that 94 percent of all communication is nonverbal. We need to pay close attention to our body language and nonverbal expressions as well as our words.

6. Ask the following
   a. What can we do to change our nonverbal behavior to help everyone feel included?
   b. What do people from groups that are left out or excluded sometimes do (sometimes they get together and form their own groups and isolate themselves; perhaps this happened during this activity)
   c. Any new thoughts about why members of excluded groups act in society the way they do?
   d. Any new insights on how being in an oppressed group feels?

**Read and Discussion:**

1. Read Poem "What Everybody Knows Now" by Jacqueline Woodson
2. Opening Questions
   a. What is going on in the poem? What did you hear that makes you say that?
      i. What more can we find?
      ii. How does this poem relate to the song?
      iii. What did you hear that makes you say that?
3. The following are some lead in questions to ask if the students do not guide the discussion to include objectives:
   a. The grandmother never returned to the store; is this an example of knowing when to walk away?
   b. Why was it important to sit in the back of the bus?
   c. When grandma says 'it is easier to stay where you belong' what kind of behavior is this?
   d. Why is the title of the poem important? What does everybody know now?
   e. Why do you think the song (We Shall Overcome) was so important for the Civil Rights Movement?
4. Other Lead in Questions
a. If some students had emotional reactions to behaviors in the labels game, how might the speaker of the poem be made to feel when ‘white folks look at her like she’s dirt”

b. No one said anything to them, but they looked at them like they were dirt. How does nonverbal communication play a role in the Civil Rights Movement and or the speaker’s experience
Activities and Handouts

From the time that you spent with the students in the first week of programming, you will have an idea of what the students enjoy doing. You will also be able to gauge which students already know about Take Ten and the extent of their knowledge. If you have students who have participated in Take Ten before, this is a good time to provide these students with ownership of Take Ten by getting them to teach you and the other students and volunteers about Take Ten. Here are some activities that you could use:

**Rap song:**
Get the children to create their own Take Ten rap song that has the words “Talk it out, Walk it out, Wait it out” in the lyrics and stresses the importance of violence-free zones and abiding by the principles and ground rules of Take Ten. A team did this with students at Coquillard, and it was a huge success.

**Take Ten stomp/step routine:**
Over the last year, we have seen some very creative stomp/step routines being created by the students. Students regularly perform them at our annual Take Ten Festival. Include the Take Ten slogan in the stomp or step routine and try to work in the Take Ten ground rules and principles.

**Take a song and rewrite the lyrics to make it a Take Ten song.**
Include the themes for Take Ten or the slogan in the songs. Here are some examples how to change the lyrics:

<table>
<thead>
<tr>
<th>(The Farmer in the Dell)</th>
<th>(We Will Rock You)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My hand says hello</td>
<td>We will not be violent, violent</td>
</tr>
<tr>
<td>My hand says hello</td>
<td>We will always work hard, work hard</td>
</tr>
<tr>
<td>Every time I see my friend</td>
<td></td>
</tr>
<tr>
<td>My hand says hello</td>
<td></td>
</tr>
<tr>
<td>My hand will not hit</td>
<td></td>
</tr>
<tr>
<td>My hands will not fight</td>
<td></td>
</tr>
<tr>
<td>My hands say to all my friend</td>
<td></td>
</tr>
<tr>
<td>My hands will not hurt</td>
<td></td>
</tr>
</tbody>
</table>
Superhero/Villain: (Materials – take paper, child safety scissors, paste/glue, construction paper, paper to mount on, markers and crayons with you.)
Have the students create a superhero that uses Take Ten to solve his/her conflicts. The students should draw pictures of their superhero and cut out and mount the drawings on display paper. They should write down the name of their superhero, what powers she/he has, why the superhero decided to use Take Ten to resolve her/his conflict and any other interesting information about the ir superhero, e.g. the superhero likes ice cream.

Posters: (Materials – take paper, markers and crayons with you.)
Get the students to create their own posters that they can put up around the school/community center that contain the slogan, principles and ground rules of Take Ten. These need not all be on the same poster. Find out from the students what problems are common in the school and make posters to deal with these problems – e.g. one school had a problem with bullying, so the students made bully shields and put them up in the hallways.

Take Ten word of the day or phrase of the week: 
Get the students to work on a Take Ten word of the day or phrase of the week that can be announced on the school’s PA system. Once you have established what these words or phrases are, it is good to put a roster together of who will be going on what day to the principal’s office to do the announcements. If the principal wants to do it him/herself, establish when you need to get it to the principal.

Bulletin board:
This is one good means of creating awareness in the rest of the school. Ensure that the slogan, principles and grounds rules of Take Ten are on the bulletin board as well as the fact that the school is a violence-free zone. Change the design of the bulletin board regularly and you may also want to put photographs of the ambassadors on the bulletin board so that the rest of the school knows who they are.

Mural: (Materials – take paper, markers and crayons with you.)
Instead of painting a Take Ten mural onto a wall, you can paint it onto paper and then hang it up in an area where you get lots of traffic at the school (e.g. cafeteria). Ensure that the slogan is on the mural.

Skits:
Work with the students on scripts – one that they can do for their peers and one that they can do for the teachers, school administration and support staff. Or, just perform skits for each other in the classroom related to whatever chapter you are teaching!

**Design a Take Ten Flag** (Materials – take paper or cloth (material) for the flags, pictures of flags, markers and crayons, string/twine on which to hang the flags, and clothes pegs/stapler to attach the flags)
Have the students design a flag that they can display in their school that symbolizes what Take Ten is about. Discuss what symbols they would like to put on the flag as well as the color of the flag. You may want to take flags from other countries, the Olympic flag, or flags from states within the US and explain to the students what these flags represent and why. You can then string these flags together and put them up in a prominent place in the school.

**Barometer Exercise:**
Prepare no less than 5 prompts that elicit an agree/disagree response. Make one side of the room 100% agree, one side 100% disagree, and stand at the center point. Read a prompt, then have the students stand in the room corresponding to the extent to which they agree or disagree with the prompt. Students are not allowed to stand exactly on the 50/50 line. Prompt the students to ask questions of each other from where they stand, or ask questions yourself, e.g. “Student X, you appear to feel strongly about this. Tell us why?”, “Why do you think there is such widespread agreement/disagreement on this question?” etc. Debrief at the end.

**What is Your Struggle?** (Materials: slips of paper for each student)
Pass out a slip of paper to each student. Ask them “What is your struggle?” Give them 1 minute to write down their response on their paper, fold it, and return it to you (they are not to write their names on their papers). Then, shuffle them and return a random paper to each person. Each person then reads the struggle they were given one by one. Then, debrief. Ask questions such as “How did you feel when yours was read? What did you learn from this?” You want to get to the point of discussing how we all have struggles though we might not want to show it, then discuss why.

**Quick Compliments:**
Each person says a compliment to the person on their right one-by-one, until everyone has given and received a compliment.
Bioethics Debate

Background: Humans cannot live without a functioning liver. While liver transplants are expensive and time-consuming procedures, they can save people’s lives. People who are sick and in need of liver transplants have great and immediate needs.

Scenario: You work at a transplant distribution center, assigning livers to people as they become available to your center. Recently, a young man was killed in a motorcycle accident, and his family members have agreed to donate his liver. There are six people who are a perfect match to receive the liver. The number of recipients in need greatly surpasses the supply of livers. The people who are not selected for the first or second position will probably die shortly. You must choose the top 3 candidates you believe should get and present your decision to a panel of judges with an explanation for why you chose the 3 you did in that order.

Candidates:

JOE: He is a 30-year-old male, and the fire chief at the local firehouse. Joe has a wife and twins, one boy and one girl. He had a reaction when he was taking a prescription and accidentally mixed it with a cold medicine. The reaction between the medications has destroyed his liver.

ANGELA: She is a 27-year-old female, and works at a convenience store. During her adolescent years, Angela used illegal drugs and contracted Hepatitis, which has destroyed her liver. She has been clean for 10 years now and is leading Narcotics Anonymous meetings. She is not married but lives with her elderly mother.

MATTHEW: He is an 8-year-old child. Matthew’s liver was destroyed after accidentally eating poisonous mushrooms while playing in the woods with a friend. His family has no health insurance.

CARL: He is a 72-year-old retired pro baseball player. For the last forty years Carl has been abusing alcohol, destroying his liver in the process. He lives with his wife who cares for him.

SPENCER: He is a 41-year-old male, and works as an auto mechanic. Spencer has a genetic condition that causes his immune system to destroy his liver. He was given a transplant when he was 17 that was successful. The disease cannot be cured so the immune system has destroyed the transplanted liver. He is married and has five children.
LINDA: She is a 36-year-old female who is HIV+. Linda acquired HIV by way of blood transfusions. She also contracted Hepatitis through transfusions, which is now destroying her liver. She has been healthy for the last 12 years, and has almost completed a PhD in Physics at the local University. She is not married, but has lived with her life partner for the last 10 years.
Targeting Your Problems

On the target below, write down the things that make you angry *in one color*. The closer they are to the center of the target (the bullseye), the anger the thing makes you.

Next to the things that anger you, write down which Take Ten method you can use in order to calm down *in a different color*. 
Violence in Video Games Flow Chart

Play a video game

Nonviolent

Violent

Hyperstimulation + frustration with losing

Hyperstimulation + frustration with losing + lessons that violence is useful

Playing a little

Playing a lot

Playing a little

Playing a lot

Lower likelihood of violence

Difficulty regulating emotions

Difficulty regulating emotions, thoughts of using violence more likely

High likelihood of violence

Low likelihood of violence

Participating in gamer culture

Avoiding gamer culture

Cultivating absorbed messages about violence being useful

Highest likelihood of violence
“Stan” by Eminem Lyrics

Chorus: My tea's gone cold I'm wondering why I
Got out of bed at all
The morning rain clouds up my window
And I can't see at all
And even if I could it'll all be gray
Put your picture on my wall
It reminds me, that it's not so bad
It's not so bad

[Chorus]

Dear Slim, I wrote you but still ain't callin'
I left my cell, my pager, and my home phone at the bottom
I sent two letters back in autumn, you must not-a got 'em
There probably was a problem at the post office or somethin'
Sometimes I scribble addresses too sloppy when I jot 'em
But anyways, fuck it, what's been up? Man how's your daughter?
My girlfriend's pregnant too, I'm 'bout to be a father
If I have a daughter, guess what I'm a call her?
I'm a name her Bonnie
I read about your Uncle Ronnie too I'm sorry
I had a friend kill himself over some bitch who didn't want him
I know you probably hear this everyday, but I'm your biggest fan
I even got the underground s**t that you did with Skam
I got a room full of your posters and your pictures man
I like the s**t you did with Rawkus too, that s**t was fat

Just to chat, truly yours, your biggest fan,
This is Stan

[Chorus]

Dear Slim, you still ain't called or wrote, I hope you have a chance
I ain't mad, I just think it's f***ed up you don't answer fans
If you didn't wanna talk to me outside your concert
You didn't have to, but you coulda signed an autograph for Matt
That's my little brother man, he's only six years old
We waited in the blizzard cold for you
For four hours and you just said, "No."
That's pretty shitty man, you're like his f**in' idol
He wants to be just like you man, he likes you more than I do
I ain't that mad though, I just don't like bein' lied to
Remember when we met in Denver, you said if I'd write you you would
See I'm just like you in a way
I never knew my father neither
He used to always cheat on my mom and beat her
I can relate to what you're saying in your songs
So when I have a sh**ty day, I drift away and put 'em on
'Cause I don't really got s**t else so that shit helps when I'm dep
I even got a tattoo of your name across the chest

[Chorus]
Anyways, I hope you get this man, hit me back,
It's like adrenaline, the pain is such a sudden rush for me
See everything you say is real, and I respect you 'cause you tell
My girlfriend's jealous 'cause I talk about you 24/7
But she don't know yo ur slim, no one does
She don't know what it was like for people like us growin' up, you
I'll be the biggest fan you'll ever lose
Sincerely yours, Stan
P.S. we should be together too

[Chorus]
Dear Mister "I'm Too Good To Call My Fans"
This will be the last package I ever send your a**
It's been six months and still no word, I don't deserve it?
I know you got my last two letters, I wrote the addresses on 'em
So this is my cassette I'm sending you, I hope you hear it
I'm in the car right now, I'm doing 90 on the freeway
Hey Slim, I drank a fifth of vodka
You dare me to drive?
You know the song by Phil Collins, "In the Air of the Night"
About that guy who could a saved that other guy from drowning
But didn't, then ruined it all, then at a a show he found him?
That's kinda how this is, you could a rescued me from drowning

Sometimes I even cut myself to see how much it bleeds
I hope you know I ripped all of your pictures off the wall
I love you Slim, we coulda been together, think about it
You ruined it now, I hope you can't sleep and you dream about it
And when you dream I hope you can't sleep and you scream about it
I hope your conscience eats at you and you can't breathe without
See Slim, shut up b**ch! I'm tryin' to talk!
Hey Slim, that's my girlfriend screamin' in the trunk
But I didn't slit her throat, I just tied her up, see I ain't like you
'Cause if she suffocates she'll suffer more, and then she'll die too
Well, gotta go, I'm almost at the bridge now
Oh s**t, I forgot, how am I supposed to send this s**t out?

[Chorus]
Dear Stan, I meant to write you sooner but I just been busy
You said your girlfriend's pregnant now, how far along is she?
Look, I'm real flattered you would call your daughter that
And here's an autograph for your brother
I wrote it on the Starter cap
I'm sorry I didn't see you at the show, I must of missed you
Don't think I did that s**t intentionally just to diss you
But what's this s**t you said about you like to cut your wrists too?
Now it's too late, I'm on a thousand downers now, I'm drowsy
And all I wanted was a lousy letter or a call
To help your a** from bouncing off the walls when you get down some
And what's this s**t about us meant to be together?
That type of s**t will make me not want us to meet each other
I really think you and your girlfriend need each other
Or maybe you just need to treat her better
I hope you get these letters, I just hope it reaches you in time
Before you hurt yourself, I think that you'll be doin' just fine
If you relax a little, I'm glad I inspire you but Stan
Why are you so mad? Try to understand, that I do want you as a
I just don't want you to do some crazy s**t
I seen this one s**t on the news a couple weeks ago that made me sick
Some dude was drunk and drove his car over a bridge
And had his girlfriend in the trunk, and she was pregnant with his
And in the car they found a tape, but they didn't say who it was to
Come to think about, his name was, it was you
Damn!
I say that s**t just clownin' dog, come on, how f***ed up is you?
You got some issues Stan, I think you need some counseling
Problem Scenarios

(1) There is only one television in the house. You want to watch a show on at 8:00 tonight. Your brother wants to play his video game that he just bought at the store. It is 7:45 and you are claiming your TV rights. He is claiming that he should get a chance to try out his video game. You begin to argue; how can you solve this conflict?

IDENTIFY THE PROBLEM: ____________________________________________________________________________

______________________________

BRAINSTORM SOLUTIONS: ________________________________________________________________

______________________________

CHOOSE A SOLUTION (Why?): ________________________________________________________________

______________________________

ACT ON IT: ____________________________________________________________

______________________________

(2) Traci is running late to class...as usual...and she runs straight into Tara. Traci looks shocked and scared as she begins to stand up. She is embarrassed, but also mad that Tara was in the way. Both of the girls’ books are thrown across the hallway. Pretend to be in Tara’s shoes. How could you deal with this conflict?

IDENTIFY THE PROBLEM: ____________________________________________________________________________

______________________________

BRAINSTORM SOLUTIONS: ________________________________________________________________

______________________________

CHOOSE A SOLUTION (Why?): ________________________________________________________________

______________________________

ACT ON IT: ____________________________________________________________

______________________________
(3) Joe is hungry and waiting in a very long lunch line. All of a sudden someone steps on his foot. It’s Robert. This will make the third time this week that Joe has been cut in line by Robert. Joe is not happy. He taps Robert on the shoulder… How do you think Joe will solve this problem?

IDENTIFY THE PROBLEM: ________________________________________________________________

BRAINSTORM SOLUTIONS: ________________________________________________________________

CHOOSE A SOLUTION (Why?): ____________________________________________________________

ACT ON IT: ________________________________________________________________
Plato’s Cave

Part One: Inside the Cave

In Plato’s dialogue, Socrates describes a scenario in which what people take to be real would in fact be an illusion. He asks Glaucon to imagine a cave inhabited by prisoners who have been chained and held immobile since childhood: not only are their legs held in place, their necks are also fixed so they are compelled to gaze at a wall in front of them. Behind the prisoners is an enormous fire, and between the fire and the prisoners is a raised walkway, along which people walk carrying things on their heads "including figures of men and animals made of wood, stone and other materials." The prisoners cannot see the raised walkway or the people walking, but they watch the shadows cast by the men, not knowing they are shadows. There are also echoes off the wall caused by the noise produced on the walkway.

Socrates suggests the prisoners would take the shadows to be real and the echoes to be real sounds created by the shadows, not just reflections of reality, since they are all they had ever seen or heard. They would praise as clever whoever could best guess which shadow would come next, as someone who understood the nature of the world, and the whole of their society would depend on the shadows on the wall.

Section Two: Release from the Cave

Socrates then supposes that a prisoner is freed and permitted to stand up. If someone were to show him the things that had cast the shadows, he would not recognize them for what they were and could not name them; he would believe the shadows on the wall to be more real than what he sees.

"Suppose further," Socrates says, "that the man was compelled to look at the fire: wouldn't he then be struck blind and try to turn his gaze back toward the shadows, as toward what he can see clearly and hold to be real? What if someone forcibly dragged such a man upward, out of the cave: wouldn't the man be angry at the one doing this to him? And if dragged all the way out into the sunlight, wouldn't he be distressed and unable to see 'even one of the things now said to be true’ because he was blinded by the light?"

After some time on the surface, however, the freed prisoner would acclimate. He would see more and more things around him, until he could look upon the sun. He would understand that the Sun is the "source of the seasons and the years, and is the steward of all things in the visible place, and is in a certain way the cause of all those things he and his companions had been seeing."

Section Three: Return to the Cave
Socrates next asks Glaucon to consider the condition of this man. "Wouldn't he remember his first home, what passed for wisdom there, and his fellow prisoners, and consider himself happy and them pitiable? And wouldn't he disdain whatever honors, praises, and prizes were awarded there to the ones who guessed best which shadows followed which? Moreover, were he to return there, wouldn't he be rather bad at their game, no longer being accustomed to the darkness? Wouldn't it be said of him that he went up and came back with his eyes corrupted, and that it's not even worth trying to go up? And if they were somehow able to get their hands on and kill the man who attempts to release and lead them up, wouldn't they kill him?" The prisoners, ignorant of the world behind them, would see the freed man with his corrupted eyes and be afraid of anything but what they already know. Philosophers analyzing the allegory argue that the prisoners would ironically think the freed man stupid due to the current state of his eyes and temporarily not being able to see the shadows, which are the world to the prisoners.
Icebreakers

**Secret Talents** *(Materials: Index cards)*

Give each student an index card. Ask everyone to write down on the card something not immediately apparent about themselves: a secret talent or obsession—"I know how to juggle, or when I was ten I demanded that everyone call me "The Fonz," or I know all the words to "The Sound of Music."* Students should not write their names on the cards. Then, collect the cards and redistribute them; ask students to check to make sure they don’t receive their own back again (if they do, just give them a different one). Next, students should find the person whose card they received (this means everyone will have to get up and move around). They will need to introduce that person to the group, giving just the name and talent. When everyone has had time to find the person whose card they have and to talk a bit, select one person to begin the introductions. Then, the person just introduced will introduce the person whose card she received, and so on.

**Adjective Name Game:**

Students say an acronym that goes along with their personality or matches the first letter in their name (for example, Agile Aaron). Then the person does a movement when they say their name and adjective. Each person in the group then repeats the movement and says the person’s adjective and name. Repeat this for each new person going back and repeating all the people who had gone before until you have said the first person’s name and done their movement again.

**Things in Common:**

Put students in groups of four. Then challenge the group to come up with five things they all have in common. Five is a nice number that will require some discussion to achieve (if you do four things in common, each member may just choose one and present it on behalf of the group). The one restriction is that students can’t use school (or work) related items. Personal items such as favorite music, books they’ve read, where they’ve traveled to, etc. work best.

**Speed Friending:**

Have questions prepared for the amount of students in your group divided by 2. These questions can be varying degrees of deep and personal and age-specific, e.g. Where do you find your inspiration? What do you like to do on rainy days? Have the students form 2 lines (in the hallway if space is an issue) facing each other. Ask the first question, and give them between 30-120 seconds depending on age to discuss with the person across from them. When
time is up, have one line shift down one person. Continue until each student has conversed with each other student in the line they are facing. When that is done, return to the room and ask them for something they learned about another person.

*Frankenstein’s Adlib:*
Prepare no less than 5 prompts, ideally the amount of students in your group divided by 2 (e.g. 14 kids=7 prompts). These should be silly or interesting questions about the students’ lives with short answers, e.g. What is your spirit animal? Weird quirk about your family? Irrational fear? In class, make two columns on the board. Then, ask the first question to your students and write down the first two answers you hear in the first row (one in each column) along with the names of the students who answered. Once a student has given an answer, they cannot answer again until every student has given a response. Repeat with each prompt. Then divide the class into two groups, ideally one group is the students whose answers are in the first column and one is the second column, but if students have given multiple responses then divide the class in half another way. Then, in 8min or less, the two groups are to prepare a college admissions essay or narrative for a person possessing all the traits in their assigned column (do not reveal this until all responses have been given). Once time has expired, each group will present what they have prepared.

*Peak, Pit, Horizon:*
Go around the room, taking turns sharing the best, worst, and most highly anticipated part of your week.

*High, Low, Buffalo:*
Go around the room, taking turns sharing the best, worst, and weirdest/random/funny thing that happened to them last week

*Two Truths and a Lie:*
Each student comes up with two truths about themselves and one lie. The rest of the group listens to the three statements and votes on which one they believe to be false.

*The Interrogation Game:*
Split students into groups of 3-4, and have them discuss a few of the craziest stories that have happened to them in each their lives. Each group will then select one story to be their group’s story, and each person in the group will have to pretend that it actually happened to them.
Then, one group will be interrogated first - they will announce the crazy story, and the job of the interrogators (the rest of the class) is to figure out who the story actually happened to. Interrogators are allowed to ask 5 questions - they may target a particular person or have each group member answer one by one. The student whose story it actually is must tell the truth, but everyone else in the group must lie to make it seem like it really happened to them. After that, students vote on who they think it happened to, then the truth is revealed. Then, the next group is interrogated, and so on.
Selections from Brown Girl Dreaming:

“Second Daughters’ Second Day of Earth”

My birth certificate says: Female Negro
Mother: Mary Anne Irby, 22, Negro
Father: Ja Ausin Woodson, 25, Negro

In Birmingham, Alabama, Martin Luther King Jr.
is planning a march on Washington, where John F Kennedy is president.
In Harlem, Malcolm X is standing on a soapbox talking about a revolution

*Outside the window of University Hospital,
Snow is slowly falling. So much already
Cover this vast Ohio ground.*

In Montgomery, only seven years have passed
since Rosa Parks refused
to give up
her seat on a city bus

*I am born brown-skinned, black-haired and wide-eyed.
I am born Negro here and Colored there*

and somewhere else,
the Freedom Singers have linked arms,
their protests rising into song:
*Deep in my heart, I do believe
that we shall overcome someday.*

and somewhere else, James Baldwin
is writing about injustice, each novel,
each essay, changing the world.

*I do not yet know who I’ll be*
What I’ll say
How I’ll say it…

Not even three years have passed since a brown girl
named Ruby Bridges
walked into an all-white school.
Armed guards surrounded her while hundreds
of white people spat and called her names.

She was six years old

I do not know if I’ll be strong like Ruby.
I do not know what the world will look like
when I am finally able to walk, speak, write…
Another Buckeye!
the nurse says to my mother.
Already, I am being named for this place.
Ohio. The Buckeye State
My fingers curl into fists, automatically
This is the way, my mother said
of every baby’s hand.
I do not know if these hands will become
Malcolm’s—raised and fisted
or Martin’s—open and asking
or James’s—curled around a pen.
I do not know if these hands will be
Rosa’s
or Ruby’s
gently gloved
and fiercely folded
calmly in a lap,
on a desk,
around a book,
ready
to change the world…
On the bus, my mother moves with us to the back.
It is 1963
in South Carolina.
Too dangerous to sit closer to the front
and dare the driver to make her move. Not with us. Not now.
Me in her arms all of three months old. My sister and brother squeezed into the seat beside
her. White shirt, tie, and my brother's head shaved clean.
My sister's braids
white ribboned.
_Sit up straight_, my mother says.
She tells my brother to take his fingers out of his mouth.
They do what is asked of them.
Although they don’t know why they have to.
_This isn’t Ohio_, my mother says, as though we understand.
Her mouth a small lipsticked dash, her back
“sharp as a line. DO NOT CROSS!
COLOREDS TO THE BACK! Step off the curb if a white person comes toward you
don’t look them in the eye. Yes sir. No sir.
My apologies. Her eyes straight ahead, my mother is miles away from here. Then her mouth
softens, her hand moves gently
over my brother’s warm head. He is three years old,
his wide eyes open to the world, his too-big ears already listening.
_We’re as good as anybody_, my mother whispers.
_As good as anybody._

"Greenville, South Carolina, 1963"
I believe in God and evolution.
I believe in the Bible and the Qur'an.
I believe in Christmas and the New World.
I believe that there is good in each of us
no matter who we are or what we believe in.
I believe in the words of my grandfather.
I believe in the city and the South
the past and the present.
I believe in Black people and White people coming together.
I believe in nonviolence and "Power to the People."
I believe in my little brother's pale skin and
my own dark brown.
I believe in my sister's brilliance and the too - easy
books I love to read.
I believe in my mother on a bus and Black people
refusing to ride.
I believe in good friends and good food.
I believe in johnny pumps and jump ropes,
Malcolm and Martin, Buckeyes and Birmingham,
writing and listening, bad words and good words -
I believe in Brooklyn!
I believe in one day and someday and this
perfect moment called Now.
“the training”

When my mother’s older cousin
And best friend, Dorothy,
Comes with her children, they run off
Saying they can’t understand
The way Hope, Dell, and I speak.
Y’all go too fast they say,
And the words get all pushed together.
They say they don’t feel like playing
With us little kids. So they leave us
To walk the streets of Nicholtown when we can’t
Leave the porch.

We watch them go, hear
Cousin Dorothy say, Don’t you knuckleheads
Get into trouble out there.
Then we stay close to Cousin Dorothy, make believe
We’re not listening when she knows we are.
Laughing when she laughs, shaking our own heads
When she shakes
Hers. You know how you have to get those trainings,
She says, and our mother nods. They
Won’t let you sit at the counters
Without them. Have you know what to do
When those people come at you.

She has a small space between her teeth
Like my mother’s space, and hope’s and dell’s, too.
She is tall and dark-skinned,
Beautiful and broad-shouldered.
She wears gloves and dark colored dresses made for her
By a seamstress in Charleston.

The trainings take place in the basement of churches
And the back rooms of stores,
On long car trips and anywhere else people can
Gather. They learn
How to change the south without violence,
How to not be moved
By the evil actions of others, how to walk slowly but
With deliberate steps.
“how to listen #7”

Even the silence
Has a story to tell you.
Just listen. Listen

“how to listen #8”

Do you remember…?
someone’s always asking and
someone always does
“God's promise”

It is nearly Christmastime.
On the radio, a man with a soft deep voice is singing
Telling us to have ourselves a merry little…

Nicholtown windows are filled with Christmas trees.
Cora and her sisters brag about what they are getting,
Dolls and skates and swing sets. In the backyard
Our own swing set is silent --
A thin layer of snow covering it.
When we are made to stay inside on Sunday
Afternoons,
Cora and her sisters descend upon it, take the swings
Up high,
Stick their tongues out at us
As we stare from behind our glassed-in screen door.

Let them play, for heaven’s sake! My grandmother says,
When we complain about them tearing it apart.
Your hearts are bigger than that!

But our hearts aren’t bigger than that.
Our hearts are tiny and mad.
If our hearts were hands, they’d hit.
If our hearts were feet, they’d surely kick somebody.
“trading places”

When Maria’s mother makes
*arroz con habichuelas y tostones*,
we trade dinners. If it’s a school night,
I’ll run to Maria’s house, a plate of my mother’s
baked chicken with Kraft mac and cheese,
sometimes box corn bread,
sometimes canned string beans,
warn in my hands, ready for the first taste
of Maria’s mother’s garlicky rice and beans,
crushed green bananas
friend salted and warm…

Maria will be waiting, her own plate covered in foil.

   Sometimes
we sit side by side on her stop, our traded plates
in our laps

*What are guys eating?* the neighborhood kids ask
but we never answer, too busy shoveling the food we love
into our mouths.

*Your mother makes the best chicken* Maria says. *The best corn bread. The best everything!*

*Yeah*, I say.
"What Everybody Knows Now"

Even though the laws have changed  
My grandmother still takes us  
To the back of the bus when we go downtown  
In the rain. It’s easier my grandmother says,  
Then having white folks look at me like I’m dirt

But we aren’t dirt. We are people  
Paying the same fare as other people.  
When I say this to my grandmother,  
She nods, says, *Easier to stay where you belong*

I look around and see the ones  
Who walk straight to the back. See  
The ones who take a seat up front, daring  
Anyone to make them move. And know  
This is who I want to be. Not scared  
Like that. Brave  
Like that.
Still my grandmother takes my hand downtown
Pulls me right past the restaurants that have to let us sit
Where ever we want now. *No need in making trouble*,
She says.*You all go back to New York City but*
I have to live here

We walk straight past Woolworth's
Without even looking in the windows
Because the one time my grandmother went inside
They made her wait and wait. *Acted like*
I wasn’t even there. It’s hard *not* to see the moment-
My grandmother in her Sunday clothes, a hat
With a flower pinned to it
Neatly on her head, her patent-leather pure,
Perfectly clasped
Between her gloved hands waiting patiently
Long past her turn

"Off-Key"

We start each meeting at Kingdom Hall with a song
And a prayer
But we’re always late,
Waking in when the pink song books are already open,
Looking over shoulders, asking Brothers and Sisters
To help us find our place
If it is a song I like, I sing loud until my sister shushes me
With a finger to her mouth

My whole family knows I can’t sing. My voice,
My sister says, is just left of the key. Just right
Of the tune.
But I sing anyway, whenever I can.
Even the boring Witness songs sound good to me,
The words
Telling us how God wants us to behave,
What he wants us to do,
*Be glad you nations with his people! Go preach*
*From door to door!*
*The good news of Jehovah’s kingdom*
*Proclaim from shore to shore!*

It’s the music around the words that I hear
In my head, even though
Everyone swears I *can’t* hear it.
Strange that they don’t hear
What I hear.

Strange that it sounds so right
To me.

“miss bell and the marchers”

They look like regular people
visiting our neighbor Miss bell,
foil-covered dishes held out in front of the
as they arrive
some in pairs,
some alone,
some just little kids
holding their mother's hands.
If you didn't know, you'd think it was just an evening gathering. Maybe church people heading into Miss Bell’s house to talk about God. But when Miss Bell pulls her blinds closed, the people fill their dinner plates with food, their glasses with sweet tea and gather to talk about marching.

And even though Miss Bell works for a white lady who said *I will fire you in a minute if I ever see you on that line!* Miss Bell knows that marching isn't the only thing she can do, knows that people fighting need full bellies to think and safe places to gather. She knows the white lady isn't the only one who's watching, listening, waiting, to end this fight. So she keeps the marchers' glasses filled, adds more corn bread and potato salad to their plates, stands in the kitchen ready to slice lemon pound cake into generous pieces.

And in the morning, just before she pulls her uniform from the closet she prays, *God, please give me and those people marching another day.*

*Amen*
Appendix B

[Image of a black and white photograph]

[Image of a black and white photograph]