



*A Curriculum for Civil Discourse*



## WHAT IS IT?

# YOUTH ENGAGE!

## *A Curriculum for Civil Discourse*

Youth Engage! is an interactive process that fosters civil discourse among older elementary school children through young adults.

Youth Engage! can be implemented in a variety of settings, including in-school and after-school, youth development programs, and faith-based settings.

Goals for young participants include:

- Learn and engage in basic civil discourse
- Develop skills to discuss controversial topics
- Learn and share different perspectives
- Learn how to build consensus
- Develop empathy and demonstrate kindness
- Develop skills to positively deal with confrontation

### **The Rationale for Civil Discourse**

Only 33% of Americans born after 1980 believe it is essential to live in a democratic country. About 40% of Millennials believe the government should be able to regulate certain types of offensive speech. A majority of college students believe colleges should be allowed to restrict speech that is purposely offensive to certain groups. Trends transcend political party affiliation.<sup>1</sup>

Approximately one-third of all 6th-10th graders in the United States have been involved in bullying, whether as the bully, the target, or both.<sup>2</sup>

Research suggests that an underlying lack of social and communication skills may lead youth to act uncivilly.<sup>3</sup>

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<sup>1</sup> Excerpted from the New York Times, October 15, 2017, based on research from the Pew Research Center (2015 poll); The foundation for Individual Rights in Education (2017); and a 2016 Gallup Survey

<sup>2</sup> Issue brief from the Indiana Youth Institute, March 2013

<sup>3</sup> Issue brief from the Indiana Youth Institute, March 2013

## CONTENTS

# YOUTH ENGAGE!

## *A Curriculum for Civil Discourse*

The **Youth Engage!** curriculum is divided into five units:

Unit I	Borders and Boundaries
Unit II	Breaking Down Walls
Unit III	Genuine Listening
Unit IV	Genuine Conversation
Unit V	Scenes in Real Life

While there are five units, the curriculum activities may stretch to many hours and days of programming, depending on the size of the group and age of participants. Facilitators may decide on shorter or longer sessions based on time available and interest level of their participants.

Each unit contains a cover sheet describing outcomes and listing activities in an agenda format. Most activities are detailed on pages following the cover sheet. Descriptions of ice breakers and other resources can be found in the appendices.

Each unit also contains a reflection activity to help participants process the activities and provide feedback to the facilitators. Additional reflection activities can be found in the appendices.

Homework assignments for each unit are optional and at the discretion of facilitators.

Also optional are Pre- and Post-Test forms, located in the appendices. They are included to help facilitators measure the impact of the curriculum on the student participants.

RECOMMENDATIONS  
FOR USING THIS  
CURRICULUM

# YOUTH ENGAGE!

## *A Curriculum for Civil Discourse*

It is recommended that sessions be led by **co-facilitators**. This is important because much of the skill-building begins with an interactive demonstration by the facilitators. During Unit V, "Scenes in Real Life," at least two facilitators will be essential to separately prepare the student actors and audience.

For best results, it is recommended that **ground rules** be established with the students at the very start of the curriculum. As the sample provided in Appendix I points out, ground rules should be determined by the group itself (with hints provided by facilitators) and are to be reviewed before each session. When the curriculum has been completed, ground rules can be revisited so that students can reflect on their importance. Follow-up thought question: What are their ground rules for life?

We believe that a commitment to **reflection** is critically important to the effectiveness of the curriculum. Reflection is where the learning happens, and you can't do too much of it. A reflection activity is provided for each session (with additional activities in Appendix III). Before closing each meeting with students, another recommended reflection option would be to ask students, "How would you describe what you learned to a family member or friend when you get home?"

A word about continuity. The activities in the curriculum build on skills from previous units, so it is recommended that the training be delivered in the established sequence. Depending on the needs of your group, you may choose to repeat activities before moving on, or add additional activities to augment learning. Activities may also be used outside of the context of the curriculum, but this is not recommended to achieve the intended civil discourse outcomes.

### UNIT I. BORDERS AND BOUNDARIES

#### Objectives:

- Students will identify walls - visible and invisible - which divide people.
- Students will identify walls in our world, local communities, schools and neighborhood.
- Students will identify commonalities and differences among people in different social contexts.

#### Ice Breaker:

- Stand Up/ Sit Down (See Appendix II - Ice Breakers)

#### Activities:

- **Setting Ground Rules** - Facilitator asks students to brainstorm a list of rules for behavior during the activities and discussions. Record each on a flip chart or chalkboard. Review each rule to see if all agree. Cross out or remove those with no agreement. Post the final version where everyone can see it, and encourage students to sign it; refer to the list as needed. (See Appendix I for "Sample Ground Rules.")
- **Activity 1** - My Multicultural Self
- **Activity 2** - Visible and Invisible Walls
- **Activity 3** - Constructing a Wall - Differences and Commonalities

#### Reflection Activity:

- **Graffiti Wall** - Give a quick re-cap of Activities 1 and 2. Ask students to write something they learned from either activity on a large flip chart paper pre-taped to the wall. They can write as much as they like.

#### Homework Assignment:

- Students are asked to notice visible and invisible walls within their school and what effect they have. Encourage them to take some notes so they can share next time.

## ACTIVITY 1: MY MULTICULTURAL SELF

### Objectives:

- Students will uncover and identify core aspects of their personal and cultural identities.
- Students will identify how identity shapes a person's worldview.
- Students will learn more about the identity of those around them.

Group size	<ul style="list-style-type: none"> <li>• 10-25</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 25-30 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room with tables and chairs for writing</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• My multicultural self worksheet</li> <li>• Writing utensils</li> </ul>

### Activity Steps:

- Pass out the “My Multicultural Self” worksheet (appendix) and writing utensils.
- Give a brief introduction to cultural identities. Ask the students what culture is, and how culture can shape one’s identity. Explain that culture is a shared system of beliefs, but no one has just one culture. Explain that everyone has different cultures, which is what makes people unique.
- Have the facilitator show their own filled-out worksheet, explaining their own identities.
- Have the students brainstorm 5 cultures or identities that they belong to. This can include their hobbies (e.x. tennis player, actor), personality traits (e.x. animal lover, shy), etc. Have them write those under the different identity bubbles.
- Have volunteers share their identity bubbles out loud to the class. Participants can also “pair share” before sharing identities with the larger group.

### Facilitator discussion points:

- How do each of your identity bubbles affect how you see the world?
- Do you have more than 5 identities? Do these identities correspond or clash?
- How would you feel if someone ignored one of your identities? How could ignoring an identity bubble cause miscommunication?
- Do you think our identity bubbles are fixed or can they change over time?

**MY MULTICULTURAL SELF**

Identity 5

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Identity 1

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**ME**

Identity 4

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Identity 2

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Identity 3

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## ACTIVITY 2: VISIBLE & INVISIBLE WALLS

### Objectives:

- Students will identify walls - visible and invisible - which divide people.
- Students will identify walls in our world, local community, schools and neighborhoods.

Group size	<ul style="list-style-type: none"> <li>• 10-25</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 30-40 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough to move around freely</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Flip charts                             <ul style="list-style-type: none"> <li>◦ Visible walls</li> <li>◦ Invisible walls</li> </ul> </li> <li>• Markers</li> </ul>

### Activity Steps:

- Hang flip charts on the walls, marked "Visible Walls" and "Invisible Walls."
- Provide a couple of examples of walls or boundaries that are visible (e.g., border wall with Mexico), and a couple that are invisible (e.g., glass ceilings).
- Provide markers. Ask students to list on the flip charts any walls or boundaries they can think of for these two categories.
- Remind students that walls can exist on a world, national, or community level, including in their schools and neighborhoods.
- Ask for a volunteer to read the flip charts.

*Note: Alternately, students can work in pairs or small groups to identify and list walls and boundaries.*

### Facilitator discussion points:

- Why do we have walls?
- Are walls a good thing or a bad thing?
- Can a wall be both good and bad?
- Can walls be useful?
- Can walls be a deterrent?
- Who decides to put up a wall or make a boundary?



## ACTIVITY 3: CONSTRUCTING A WALL - DIFFERENCES AND COMMONALITIES

### Objective:

- Students will identify commonalities and differences among people in different social contexts.

Group size	<ul style="list-style-type: none"> <li>• 10-25</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 30-40 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough to construct a temporary wall down the middle</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Masking tape, or other materials to construct wall (chairs, tables. etc.)</li> <li>• Paper and pens - one for each small group</li> </ul>

### Activity Steps:

- Construct a wall down the middle of the room. This can be done in advance, as simple as a line of masking tape on the floor, or on the spot by the students. (Example: "You have 5 minutes to construct a wall down the middle of the room." Materials can be provided for this, or not).
- Divide students into one of two groups. Assign each group a different color ribbon to be passed out among members. The ribbon should be visible, so students' group designation is easily recognized.
- Inform students that the wall exists to separate them because they are different. Ask them to identify ways they are different from the other group with these questions:
  - Which is the "better group?"
  - Which is the smarter group?
  - Which group is better looking? Taller? More athletic?
  - Which group is more hardworking? Etc.
- Form small groups of 4-6 students, with half of each small group from different sides of the Wall. Ask each small group to make a list of things they have in common that are not visible (e.g. We all have siblings or We were all born in Indianapolis). Note: set a time limit in advance.
- Ask students to return to their sides of the wall.

### Facilitator Discussion Points:

- What did you learn about someone from the other side that you had in common?
- Do you feel differently about the opposite group now that you know more about each other?
- What happens to people when they only see their differences?
- Can you give an example from the real world where seeing only differences is encouraged?

## UNIT II. BREAKING DOWN WALLS

### Objectives:

- Students will review Unit I.
- Students will examine perceptions and personal beliefs about conflicting views.
- Students will examine ways verbal and nonverbal behavior prevent positive communication.

### Icebreaker:

- Where the Wild Wind Blows (See Appendix II - Ice Breakers)

### Activities:

- **Review ground rules** - Continue to post the ground rules established by participants during the first session. Ask the group, "How did the ground rules work during the last session?"
- **Activity 1** - Briefly process the homework assignment. (1-5 minutes)
  - What walls, both visible and invisible, did students discover since the last session?
- **Activity 2** - Vote with Your Feet
- **Activity 3** - Communication Killers

### Reflection Activity:

- **Snowball Fight** - Pass out blank sheets of paper. Students write down something they liked from today's activities. Everyone crumples their paper and has a snowball fight. Students pick up the paper nearest them and take turns reading them out loud.
- The facilitator can repeat the snowball fight by asking 2-3 questions about the training.

### Homework Assignment:

- Ask students to pay attention to the way they listen or use some of the communication killers.

## ACTIVITY 2: VOTE WITH YOUR FEET

### Objectives:

- Students will examine perceptions and personal beliefs about conflicting views.
- Students will share personal values on issues or ideas in a safe space.

Group size	<ul style="list-style-type: none"> <li>• 8-25</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 30 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough to move around freely and congregate in three groups</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Three signs posted around the room: AGREE; DISAGREE; DON'T KNOW</li> <li>• List of statements to be read by facilitator</li> </ul>

### Activity Steps:

- Explain to students that they will have an opportunity to express their opinions and values about different statements. **Statements are neither true nor false.**
- Explain that values are what we believe in; the things we are for.
- Give a few examples of fact, fiction, or opinion statements and ask them to identify which one the statement is an example of. Ex: George Washington was the first U.S. president. Ex: Indiana has beautiful mountain scenery. Ex: Indiana is the best state.
- Explain that after you read each statement, students should move to the sign that best represents their value or opinion. **There are no right or wrong responses.** (NOTE: *Students have a right to pass on a particular statement and can change their "vote" at any time.*)
- Ask for a volunteer by each sign to explain why they chose that position. If enough time, ask for others to volunteer comments.
- Remind students that they can change their "vote" at any time.

### Facilitator discussion points:

- Did you always know right away how you felt, or did you have to think about it?
- Did you feel you needed more information before forming an opinion? Why?
- Is one opinion more "right" than another? Explain.
- Did you ever change your mind?
- What influenced you to change your mind?
- Does your behavior back up your values? Do you practice what you preach?

### VOTE WITH YOUR FEET STATEMENT EXAMPLES - UPPER ELEMENTARY

- A fifth-grader needs a babysitter.
- Playing sports makes you an all-around better person.
- The oldest child must be the most responsible.
- It is better to do your homework right after school.
- Kids should monitor their own screen time.
- It is important to have violence in superhero movies.
- Helping others is a good way to spend your time.
- A woman can do any kind of work a man can do.
- It is hard to make friends with someone who is very different from me.
- Old people have nothing in common with kids my age.
- Cell phones should not be allowed in the classroom.
- Students should be able to choose their own seats in the cafeteria.
- Sometimes you should let someone else win.
- If a rule is going to hurt others, you can break it.
- A person should be cut from a team who has bad grades.
- Voting is an effective way to make your opinions heard.
- I have a responsibility to be kind to others.
- Compromising is a good way to solve problems.
- My parents should not access my personal belongings.
- I can say whatever I want to others.
- Some punishments can be too extreme.
- I can do what I want if my parents haven't told me no.

## VOTE WITH YOUR FEET STATEMENT EXAMPLES - OLDER STUDENTS

- It is better to do your homework right after school.
- Violence among teenagers is their own fault.
- All people have equal opportunities to succeed in life.
- If adults want teens to be drug-free, they should be drug-free themselves.
- A woman can do any kind of work a man can do.
- Inability to read well is a major cause of dropping out of school.
- Playing sports makes you an all-around better person.
- By the time we run out of fossil fuels, society will have discovered other sources of energy to replace them.
- Hard work always ensures the ability to live a comfortable lifestyle.
- Most children get plenty of attention in a childcare center.
- Power is always bad.
- Emotional and financial stress is likely to contribute to domestic abuse.
- It is hard to make friends with someone who is very different from me.
- There would be less violence if children were taught better values.
- Sometimes you should let someone else win.
- Your generation is responsible for improving the community.
- A small group of people can change the world.
- Cell phones should not be allowed in the classroom.
- The solution to poverty is hard work.
- Voting is an effective way to make your opinions heard.
- I have a responsibility to advocate for others.
- Compromising is a good problem solving strategy.
- I have a level of personal privacy that should not be invaded.
- I have the freedom to speak freely to others, even if it includes being mean.
- Some punishments can be too extreme.
- If there isn't a rule against doing something, I am free to do it.

## ACTIVITY 3: COMMUNICATION KILLERS

### Objective:

- Students will examine ways verbal and nonverbal behavior **prevent** positive communication.

Group size	<ul style="list-style-type: none"> <li>• 8-25</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 20-30 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough to accommodate group and flip charts</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Sign - Communication Killers</li> <li>• Scenarios for demonstrating Communication Killers for volunteers (on individual cards)</li> <li>• Flip chart and markers</li> </ul>

### Activity Steps:

- Post this list of Communication Killers where all students can see it.
- **Communication Killers**
  - Ignoring and tuning out
  - Missing the meaning
  - Interrupting
  - It's all about me
  - Monopolizing
  - Your body says it all
- Explain each "Killer" and demonstrate with co-facilitator or student volunteer.
  - **Ignoring the listener** - Someone is talking but we ignore them because we are caught up in our own interests and thoughts.
  - **Missing the meaning** - We pay attention to the words but not to the meaning someone is expressing, so we miss the point.
  - **Interrupting** - We start talking while someone else is already talking.
  - **It's all about me** - We pay attention only to parts that interest us or hear others through our own point of view. We may judge before hearing it all.
  - **Monopolizing** - We keep talking nonstop and don't let any else speak.
  - **Your body says it all** - Our nonverbal behavior tells the speaker we aren't listening or don't care what they have to say. Nonverbal killers include: facial expressions; looking or turning away from the speaker; fidgeting; sighing or gasping; or crossing your arms.

## ACTIVITY 3: COMMUNICATION KILLERS (CONT.)

### Scenarios for demonstrating the Killers

- **Ignoring the listener**
  - Person #1: I'm really worried about my little sister who is getting bullied at our bus stop.
  - Person #2: Ignores because she is responding to a text.
- **Missing the meaning**
  - Person #1: My dad didn't come home last night, and my mom is in a really bad mood.
  - Person #2: Yeah, I hate it when my mom is in a bad mood. Moms are like that.
- **Interrupting**
  - Person #1: So, on the test yesterday I got every answer right; and the teacher said ...
  - Person #2: (interrupting): I had a test yesterday, too.
- **It's all about me**
  - Person #1: Mom, I got kicked out of English today because Mrs. Redman doesn't like me.
  - Person #2: Am I going to have to go to school again? This makes me look like a bad parent!
- **Monopolizing**
  - Person #1: Last weekend I went to visit my Aunt Em and my cousins were all in the back yard playing so I joined them and then my other cousins came over and we had so much fun! And then my Uncle Bob cooked hot dogs and we all ate dinner ... and then we decided to light the fireworks ... and then ...
  - Person #2: (Keeps trying to break into the conversation but can't get a word in.)
- **Your body says it all**
  - Person #1: So then my friend Bev said to me, let's get together after school and go shopping, and then I said to her ...
  - Person #2: Pretends to listen but looks bored, turns his/her head away, crosses his/her arms, and makes loud sighing noises.

*Note: If time, students can practice the Communication Killers, using their own dialogues. It might be helpful to have additional examples ready on cards.*

### Facilitator discussion points:

- Have you ever felt like someone shut you off by not paying attention? Examples?
- Are you ever guilty of Communication Killers?
- Do Communication Killers show respect toward the other person?
- What kind of body language are you showing right now?

### UNIT III. GENUINE LISTENING

#### Objectives:

- Students will review learnings from Unit I and II.
- Students will examine ways verbal and nonverbal behavior **enhance** positive communication.
- Students will practice good listening skills.

#### Ice Breaker:

- Group Juggle (See Appendix II - Ice Breakers)

#### Activities:

- **Activity 1** - Briefly process the homework assignment. (1-5 minutes)
  - Have students share what they observe about their own communication habits
- **Activity 2** - Lecturette on Genuine Listening
- **Activity 3** - Paraphrasing (two versions )

#### Reflection Activity:

- **Graffiti Wall** - Ask students to share something helpful that they learned about listening on a large flip chart paper pre-taped to the wall.

#### Homework Assignment:

- Pick a Genuine Listening skill to practice at home that you think will make you a better listener.



## ACTIVITY 2: LECTURETTE ON GENUINE LISTENING

### Objective:

- Students will examine ways verbal and non verbal behavior enhance positive communication.

Group size	• 8-25
Time needed	• 20-30 minutes
Space needed	• Room large enough to accommodate group and flip charts
Materials needed	• Flip chart - Genuine Listening (see attached)

Facilitator(s) will introduce the concepts of Genuine Listening. Sometimes referred to as "active listening," the purpose here is to teach students how to **listen with their ears, their eyes, and their hearts**. Lecturette should cover these points. Facilitator can pause to make sure students are understanding by asking for clarifications, summaries, etc.

- Read quote: "Many people may hear, but few people actually listen." What does this mean? (wait for response)
  - Can you guess how much most people remember of what they hear? (wait for response)
    - Answer: Only 25-50%! That's 25 to 50 people out of 100!
  - People respond to words, tone of voice and facial expressions. Can you guess what percentage of people respond most to each? (Wait for response)
    - Answer:
      - Facial expressions - 55%
      - Tone of voice - 38%
      - Words - 7%
- Listening is not merely hearing. Listening is reacting to what you hear, see and feel. **Listening is active!**
- When you are listening to somebody completely and attentively, then you are listening not only to the words, but also to the feeling of what is being said. You are listening with your heart!
- Listening is a skill that we can all benefit from improving.
- By being a better listener, you can be more productive. You have more ability to influence, persuade and negotiate with others.
- Being a good listener helps you to avoid conflict and misunderstandings.
- Genuine listening is making a conscious effort to hear not just the words but the complete message of the speaker.
- Active listeners watch for facial expressions and read body language, as well as listen to words. They listen with **their ears, their eyes, and their hearts**.

**Facilitator:** Refer to Genuine Listening flip chart and review each point, demonstrating the more complicated ones (noted with \*\*) with co-facilitator or volunteer. Ask for examples.

### GENUINE LISTENING

- Face the speaker and look into their eyes.
- Be attentive but relaxed. Don't slump or look away. Try not to fidget.
- **\*\*Pay attention to the speaker's facial expressions and body language. Do they seem bored? Interested? Enthusiastic? Irritated? Sad?**
- **\*\*Practice mirroring. Imitate the person's posture. Repeat back in your own words what you think the speaker is saying.**
  - "What I'm hearing is..."
  - "Sounds like you're saying..."
- **\*\*Ask questions to better understand, but only when the speaker pauses.**
  - "Do you mean...?"
- Keep an open mind. Don't jump to conclusions -- you may miss what the person is saying. Listen to *all* they have to say.
- Don't interrupt. Interruptions suggest you are more important or interesting than the speaker. Don't impose your own solutions unless asked. Allow the speaker to finish their point.
- Stand in their shoes. **Try to put yourself in their situation and feel what they are feeling, not just what they are saying.** This is called "empathy." Empathy is the heart and soul of good listening.
- Don't spend time planning what to say next. You will stop listening!
- If you are a quick thinker and a good speaker, it's on you to relax the pace. Help the other person who has trouble expressing themselves.

## ACTIVITY 3: PARAPHRASING (PAIRS VERSION)

### Objective:

- Students will practice good listening skills.

Group size	<ul style="list-style-type: none"> <li>• 8-25</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 30-40 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough to sit in pairs</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Genuine Listening chart posted on wall</li> <li>• Paper and pens - optional</li> </ul>

### Activity Steps:

- Explain that paraphrasing is a tool that helps people clarify their understanding of one another and is essential in solving conflicts. The listener uses his or her own words to summarize what the speaker said.
- Have students choose a partner and find seats together where they can talk.
- Tell students they will each have two minutes to talk about a subject you will give them. While one student talks, their partner listens. At the end of the time, the listener will paraphrase (or summarize) what the speaker said.
- Tell students they can refer to the Genuine Listening chart to practice good skills. Briefly review chart.
- Subject: If you were granted three wishes, what would they be? Why?
- After one minute, remind students they have one remaining minute.
- Call time and give listeners one minute to paraphrase (to their partner) what their partner said.
- After the first listeners have paraphrased, ask for feedback from group:
  - Was it hard to paraphrase?
  - Did you have trouble listening? Remembering?
  - How did you (the listener) feel about the experience?
  - How did you (the speaker) feel about the experience?
- Students switch roles and repeat the process, using the same question or a different one. After the second round of listeners have paraphrased, ask the same questions.
- Alternate questions:
  - If you won \$1 million in the Lottery, what would you do with the money?
  - Describe the perfect playground.

### Facilitator discussion points:

- What did you notice about body language?
- What Genuine Listening skills did you use?
- Is it easier for you to listen or to speak?
- What is one skill you need to practice more?

## ACTIVITY 3: PARAPHRASING (LARGER GROUP VERSION)

### Objective:

- Students will practice good listening skills.

Group size	• 6-8
Time needed	• 20-30 minutes
Space needed	• Room large enough to sit or stand in small groups
Materials needed	• Genuine Listening chart posted on wall

### Activity Steps:

- Explain that **paraphrasing** is a tool that helps people clarify their understanding of one another and is essential in solving conflicts. The listener uses his or her own words to summarize what the speaker said.
- Choose a topic that is interesting to everyone or ask for topics from students. Sample: **Some people think schools should be in session 12 months a year.** What do you think?
- In small groups, ask students to discuss this topic. As each student speaks, they must first paraphrase what the preceding person said.
- Tell students they can refer to the Genuine Listening chart to practice good skills. Briefly review the chart.
- Continue until each student has had at least one opportunity to speak.

Variation: If there is room for small groups to be standing in circles, have speakers bounce or throw a ball to someone else after they have finished. The person catching the ball must paraphrase the speaker.

### Facilitator discussion points:

- Was it hard to paraphrase?
- Did you have trouble listening? Remembering?
- Did you notice any body language?
- What Genuine Listening skills did you use or notice?
- Is it easier for you to listen or to speak?
- What is one skill you need to practice more?

### Homework Assignment:

- Notice and record additional real-life situations that require good communication.

## UNIT IV: GENUINE CONVERSATION

### Objectives:

- Students will review learnings from previous units.
- Students will examine and learn ways to positively express thoughts and ideas.
- Students will learn and practice tools to positively express thoughts and ideas.
- Students will identify scenarios where communication is important in their lives (e.g., playground; cafeteria; bus stop; sports; racial confrontations; etc.).

### Icebreaker:

- Express Yourself (See Appendix 11 - Ice Breakers)

### Activities:

- **Activity 1** - Process homework assignment. (1-5 minutes) How did practicing your skill work? Would anyone like to share?
- **Activity 2** - How to Make a Peanut Butter Sandwich
- **Activity 3** - What is Consensus? (Escape Pod Worksheet or other age-appropriate decision requiring consensus)
- **Activity 4** - Brainstorming - In small groups, brainstorm a list of real-life situations where communication is important in your lives. Include situations where people often disagree or take sides. Share with the larger group and record on a flipchart. Announce that some of these situations will be acted out in role-plays during the next session.  
Some examples:
  - Confrontation at the bus stop
  - Cafeteria seating
  - Persuade parents to let you go to a late-night party

### Reflection Activity:

- **Snowball Fight** - Pass out blank sheets of paper. Students write down something they learned or enjoyed from today's activities. Everyone crumples their paper and has a snowball fight. Students pick up the paper nearest them and take turns reading them out loud. The facilitator may choose 2-3 questions to repeat the snowball fight for each question.

### Homework Assignment:

- Notice and record additional real-life situations that require good communication.

## ACTIVITY 2: HOW TO MAKE A PEANUT BUTTER SANDWICH

### Objectives:

- Students will examine and learn ways to positively express thoughts and ideas.
- Students will learn and practice tools to positively express thoughts and ideas.

Group size	• 8-20 (best with groups no larger than 15)
Time needed	• 30 minutes
Space needed	• Room to accommodate group with chairs or desks
Materials needed	• Unopened loaf of bread; Unopened jar of peanut butter

### Activity Steps:

- Seat participants in a circle or "U" so that everyone has an unblocked view of the front.
- On a table at the front, place the bread, peanut butter, and spreader.
- Pass out a sheet of paper and a pencil to each participant. **Boundaries**
- Ask for a volunteer to be "it." Ask the volunteer if they know how to make a peanut butter sandwich.
- Explain to the group that they are going to need to teach the volunteer how to make a peanut butter sandwich. Ask them to write down the instructions to make a peanut butter sandwich. They must do this silently—no talking or helping each other.
- While they are writing, take the volunteer aside and explain that they are to follow **exactly** the instructions they will be given. This means if they are asked to spread the peanut butter without having been told to open the jar, they will run the jar over the bread, etc.
- When the group is ready, ask for a volunteer to read the instructions they wrote down, and have the sandwich-maker follow them exactly. If this doesn't work (it probably won't), ask for another volunteer to read their written instructions. This can go on for a few minutes, but eventually you may have to ask the group to verbally improve the instructions.

### Facilitator discussion points:

- Why did the sandwich-maker have a hard time making the sandwich?
- When you wrote the instructions, did you assume the sandwich-maker would fill in the gaps?
- What happens when people can't "fill in the gaps" when you communicate to them?
- When people miscommunicate, whose fault is it? (Speaker? Listener? No one? Both?)
- What are some ways to improve your communication skills?

## ACTIVITY 3: WHAT IS CONSENSUS

### Objective:

- Students will learn and practice tools to positively express thoughts and ideas.

Group size	<ul style="list-style-type: none"> <li>• 8-25</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 25-40 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough to accommodate small groups and flip charts</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Copies of Escape Pod Worksheet for all</li> <li>• Pencils or pens</li> </ul>

### Activity Steps:

- Explain that this will be an exercise in making decisions by consensus. Make these points:
  - There are many ways to make group decisions. Can you name some? Examples:
    - Drowning out other people's voices
    - Forcing or threatening
    - Agreeing to disagree
    - Averaging Bargaining or persuading
    - Taking a vote
  - Consensus means that the choice or choices must be agreed upon by each group member before it becomes a decision
  - **Consensus is difficult to reach.** Sometimes group members may only partially agree, but enough to approve the choice. Everyone must be able to live with the decision.
  - No one should change their mind only in order to reach an agreement and avoid conflict. Everyone must agree at least partially.
  - View differences of opinion as helpful, rather than as a hindrance.
  - Avoid reducing conflict by voting or bargaining with one another.
- Form participants into groups of 4-6. Distribute the Escape Pod Worksheet and a pencil to each participant. Ask for one volunteer in each small group to facilitate the conversation and make sure everyone in their group gets heard. That volunteer will also check to see when and if there is consensus.
- After the groups have finished the activity, ask them to report their results.

### Facilitator discussion points:

- Was consensus hard to reach? Why?
- Why is it sometimes very important to reach a consensus?
- What are possible consequences of using voting as a method of decision-making?
- What skills are important to be good at consensus building?

### ACTIVITY 3: WHAT IS CONSENSUS? ESCAPE POD WORKSHEET

There are ten people on a mission to populate a new planet. Their spaceship has developed a malfunction and will not be able to reach the planet. There is only one Escape Pod and it can carry only six people down to the new planet. These persons will be the only survivors and will have the responsibility to perpetuate the new society.

**Your task is to select the six survivors.** Circle the numbers of the persons who will enter the Escape Pod and be saved. Then, come to a consensus to arrive at a group decision. Remember, everyone must at least partially agree to the final six who will enter the Escape Pod.

1. Store manager, 31-year-old man
2. His wife, pregnant (6 months)
3. Religious extremist, a second-year medical student
4. Famous historian, a well-known author, who is gay, 42 years old
5. Young Hollywood actress
6. Biologist
7. Minister, 54 years old
8. Olympic athlete
9. Handyman, 35 years old, sells drugs
10. Law and order police officer. Insists on taking a gun into the Escape Pod.



## UNIT V: SCENES IN REAL LIFE

### Objectives:

- Students will review and add to the list of scenarios from the previous session.
- Students will reinforce the listening and conversation skills students have already learned.
- Students will practice listening and conversation skills through role-playing a number of scenarios identified by students.

### Icebreaker:

- What Are You Doing? (See Appendix II – Ice Breakers)

### Activities:

- **Activity 1** - Process homework assignment. Are there any new situations to add to the list that was created at the last session? Add any additions to the flip chart. (See Unit IV, Activity 4)
- **Activity 2** – Scenes in Real Life Role Plays – This activity utilizes the list of suggested scenarios from the previous Unit. See attached for a description of the activity and some sample role plays.

### Reflection Activity:

- **Vote with Your Feet** (agree/disagree, etc.)
  - The role plays helped me better understand how to resolve conflict.
  - I am less likely to avoid situations where I know people might disagree with me.
  - Students would learn to get along better if they listened to each other more.
  - I am more likely to intervene if I see someone being verbally bullied.

## ACTIVITY 2: SCENES IN REAL LIFE ROLE PLAYS

### Objective:

- Students will reinforce and practice the listening and conversation skills students have learned through role-playing a number of scenarios identified by students.

Group size	• 8-25
Time needed	• 45 minutes - 1 hour
Space needed	• Room large enough to accommodate role play and audience
Materials needed	<ul style="list-style-type: none"> <li>• Volunteer actors</li> <li>• On prep cards, short descriptions of each role-play for actors</li> <li>• On prep cards, description of each character to assist actors (for each role-play)</li> <li>• On prep cards, written suggestions for actors on how to set up the activity</li> </ul>

### Activity Steps:

- Explain that some students will act out some challenging scenes, and other students will be giving them advice. Ask for volunteer actors (how many will depend on the role play).
- Have one facilitator take actors aside and share with them the role-play scenario, their characters, and suggestions for setting up the role play. Encourage them to include negative communication, including poor nonverbal behavior, so that their actions can be critiqued. They can be "over the top" in their improvisations. Give them a few minutes to discuss how they want the improv to go.
- Meanwhile, the other facilitator can explain to the remaining students that during the performance, a facilitator will say "STOP!" and ask them to evaluate how the actors are doing. They can give suggestions to the actors to help them with communication.
- Start the role play when the actors are ready. Be on the lookout for opportunities to stop the action and let the audience give suggestions. During this time, the actors remain silent.
- When a good suggestion is given, ask the actors to act it out and see how it goes. Continue the role play and stop-action process until several scenes are acted out or time runs out.

### Facilitator Discussion Points:

- What were some ways communication was inhibited (the Conversation Killers)?
- What positive communication strategies did you see?
- How did nonverbal behavior affect the outcomes?

## ACTIVITY 2: SCENES IN REAL LIFE ROLE PLAYS

### SAMPLE ROLE PLAYS

Role plays preferably are drawn from the list of scenarios that are suggested by students during the previous unit. The following samples illustrate the breadth of scenarios possible.

**For the actors, each role play requires prep cards as follows:**

1. **The Challenge:** a brief description of the scenario to be role played.
2. **The Characters:** a description of each character, one per card.
3. **Helpful hints:** suggestions by the facilitators to get the actors started.
  - **Hard-working youth** (2-4 actors)
    - Ryder is a 5th grader who lives with his/her single mom and two younger siblings. Every day, Ryder has to take care of the younger siblings after school until Mom comes home from work. Ryder also must do the laundry and start dinner. The role play is a confrontation between Ryder and Mom. "Younger siblings" may take part, as well. Ryder wants more freedom and less responsibility. Mom feels she doesn't have much choice.
  - **Playground dispute** (5 actors)
    - Two students are arguing on the playground. Other students are gathering around them and a fight is about to break out. A teacher intervenes and attempts to prevent the fight. Characters include the teacher, the two "arguers" and two observers of the argument. (Note: the resolution of the argument is not essential to the role play).
  - **Staying out late** (3 actors)
    - Morgan is not allowed to go to late-night parties and considers his/her parents to be very strict. Mom and Dad firmly believe Morgan is too young to be out past 10:00 p.m. and want to protect their child from bad influence and harm. Morgan has been invited to a great birthday party that will include movies and dancing until late and is asking Mom and Dad for permission to go.
  - **Didn't make the team** (4 actors)
    - Derek is a great athlete and has always made the team. But this year, the new coach did not pick him for the team. Derek's parents are very upset and go to school to meet with the coach and complain. The scene includes Derek, his Mom and Dad, and the Coach.

## SAMPLE GROUND RULES/NORMS

Ground rules/norms should be determined by the group and posted for all sessions. A short review and/or "how are we doing on these?" is recommended at the beginning of each session.

The following chart gives a few examples. They are to be used as suggestions.

Middle School	High School
Don't interrupt	Be fully present
Talk one at a time	Monitor "air time"
Show respect and interest to the person talking	Invite the participation of others
Try to be happy, upbeat	Assume positive intent
Everyone participates	Share ideas
You have the right to pass	Be willing to challenge the thinking of others and consider different perspectives
Have fun!	Start and end on time
	Self monitor keeping to agenda
	Have fun!

At the end of the program, a good addition might be to reflect on these rules with the participants. Here are a few question ideas:

- Which rules/norms helped you? Which didn't?
- Which will you take with you as "ground rules for your life?"
- Which rules are the most important for other people talking to you?

## CANDY SHARE

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	<ul style="list-style-type: none"> <li>• Any number</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 10-15 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Any space</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Poster with color-coded questions</li> <li>• starburst candy, bowl or basket</li> </ul>

### Activity Steps:

- Empty Starburst candy bag into bowl or basket.
- Direct participants to pick one piece of candy.
- After the student picks candy, show and reads the poster with the following questions (each question assigned to a candy color):
  - Yellow: Where would you travel in the world if \$ were no obstacle?
  - Orange: What is your dream job 10 years from now?
  - Red: What is something you'd like to share about your family?
  - Other color: Wildcard - Share anything about yourself.
- Each student takes a turn and shares information. The facilitator might start as an example.

## CANDY THROW

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	<ul style="list-style-type: none"> <li>• 8-20</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 10 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough for students to sit in a circle</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• 10 pieces of wrapped candy per person</li> </ul>

### Activity Steps:

- Have group sit in a circle.
- Give each person ten pieces of wrapped candy.
- Tell the group that they may not eat any of the candy until the end of the game.
- One person starts the game by telling the group something unique they have done, accomplished, or experienced in life,
- Anyone in the group who has not done the same thing must throw (or gently toss) a piece of candy at this person ,
- Continue in this manner around the circle until everyone has had a turn.
- At the end of the game, players may eat the candy they collected.

## EXPRESS YOURSELF

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	<ul style="list-style-type: none"> <li>• Any size</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 10 to ? minutes (depending on group size)</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough for group to form circle</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• List of topics</li> <li>• Bowl or basket for topics</li> <li>• Yarn, cut in lengths about 1 yard</li> </ul>

### Activity Steps:

- Form circle - standing, sitting, or with chairs.
- Volunteer picks topic from bowl; (may pass on first topic and choose another); then must speak to topic for 1 minute or length of time to wrap yarn around 2 fingers.
- One by one, student speaks and others listen respectfully.

## EXPRESS YOURSELF - TOPIC IDEAS

1. What is your favorite season? Why?
2. What is the most beautiful thing you have ever seen?
3. You have the opportunity to time travel to any year. What year would you choose?  
Where would you go and/or whom would you meet and/or observe?
4. Who do you enjoy spending time with and why?
5. What do you fear most?
6. What in nature inspires you?
7. What sport do you enjoy the most and why?
8. What are some of your favorite TV shows?
9. If you could change anything about the world, what would it be?
10. If you won a million dollars, what is the very first thing you would spend it on?
11. If you were creative, which would you be: an actor, an artist, a singer, or a writer?
12. What is your favorite book? Why?
13. Who is a teacher who influenced your life? Tell about how he/she made an impact.
14. If you could travel to any place in the world, where would you go first?
15. What do you think is the greatest invention? Why?
16. What is your greatest strength?
17. What school subject do you like best and why?
18. What do you want to be doing ten years from now?



## FLIP

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.
- Students will work as a team.

Group size	<ul style="list-style-type: none"> <li>• 10 or more</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 10 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough for group to stand on a large tarp, old sheet, or old blanket</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• One or more large tarp, old sheet, or old blanket</li> </ul>

### Activity Steps:

- Lay out a tarp (or old sheet or blanket) that is large enough for the whole group to stand on while leaving about a quarter of it empty.
- If the group is large, break it into smaller teams.
- Once the group is standing on top of the tarp, challenge them to completely flip it over so that everyone is standing on the other side of the tarp.
- At no time may anyone get off of the tarp or touch the ground during this activity.

## FIND SOMEONE

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	• 5 or more
Time needed	• 10 - 15 minutes
Space needed	• Room large enough for group to move around the room
Materials needed	• Index cards, pens, or pencils

### Activity Steps:

- Pass out a blank index card to each student.
- Each person writes on the index card one to three statements about themselves, such as favorite color, interest, hobby, or vacations.
- Collect cards and pass them out so everyone receives someone else's card. Students move around the room with their new cards to find the person with their card.
- When a student finds a person with their card, the pair introduces themselves.
- Continue searching until all students have found the person with their card.

## THE GREAT SHOE TIE

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.
- Students will work as a team.

Group size	• 6 or more
Time needed	• 10 - 15 minutes
Space needed	• Room large enough for small amount of movement as a group
Materials needed	• Masking tape, rope, or string (optional)

### Activity Steps:

- Ask everyone to unfasten their own shoes.
- Instruct the group to stand in a clump as close together as possible (everyone's feet should be together, and there should be no open space left on the ground at all).
- Challenge the group to tie or buckle everyone's shoes without anyone falling out of the circle.
- If anyone does fall out of the circle, the whole group must start over.
- If your group can do this easily, you may tie some rope around the group at waist level and give them the same challenge again.

## GROUP DRAW

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.
- Students will work as a team.

Group size	<ul style="list-style-type: none"> <li>• 4 or more</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 10 - 15 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room with students sitting at a table or desk</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Colored markers, drawing paper</li> </ul>

### Activity Steps:

- Give each person a different colored marker.
- Give one person a piece of paper and ask them to make a squiggle or line on the paper.
- Tell students to pass the paper to the person next to you. That person may turn the paper in any direction and add another line or squiggle. The lines must not intersect. The group should try to create a picture of something.
- Once everyone has had a turn, ask the group to come up with a title for their picture.
- If you have a large group broken into smaller teams, hold an art exhibit at the end, allowing each team to share their picture with the rest of the group and to explain its title.

## GROUP JUGGLE

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	• 8 - 12
Time needed	• 10 - 15 minutes
Space needed	• Room large enough for group to stand in a circle
Materials needed	• Bean bag, nerf ball, or easy-to-catch item, multiples if doing option 2

### Activity Steps:

- Clean area of furniture; form a circle.
- Toss the bean bag across the circle.
- Say the person's name first and then toss.
- Person receiving says, "Thank you, Joe (name of person)", then repeats step #2.
- Continue tossing until everyone is included.
- After receiving and tossing, put hands behind back.
- Last person throws back to the starter.
- One practice round.
- Options on the next page.

### Facilitator discussion points: (perhaps between rounds)

- What did you learn from this exercise? (Group had to work together to reduce time; everyone had good suggestions; etc.)
- Which ideas were the best?
- Did this activity help you to think creatively? Explain.
- What parallels can you make to working together as a group?
- What happened when a surprising development occurred? Did you agree with the proposed solution? Did it help or hinder the outcome?

### GROUP JUGGLE - OPTIONS 1 & 2

#### Option 1

##### Steps for activity:

- Practice a second round, but first, announce that you will be timing to see how long it takes to get around a complete circuit. Volunteer with a cell phone or a secondhand helps with timing.
- Ask the group if they think they can reduce the time it takes to get one bag around the circuit. Have the group suggest a time. Ask for suggestions on how to reduce the time it takes. Ask people who have played before to withhold their suggestions.
- Third round: Continue until they reach their goal or make a new goal everyone agrees on. Continue to ask for suggestions on how to speed up the process.
- During the last round, toss in another beanbag without telling people you're going to do this.

#### Option 2

##### Steps for activity:

- Practice a second round, and add a second beanbag after the first one is started. Ask the group how many they think they can keep going at one time. Test that theory.
- Ask for suggestions of how they can improve their effectiveness. Continue to ask for suggestions to improve the group's performance.

## M & M'S OR SKITTLES

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	<ul style="list-style-type: none"> <li>• 3 - 15 (or more)</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 10 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Can be played in circle or at table</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• A 1 pound bag of M &amp; M's or Skittles</li> </ul>

### Activity Steps:

- Each student can reach in a bag of candy and take as many as they want without telling them what they are for.
- Instruct students to not eat them until the end of the game.
- After everyone has their candy, ask each person to tell something about themselves for each piece of candy.
- This gives students an opportunity to share (and for students to consider how greedy they might be).

## MY BEST FRIEND

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	• 6 - 12
Time needed	• 10 minutes
Space needed	• Room large enough to sit in a circle
Materials needed	• No materials

### Activity Steps:

- Students sit in a circle. Each person introduces the person next to them on the right (even though they may never have met the person.)
- The introductions are made up and a minimum of 3 things must be said about the person, i.e., "This is my best friend, Rob. He was the third man on the moon. He is 95 years old, and he had brain surgery two years ago."



### PASS A SMILE

#### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	<ul style="list-style-type: none"><li>• 5 - any number</li></ul>
Time needed	<ul style="list-style-type: none"><li>• 10 minutes</li></ul>
Space needed	<ul style="list-style-type: none"><li>• Room large enough for students to move freely around</li></ul>
Materials needed	<ul style="list-style-type: none"><li>• No materials</li></ul>

#### Activity Steps:

- Tell group members to get up and move around the room shaking hands with as many people as possible.
- The participants cannot smile at all until someone smiles at them first.
- Once a person "catches a smile", they can smile at everyone she meets.
- Students return to their seats when everyone is smiling.

### PEOPLE BINGO

#### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	• 15 - 24
Time needed	• 10 - 15 minutes
Space needed	• Room large enough for group to move around freely
Materials needed	• Bingo sheet - each square filled with descriptive (e.g., blue eyes)

#### Activity Steps:

- Distribute bingo sheets and pencils.
- Ask students to find someone who fits the description for each square.
- Square is initialed by student.
- Same person can't be used more than once (adjust to number of students)
- The first person to complete a row is the winner.

# PEOPLE BINGO

Born in the same month as me	Takes out the trash	Has had a broken bone	Is a vegetarian	Knows how to roller skate
Is the youngest child in the family	Wears glasses	Likes to sing	Has performed on stage	Would like to write a book (about what?)
Loves to draw	Sets the table for dinner	Has a pet cat	Is over 5 feet tall	Likes to ride a bike
Can play a musical instrument	Gym is favorite special class	Runs fast	Knows some good jokes	Knows someone famous
Has six or more people in their family	Likes scary movies	Can ride a skateboard	Plays baseball	Is left-handed

# PEOPLE BINGO

## Directions

- Find someone who fits the description in one of the squares
- Have the person initial the square
- You may not use the same person for more than one square
- The first person to get three rows completely initialed (up, down, or diagonal) is the winner!

## REVERSAL

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.
- Students will work as a team.

Group size	<ul style="list-style-type: none"> <li>• 4 - 16</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 10 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough for entire group to stand on one object</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• A large, narrow log or something similar to stand on (i.e., log, bench, bleacher, parking lot curb, folded towels, a line of masking tape)</li> </ul>

### Activity Steps:

- Ask the group to stand on this object and instruct the students to completely switch the group around so that everyone is standing in the same order, only now on the other end.
- If at any time during this challenge anyone falls off of the object or steps out of bounds, the entire group must start over.
- Option: Divide the group into two teams. The two teams must switch places on the log without anyone falling off.

### STAND UP / SIT DOWN

#### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	<ul style="list-style-type: none"> <li>• 5 - 20+</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 10 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough to form a circle with students or student's chairs</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• List of statements to be read by facilitator</li> </ul>

#### Activity Steps:

- Direct students to form a circle, either with their chairs or standing.
- Explain that you, the facilitator, will read statements about activities that students may like or be involved in. (ex. I like oranges.)
- Tell students that they will stand (or move to the middle) when they agree with the statement.

### STAND UP / SIT DOWN: STATEMENT EXAMPLES FOR FACILITATOR

Note: This activity can also be done in a circle, with participants walking to the center and back instead of standing up and sitting down. (Participants should sit down after each statement.)

These are simply examples to get started. They can serve as a place to begin when forming your own statements.

Let's find out who's here. STAND UP -

- If you like hamburgers more than hot dogs
- If you have siblings
- If you have broken a bone
- If you like rollercoasters
- If you like to read
- If you have ever helped out a friend
- If you like to spend time outdoors
- If you have ever heard of/seen a food drive
- If you ride the bus to school
- If you have a pet dog or cat
- If you have ever visited the Statehouse
- If you have ever voted for something
- If you have ever worked with your peers to solve a problem
- If you have a pet other than a dog or cat
- If you like pineapple on your pizza
- If you're hungry!

## TRUTH OR LIE?

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	<ul style="list-style-type: none"> <li>• Any number</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 20 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough for circle of chairs for all students or table large enough for all participants</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Paper and pencil</li> </ul>

### Activity Steps:

- Each student identifies two things about themselves that no one else at the table would know, plus a third thing that is not true. (This may be written down or simply stated.)
- Each student shares their three things with other students.
- The goal is to guess which items are true and which are lies.



## WHAT ARE YOU DOING?

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	• 8 - 25
Time needed	• 10 minutes
Space needed	• Room large enough for group to form a circle
Materials needed	• None

### Activity Steps:

- Students stand in a circle.
- One person moves to the center and begins pantomiming an activity, such as building a sandcastle. (Be sure the student is detailed in his pantomime.)
- A second person enters the circle and asks, "What are you doing?" The first person then responds, while still doing the original activity, with another activity: ex. "Brushing my hair."
- The second person then begins brushing their hair, and the first person leaves the center.
- Another person enters and asks, "What are you doing?"
- Following steps 4 & 5, the activity continues until everyone has participated.
- Be certain to give everyone a few moments of silence to think of activities.

## WHERE THE WILD WIND BLOWS

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	• 8 - 12
Time needed	• 10 minutes
Space needed	• Room large enough for circle of chairs for all students (minus one)
Materials needed	• None

### Activity Steps:

- Help students arrange their chairs in a circle. Take one out so there will be one less chair than the number of students.
- Demonstrate (facilitator or volunteer) by standing in the center of the circle while everyone else sits in chairs (all chairs filled).
- The person in middle says their name and one thing about themselves (ex. "My name is Chris, and the Wild Wind Blows for anyone whose favorite color is green.")
- Everyone else whose favorite color is green must get up and find a different chair and not the one next to where they just left. The person in the middle also tries to find a chair.
- Whoever is left without a chair must then stand in the middle and state something about themselves. The statement must be true about the person speaking.
- This can become aggressive, so if the group is too rowdy, make a rule that anyone who touches another person while finding a chair is automatically in the middle.

## WORD CLOUD

### Objectives:

- Students will center themselves prior to the session’s activities.
- Students will be reminded that personal stress can be managed.

Group size	• Any size
Time needed	• 10 - 15 minutes
Space needed	• Any space
Materials needed	• post-it notes, pencils or pens

### Activity Steps:

- Share with group that everyone carries personal problems or insecurities that cause them stress. We are probably all carrying some stress right now.
- Ask group members to think of three words to describe how they are feeling at this moment. Have them write each feeling on a post-it note and randomly stick them on the
- wall. (Could have “cloud” on wall to make the word cloud)
- Read off a few post-its and ask students to share theirs only if they want to.
- Focus on one or two post-its and ask group if anyone else feels the same way.
- Process:
  - We all struggle in our lives. Sometimes it hurts. This is stressful.
  - How can you show compassion and kindness to yourself?
  - How can you show compassion and kindness to others who need it?

## ZIP-ZAP-ZOP

### Objectives:

- Students will become acquainted.
- Students will feel comfortable participating in activity.

Group size	• 8 - 25
Time needed	• 10 - 15 minutes
Space needed	• Room large enough for group to stand in a circle
Materials needed	• None

### Activity Steps:

- Everyone stands in a circle. One person quickly claps and points at another, while saying "zip".
- The person who receives the "zip" then claps and points at another, while saying "zap". That person then claps and points to someone while saying "zop".
- The pattern continues, "zip, zap, zop, zip, zap, zop ..."
- The goal is to pass the words and energy around as quickly as possible.
- It may take several tries to get into the rhythm of the game.

### GRAFFITI WALL

#### Objectives:

- Students will express their opinions and feelings about today's session.
- Students will share their reflections of the day in a safe space.
- Students will use good listening skills.

Group size	<ul style="list-style-type: none"> <li>• 8 - 25</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 20 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough for group to work on long mural paper on floor, long tables, or attached to wall. Can work in hall if available.</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Long sheet of mural paper or a flip chart, markers</li> </ul>

#### Activity Steps:

- Facilitator will ask students to reflect on the lesson and activities of the day, perhaps briefly reminding students of the theme and goals of the day.
- Students will then be invited to write or draw their reflections, suggestions and/or feelings on mural paper or flip chart.
- After recording their ideas on the mural paper, students will listen to each other and affirm others feelings and thoughts.

#### Facilitator sample questions:\*

- Please share your addition to our graffiti wall, explaining why this is important to you.
- Has listening to others given you new ideas about today's lesson?
- What did you discover about other people?
- Did any of your feelings change as a result of today's reflection?

*\*If time is limited, save discussion for next session, using the reflection as a transition to the following lesson.*

### OBSERVE AND REPORT

#### Objectives:

- Students will express their opinions and feelings about today's session.
- Students will share their reflections of the day in a safe space.
- Students will use good listening skills.

Group size	• 8 - 25
Time needed	• 10 - 15 minutes
Space needed	• Room large enough for group to form a circle
Materials needed	• List of sample questions

#### Activity Steps:

- Students will form a circle.
- Students will respond to questions about the day's lesson. (voluntary)
- Students will listen to each other and affirm others feelings and thoughts.

#### Facilitator sample questions:

- What was something you heard today that will stay with you?
- What was something you saw today that will stay with you?
- Did anything you observed today make you proud?
- What did you discover about other people?
- Did any of your feelings change as a result of today's activity?

## SNOWBALL FIGHT

### Objectives:

- Each student will reflect on the current session.
- Each student will share something they liked during the session. (other options : something they might change, a question, something new they learned, a compliment, etc.)

Group size	<ul style="list-style-type: none"> <li>• 5 - 25</li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• 5 - 10 minutes</li> </ul>
Space needed	<ul style="list-style-type: none"> <li>• Room large enough for group to move around freely</li> </ul>
Materials needed	<ul style="list-style-type: none"> <li>• Blank sheets of paper</li> <li>• Pens</li> </ul>

### Activity Steps:

- Pass out sheets of paper.
- Students write something they liked from today's activities.
- Crumple paper and throw in the middle of a circle to simulate it snowing.
- Students pick up nearest paper and take turns reading aloud.

### Facilitator discussion points:

- Discuss comments if time allows.

## YARN WEB

### Objective:

- Students will reflect on the activities of the day.

Group size	• 5 - 25
Time needed	• 10 - 15 minutes
Space needed	• Room large enough for group to move around
Materials needed	• One ball of yarn

### Activity Steps:

- Students sit or stand in a circle, one person holding a ball of yarn.
- This student holds the end of the yarn, tossing the ball to another student, preferably across the circle.
- Student catching the ball must answer 1 question depending on activity reflected. Examples:
  - Their name
  - One thing learned that day
  - One thing they hope to learn
  - A new person they met or might know better
- Continue the thought circle, each person holding their part of yarn.
- Lay the web down on the floor, observe and comment.

### Facilitator Discussion Points:

- What have you learned from this activity?



	Strongly Agree	Agree	Disagree	Strongly Disagree
I know what "having a civil conversation means".				
I feel comfortable discussing controversial topics with people I don't know.				
I feel comfortable sharing my viewpoints with my fellow students.				
I'm good at listening to people who are different than me.				
I would like to learn more about dealing with conflict in conversations.				
I believe "freedom of speech" is important.				
I would like to improve my overall communication skills.				

Something I'm worried about in taking this course is:

# YOUTH ENGAGE!

# POST-TEST

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I know better what “a civil conversation means”.				
I feel more comfortable discussing controversial topics with people I don’t know.				
I feel more comfortable sharing my viewpoints with fellow students.				
I’m better at listening to people who are different than me.				
I would like to help others learn more about dealing with conflict in conversations.				
I believe “freedom of speech” is important.				
I believe my overall communication skills have improved.				

What I enjoyed the most about this group was:

One thing I am doing differently now as a result of this class:

The most important thing I learned is: