

ENDING the CYCLE of VIOLENCE



TKF

TARIQ KHAMISA FOUNDATION

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A 12 Session Week Program including a Six-Part Video

Program #1: From Murder to Forgiveness; Video: 33 minutes

Program #2: Violence is Real and Hurts Everyone; Video: 20 minutes

Program #3: Everyone Deserves to Be Loved and Treated Well; Video: 16 minutes

Program #4: Actions Have Consequences; Video: 17 minutes

Program # 5: Choosing Forgiveness Instead of Revenge; Video: 22 minutes

Program #6: Making the Nonviolent Choice; Video: 20 minutes

Based on TKF's Key Messages:

1. Violence is real and hurts everyone.
2. Actions have consequences.
3. You can make good non-violent choices.
4. You can work toward forgiveness as opposed to seeking revenge.
5. Everyone deserves to be loved and treated well.
6. From conflict, love and unity are possible.

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**required lesson*

INTRODUCTION

Ending the Cycle of Violence is a twelve week youth violence prevention program that includes a six video series. The accompanying curriculum that addresses the realities of violence- its' causes and ripple effects; consequences of choices; the healing power of forgiveness; and the power each of us has to stop the cycle of violence.

The series was inspired by the real-life story of Tariq Khamisa, a 20-year old college student who was shot and killed in 1995 while delivering pizzas in San Diego, California. His assailant was a 14-year old named Tony Hicks. Tony pled guilty and was the first juvenile in California to be sentenced as an adult. He is serving a sentence of 25 years-to life in an adult maximum-security prison. What makes this story so unusual is the reaction of Tariq's and Tony's families. Tariq's father, Azim Khamisa, saw "victims on both sides of the gun"; he had lost his son forever, and Tony, a teenager, was now lost to the prison system, possibly for the rest of his life. Mr. Khamisa reached out in the spirit of forgiveness to Tony's grandfather and guardian Ples Felix. Together they started a foundation in order to talk with young people about the consequences of choices, the realities of violence, and the healing power of forgiveness to break the cycle of violence. TKF (Tariq Khamisa Foundation) continues its mission today of "*Empowering Kids, Saving Lives and Teaching Peace*" through community-based youth violence prevention programs for middle and high school students throughout San Diego County.

Ending the Cycle of Violence provides a comprehensive, in-depth understanding of the realities of youth violence and the principles of forgiveness, beginning with the story of Tariq Khamisa's death, Tony Hicks's incarceration, and the path to forgiveness taken by Azim Khamisa and Ples Felix. Branching out from this central story on the first video are 5 additional videos, each of which explores one of the key messages of TKF's violence prevention work. Each message is elucidated by aspects of the TKF story and complemented by other examples from the community, which focus on the experience of youth and young adult role models. The series communicates the contrasting realities of violence and nonviolence, revenge and forgiveness.

FACILITATING GUIDE

This section will guide you in the process of facilitating the Ending the Cycle of Violence (ECV) Program. ECV deals with highly charged and potentially unsettling material. Before presenting these lessons to your students, it is strongly recommended that you preview the activities in order to familiarize yourself with their content.

ECV is designed for use by TKF Program Coordinators, and professionals working with middle and high school age students. This program is appropriate for in-class facilitation, after school programs and pull-out groups.

It's important to establish an environment of trust and security, it is important to establish rules of confidentiality with the group; what is said in the group, should stay in the group. Students should clearly understand your expectation that privacy will be protected. We recommend that you clearly communicate your obligations in regards to confidentiality and reporting requirements. This is important to establish up front so students understand what you are required to report and do not feel "deceived" if an issue arises later in the program that you are mandated to report.

As you review the material presented in this guide, you may find it necessary to make changes, additions, or deletions to meet the specific needs of your students. ECV is a 12 week session program, facilitated once a week for an hour. We recommend doing at least 2-3 activities per session to help the students process the information. In the detailed table of contents, we have placed an asterisk by the recommended activities.

On the first and last session it is a **requirement** that before you start the session to have students fill out a Pre & Post-Questionnaire. On each session have the students sign in their full name on the attendance sheet. Each session will open up with a check-in, asking the students how are they doing, what has happened to them since last week and continuing with a review of the material covered in the last session.

In this guide you will find the 12 sessions with topics relating to what youth may experience in their lives. Each session includes an activity outline; consisting of materials needed, suggested questions for each topic, discussion time and debriefing. It is important to allow the students to share their comments, thoughts, and opinions in each session. More important is to debrief the topics with the students before closing.



TARIQ KHAMISA FOUNDATION

Dear Parents,

Name of your school in collaboration with the Tariq Khamisa Foundation (TKF) is beginning *Ending the Cycle of Violence* program. This 12 week program is designed to teach students about peace and non-violence as well as empathy and forgiveness. We would like to teach them that they have choices in everything they do and help them to make positive choices. The students will also have a chance to participate in fieldtrips and community activities.

This program will take place on **day of the week and time**. We appreciate you allowing your child to participate and would like your support in reinforcing these values and behaviors at home. Please fill out the bottom portion of this form and return it with your child to their teacher prior to the beginning date. TKF occasionally uses photographs of participants to promote programs. Please indicate below your preference regarding your child.

If you have questions regarding *Ending the Cycle of Violence*, or if you would like more information, please call **your school counselor** or contact **your name**, TKF Programs Coordinator at (858) 565-0800 **x** or e-mail me at **your name@tkf.org**.

Sincerely,

Your Name, Program Coordinator, TKF

www.tkf.org

-
- Yes, I will allow my child to attend the *Ending the Cycle of Violence* Program and be photographed.
 - Yes, I will allow my child to attend the *Ending the Cycle of Violence* Program. Please do not use photographs of my child.
 - No, I will not allow my child to participate in the *Ending the Cycle of Violence* Program.

Child's Name _____

Grade _____

Parents Signature _____



Estimados Padres,

Name of your school en colaboración con la Fundación Tariq Khamisa (TKF) empezará un programa **Terminando el Ciclo de Violencia**. Este programa de 12 semanas es designado para enseñar a estudiantes sobre paz y no a la violencia incluyendo empatía y el perdón. Quisiéramos enseñarles que tienen opciones para hacer decisiones positivas. Los estudiantes tendrán oportunidades de participar en paseos y actividades en la comunidad.

Este programa ocurrirá el **day of week and time**. Le apreciamos que permite que su hijo/a participe y quisiéramos su ayuda en reforzar estos valores y comportamientos en casa. Complete por favor la porción inferior de esta forma y vuélvala con su niño a su profesor antes de la fecha que comienza. TKF utiliza de vez en cuando las fotografías de participantes para promover programas. Indique por favor debajo de su preferencia con respecto a su hijo/a.

Si usted tiene preguntas con respecto a **Terminando el Ciclo de Violencia**, o si usted quisiera más información, llame por favor **your school counselor** o contacte **your name**, TKF Coordinador de Programa al (858) 565-0800 x o **your name** [name@tkf.org](mailto:yourname@tkf.org).

Sinceramente,

Your Name, Coordinador de Programa, TKF

www.tkf.org

-
- Sí, permitiré que mi hijo/a participe en **Terminando el Ciclo de Violencia** y sea fotografiado.
 - Sí, permitiré que mi hijo/a participe en **Terminando el Ciclo de Violencia**. No utilice por favor las fotografías de mi hijo/a.
 - No, no permitiré que mi hijo/a participe en **Terminando el Ciclo de Violencia**.

Nombre _____

Grado _____

Firma de Padre _____

VIDEO 1: FROM MURDER to FORGIVENESS (33 min)

This video tells the story of 20 year-old Tariq Khamisa's murder by a 14-year-old, Tony Hicks. Tony's subsequent incarceration; and their families' extraordinary response to the devastating losses. Tariq's father, Azim Khamisa, reached out in forgiveness to Ples Felix, the grandfather and guardian of his son's assailant. The two men formed a foundation, pledging together to "empower kids, save lives and teach peace".

VIDEO DESCRIPTION

Re-Enactment

FROM MURDER to FORGIVENESS

- VIF at Monroe Clark
- Khamisa Family talk about Tariq

Ples and Tony talk about Tony's upbringing

WARNING: mention of Tony's molestation

- Tony moves to San Diego
- Tony's 6th grade teacher talks about him
- Tony and Ples talk about 9th grade troubles
- January 21st 1995
- Back to VIF

Tony and Ples talk about running away

- Tony, Sal, and Azim talk about the pizza heist
- Antwon's group goes to rob Tariq
- Tony shoots Tariq

Ples describes the wound at the Clark VIF

VIOLENCE is REAL and HURTS EVERYONE

- Azim describes his reactions at the VIF upon hearing Tariq's fate
- Reactions of Khamisa family
- Ples describes his reaction to the news about Tariq's murder
- Reactions by Khamisa family to Tony's arrest and the murder

Jennifer's reaction (WARNING: mention of suicide)

- Tony's trial

CHOOSING FORGIVENESS INSTEAD of REVENGE

Tony's Confession

- Azim's forgiveness
- Tony's sorrow

ACTIONS HAVE CONSEQUENCES

- Tony's life in prison

The start of the TKF

- Azim's forgiveness II and Tony's meeting with Azim

MAKING the RIGHT CHOICE

- TKF's role in teaching students to be nonviolent
- Circle of Peace
- 5 key messages of TKF
- Closing hopes of peace and Tariq's impact on the world
- Credits

VIDEO 2: VIOLENCE is REAL and HURTS EVERYONE (23 min)

This video explores the realities of violence and its devastating impact on all those involved. It illustrates various forms violence may take, its' ripple effects, and the emotional pain created by even a single violent act.

VIDEO DESCRIPTION

Re-Enactment

VIOLENCE is REAL and HURTS EVERYONE

- Khamisa family speak about the ripple effects
- Consequences of violence
- Domino effect of Tony's upbringing

Jennifer's pain (WARNING: mention of Suicide)

FORMS & DEFINITIONS of VIOLENCE

Verbal Abuse

- Interview with Julie

Physical Abuse

- Interview w/Stephanie (WARNING: mention of family beatings)

Sexual Abuse

- Interview with Michelle

Tony talks about his abuse

Neglect & Abandonment

- Interview with Tony
- Interview with Omar
- Interview with Stephanie
- Interview with Tim

Poverty & homelessness

- Interview with Stephanie
- Interview with Michelle

Violence at school

- Interview with Tim
- Interview with Stephanie

Racism

- Interview with Omar
- Interview with Thu
- Interview with Julie

Violence in the Community

- Interview with Nazareth
- Interview with Nolberto
- Interview with Steven
- Interview with Mayra at VIF

War

- Interview with Thu

THE CYCLES of VIOLENCE

- Violence is Learned

Brain workings – Dr. Rowe

VIOLENCE is REAL and HURTS EVERYONE

- Azim
- Credits

VIDEO 3: EVERYONE DESERVES to BE LOVED and TREATED WELL

(25 min)

This video introduces the principles of respect and empathy as tools to facilitate understanding between people and as necessary steps towards forgiving. The video looks at the “back-story” of Tony Hicks”, who suffered abuse and exposure to violence and neglect, and explores how our experiences impact who we are and the choices that we make. It also exhibits the importance of and strength in asking for help in times of need.

VIDEO DESCRIPTION

Re-Enactment

EVERYONE DESERVES to BE LOVED and TREATED WELL

- What is Empathy?
- Compassion for Tony
- Healing

Tony’s Childhood

- WARNING: Sexual Abuse
- Tony’s Upbringing

Azim mentions victims of society

- Dr. Rowe’s point of view
- Interview with Tariq’s mother
- Interview with Tariq’s sister

Inspirational talk about mistakes

- Azim speaks at the Violence Impact Forum
- Tariq’s sister’s feelings
- Tony’s feelings

WHEN WE DON’T GET LOVE AND CARING

- Interview with Ples Felix
- Interview with Stephanie

Joining gangs

- Continue interview with Stephanie
- Flashback of Tony's gang days
- Plex Felix and his thoughts about gangs

Doing drugs

- Tony discusses his emotions being unstable
- Interview with Nazareth and his experience with drugs

Mismanaging anger

- Michelle defines anger
- Julie speaks about drugs
- Ashley shares her experience with ice
- Classroom situation on anger

Disrespecting others

- Interview with Tim about respect
- Interview with Andrew
- Examples of disrespecting others

Stereotyping hurts

- Examples of stereotypes

Keeping Secrets

- Andrew's story
- Plex Felix and secretes
- Flashback on Tony's consequences

Recognize your feelings

- Discussion of "being strong"
- Express your feelings
- Interview with Tony
- Interview with Plex Felix

Finding Help

- Examples of finding help
- “There’s always somebody that can handle things”.-Tony
- Tony emphasizes the importance of finding help.

Practice Empathy

- Interview with Nazareth
- Example of empathy

Changing Pathways in our Brain

- How our brain works
- Dr. Rowe explains nerve cells

Choices

- Dr. Rowe mentions situations and choices intertwine
- Interview with a student about getting help
- Dr. Rowe concludes about a new path of life

Stephanie’s Story

- Stephanie’s experience about getting help
- Introduction to Mayra Nunez
- Stephanie discusses Mayra and the foundation
- Mayra Nunez and Stephanie tells both perspective on Stephanie’s experience.

What is self esteem?

- Interview with Julie and her definition of self esteem
- Mayra Nunez discusses the definition of self esteem
- Ples Felix’s point of view
- Tony talks about his grandfather and how he’s still there for him

When you feel good about yourself, you can help others.

- Interviews about loving yourself and helping others
- Dr. Rowe-how little things goes a long way
- Nazareth emphasizes reaching out to others

VIDEO 4: ACTIONS HAVE CONSEQUENCES (22 min)

This video explores in detail the series of choices Tony Hicks made and raises awareness of the power we have to control our own choices. It looks at actions with both positive and negative consequences and encourages youth to be the “authors of their own scripts”.

VIDEO DESCRIPTION

Re-Enactment

ACTIONS HAVE CONSEQUENCES

- Khamisa family

Jennifer’s letter

TONY’S CHILDHOOD

- Abandonment
- Sexual Abuse
- Drugs

Sat. JANUARY 21, 1995

- Planning of robbery
- Process of robbery

TARIQ’S FAMILY SURPRISING RESPONSE

- Positive consequences
- Forgiveness

THE CYCLE of VIOLENCE

- Choices & the Brain
- Dr. Jeffrey Rowe M.D.

THE STEPS to CHANGE

- Taking responsibility
- Understanding consequences
- Making a commitment to change
- It's never too late to change

FOLLOW YOUR DREAMS

VIDEO 5: *CHOOSING FORGIVENESS INSTEAD of REVENGE* (25:00 min)

This video illustrates the process of forgiveness, for others and one's self. It acknowledges the difficulty of forgiveness, and emphasizes the difference between *wanting* revenge and *acting* on that impulse. Forgiveness is offered as a viable solution to release anger and facilitate personal healing.

VIDEO DESCRIPTION

Re-Enactment

CHOOSING FORGIVENESS INSTEAD of REVENGE

- What is forgiveness?
- The effects of forgiveness.

FORGIVENESS in YOUR BRAIN

- Practicing forgiveness.
- Learning to forgive.

STEPS to FORGIVENESS

- Step 1: Acknowledge Your Feelings
- Step 2: Letting out Feelings
- Step 3: Forgiveness
- Step 4: Reaching Out

THE CYCLE of FORGIVENESS

VIDEO 6: *MAKING the NON-VIOLENT CHOICE* (20 min)

This video uses examples of youth who are working together to promote peace as an inspiration for other young people to “make the nonviolent choice”. This video explores the concept of nonviolence as a proactive choice and shows that young people can have a powerful voice as peacemakers. It also provides real-life examples of youth programs dedicated to positive activities and community services.

VIDEO DESCRIPTION

Re-Enactment

MAKING THE NON-VIOLENT CHOICE

- Becoming a leader by making the right choice

THE 1st STEP in MAKING the NON-VIOLENT CHOICE

HOW the BRAIN WORKS

- Practice the non-violent choice
- Express your feelings
- Find a mentor
- Join a group

Session 1: Welcome/TKF

Activity 1

“FROM MURDER to FORGIVENESS”

OBJECTIVE:

- To introduce the 12 week program and the TKF story.

MATERIALS NEEDED:

- Pre-Questionnaire
- Video 1: *From Murder to Forgiveness*
- Activity worksheet “*From Murder to Forgiveness*”

OPENING:

- Facilitator explains ECV program, 12 weeks once a week and some of the topics.
- Have each student say their name and an important person in their life.
(Facilitator goes first as to set an example; mother, father, best friend.)

ACTIVITY:

- Show TKF Video-“From Murder to Forgiveness”
(Explain to students that this is a true story)
- After discussion have students write their thoughts, feelings in the activity worksheet.
- Ask students if any of them would like to read their sheets out load.

DISCUSSION:

- “What are your thoughts/feelings about the video”?
- “What do you think of Mr. Khamisa’s choice to forgive Tony”?
- “What is your opinion about Tony’s crime”?
- “Do you agree with Tony’s sentencing term (25yrs)”?
- “Have you ever been a victim of violence”?
- “How would you feel if an important person in your life was killed”?
- “Would you forgive or seek revenge”?

Session 1: Welcome/TKF

Activity 2

“CHARACTER GUIDE”

OBJECTIVE:

- To have students familiarize themselves with the characters in the ECV Video Series.

MATERIALS NEEDED:

- Pre-Questionnaire
- Activity worksheet “*Character Guide*”

OPENING:

- Facilitator explains ECV program, 12 weeks once a week and some of the topics.
- Have each student say their name and an important *person* in their life. (Facilitator goes first as to set an example; mother, father, best friend.)

ACTIVITY:

This activity can be facilitated in an individual basis by giving the students the activity worksheet and having them fill it out by themselves. Students can also work with a partner to complete the activity. This activity can be facilitated as a contest, dividing the group/class in half. Facilitator says a name from the character guide and the first group to give a correct answer wins a point.

DISCUSSION:

- “What college did Tariq Khamisa attend”?
- “How old was Tony Hicks when he committed the murder”?
- “What did Azim Khamisa do after his son was killed”?
- “What does Ples Felix do now”?
- “What did Almas Khamisa do when hearing of Tariq’s death”?
- “Who was Tasreen”?
- “What happened with Jennifer after Tariq’s death”?

Session 1: Welcome/TKF

Activity 2

“CHARACTER GUIDE”

Write 3-5 lines describing each person and how they are related to the story portrayed in the video: “From Murder to Forgiveness.” Include how each person responded to the crime and additional information that was meaningful to you.

Tariq Khamisa _____

Tony Hicks _____

Azim Khamisa _____

Ples Felix _____

Almas Khamisa _____

Session 1: Welcome/TKF

Activity 3

“HUMAN BINGO”

OBJECTIVE:

- To have students get to know each other better.

MATERIALS NEEDED:

- Pre-Questionnaire
- Activity worksheet *“Human Bingo”*

OPENING:

- Facilitator explains ECV program, 12 weeks once a week and some of the topics.
- Have each student say their name and an important person in their life. (Facilitator goes first as to set an example; mother, father, best friend.)

ACTIVITY:

This activity can be facilitated as an introduction to each other or an end of the session activity. Give students activity worksheet *Human Bingo* and have them walk around the room. They will have to find someone who fits the description. Once they find someone, that person should sign their name next to that statement.

DISCUSSION:

- “How did you feel when sharing with others”?
- “Was it uncomfortable to approach others”?
- “What new things did you learn”?
- “How many people did you find that have same descriptions as you”?
- “Did you make a new friend”?

Session 1: Welcome/TKF

Activity 3

“HUMAN BINGO”

Find someone in your class who matches each description. Write down the answer to the question and ask the person to sign their name next to the response.

Likes the same music as you:

What kind of music? _____

Is scared of the same thing as you:

What are you scared of? _____

Likes the same sports as you:

What sports do you like? _____

Speaks a different language than you do:

What language? _____

Lives with a cousin, aunt, uncle, grandma, or grandpa:

Who lives there? _____

Was born at a different place than you:

Where were you both born? _____

Session 2: ME & MYSELF

Activity 1

“If You Were in My Shoes”

OBJECTIVE:

- To get to know the students and their backgrounds.

MATERIALS NEEDED:

- Activity worksheet *“If You Were in My Shoes”*

OPENING:

- Two truths and a lie- Have each student state two true statements about themselves and a false one. Other students in the group will have an opportunity to guess the right /wrong statement.

ACTIVITY:

Give each student an activity worksheet *“If you were in my Shoes”*. Let students pick out one of the three different shoes. Have them fill out the activity by answering the statement, *“If you were in my shoes you would know...”* this statement can be positive or negative and as much as the student wants to write. Students can write inside or around the shoe drawing. Students are allowed to share if they are willing.

DISCUSSION:

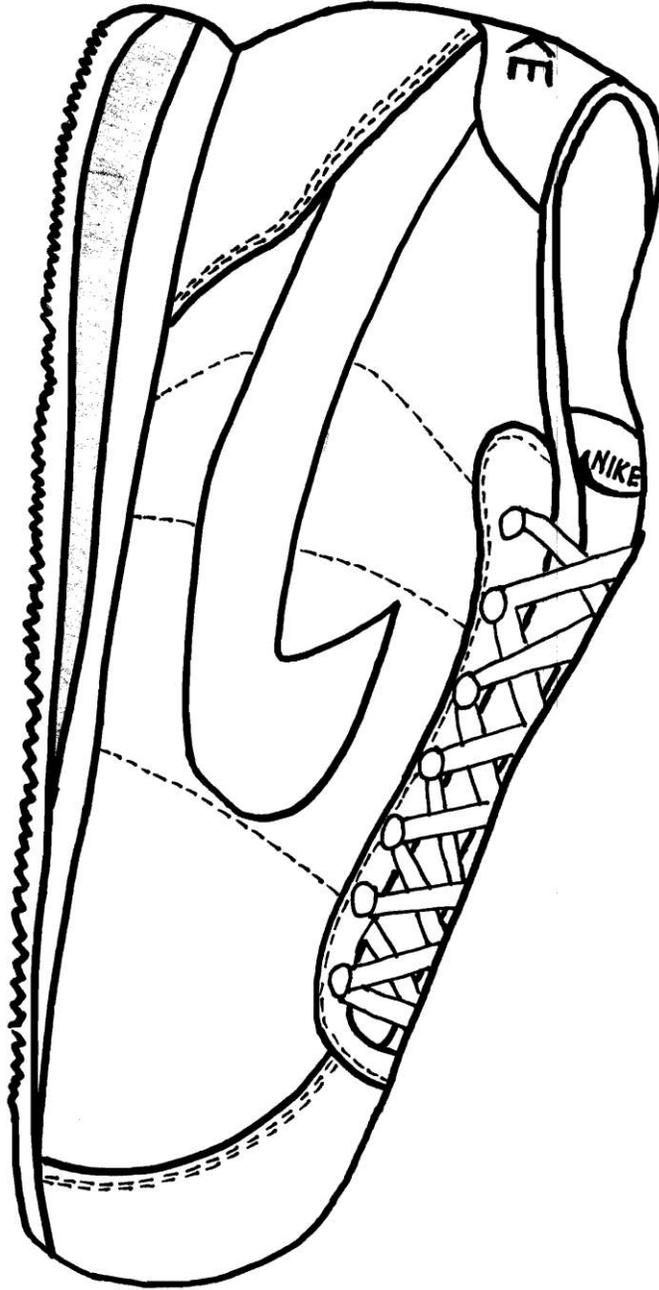
- “How do you feel when sharing personal situations”?
- “Are there other people who have it worse or better than you”?
- “Were you surprised by other people’s situations”?
- “Do you feel sharing is better than keeping a secret”?

**If you were in My Shoes Activity adapted from materials created by Circle of Pride. Used by permission.*

Session 2: ME & MYSELF

Activity 1

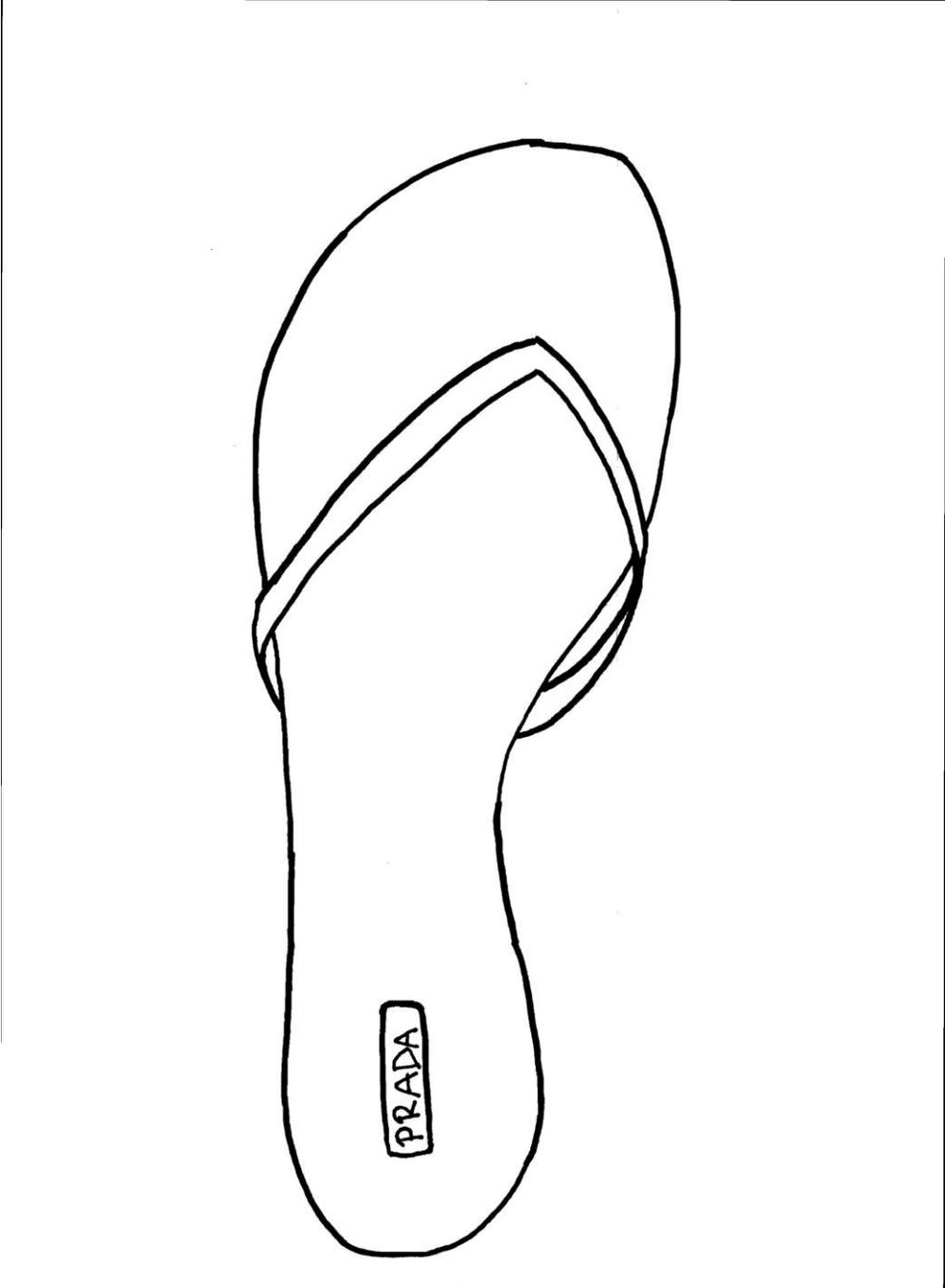
“If You Were in My Shoes”



Session 2: ME & MYSELF

Activity 1

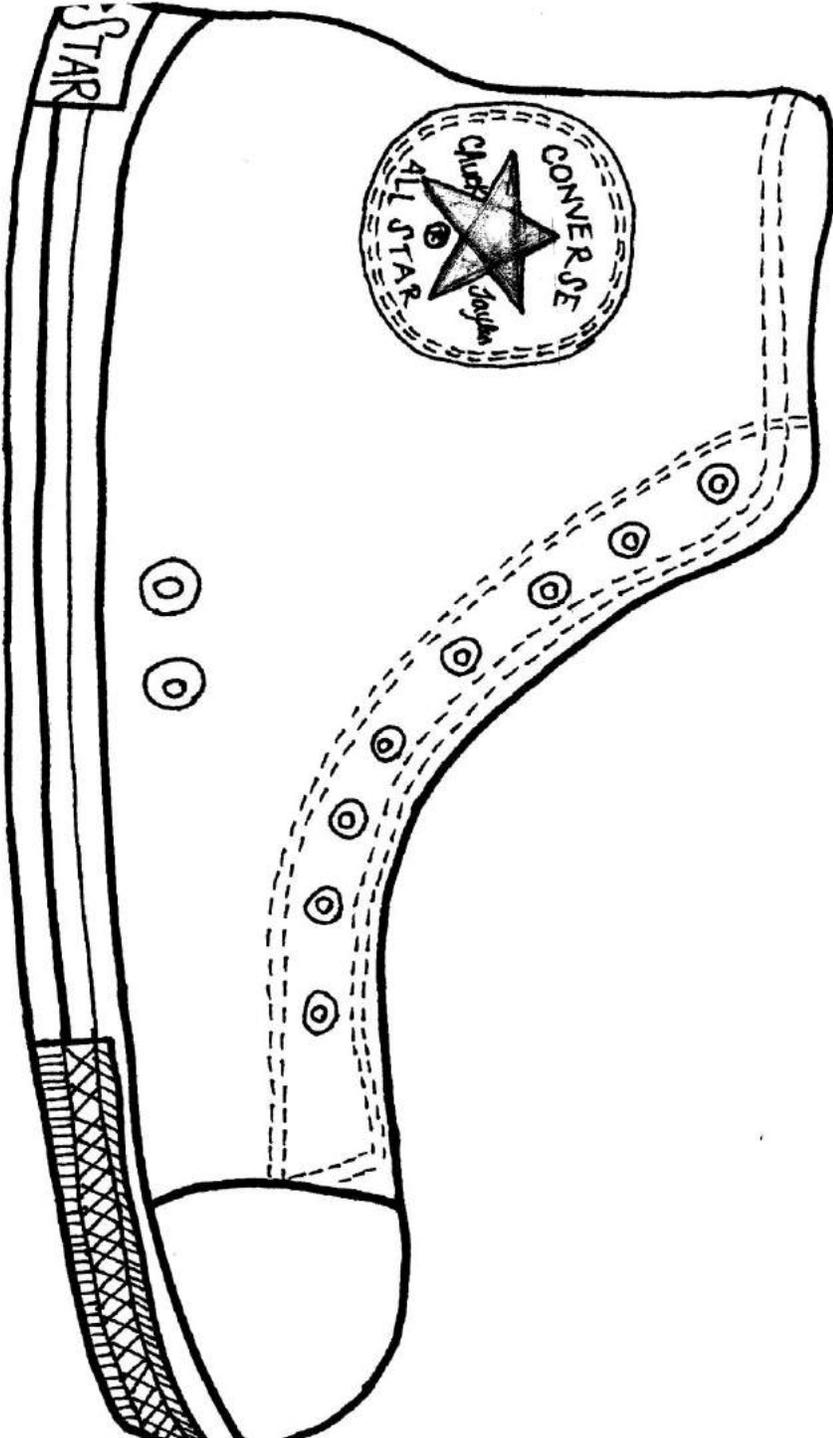
“If You Were in My Shoes”



Session 2: ME & MYSELF

Activity 1

“If You Were in My Shoes”



Session 2: ME & MYSELF

Activity 2

“Important or Not”

OBJECTIVE:

- To get to know the students and their backgrounds.

MATERIALS NEEDED:

- Signs-numbered 1-10
- Masking tape, black marker

OPENING:

- Two truths and a lie- Have each student state two true statements about themselves and a false one. Other students in the group will have an opportunity to guess the right /wrong statement.

ACTIVITY:

Tape 10 pieces of tape on the floor, numbering 1-10 leaving enough space in between. Choose words to read to the students from the attached list. Once you read a word have students stand on a number from 1-10, (1 being not important and 10 being important) after you read words to them (ex. “Friends”- how important are they to you from 1-10). Discuss the differences of importance between the students.

DISCUSSION:

- “How did you feel when some things were more important to others than you”?
- “Was voicing your opinion hard for you”?
- “Were you surprised by other people’s response”?
- “Did you have more similarities with your friends than others”?

Session 2: ME & MYSELF

Activity 2

“Important or Not”

Choose several words:

- Friends
- Family
- Money
- Reputation
- Education
- Looks
- Boyfriend
- Career
- Goals
- Love
- Rules
- Freedom
- Honesty
- Respect
- Power
- Loyalty

Session 2: ME & MYSELF

Activity 3

“The Face You See”

OBJECTIVE:

- To get to know the students and their backgrounds.

MATERIALS NEEDED:

- Activity worksheet *“The Face You See”*
- Colors- *Optional*

OPENING:

- Two truths and a lie- Have each student state two true statements about themselves and a false one. Other students in the group will have an opportunity to guess the right /wrong statement.

ACTIVITY:

Discuss with students that many times the faces we see on people are not always true. We all have a story and have lived through hard and easy times. Sometimes people smile when they want to cry or laugh when they are sad. Give students an activity worksheet. Have them pick out a happy or sad face. On the back of the face the students will write how they are feeling and why. *Students may color their activity face if time permits.*

DISCUSSION:

- “Did other students have better or worse stories than you”?
- “Was sharing your experiences hard for you”?
- “Were you surprised by other people’s stories”?
- “Did you have more similarities with your friends than others”?
- “Does this make you more sensitive to others”?

**If you were in My Shoes Activity adapted from materials created by Circle of Pride. Used by permission.*

Session 2: ME & MYSELF

Activity 3

“The Face You See”



Session 2: ME & MYSELF

Activity 3

“The Face You See”



Session 3: GANGS

Activity 1

“The Reality of Gang Life”

OBJECTIVE:

- To have students learn the risks and consequences of gang involvement.

MATERIALS NEEDED:

- Activity Worksheet *“The Reality of Gang Life”*
- Pen/pencil

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have a loved one or friend who’s involved in the gang life.

ACTIVITY:

Guest speaker: Bring in a former gang member to give students his/her testimonial. Please advise students to be courteous, respectful and mindful of the questions that they might think of asking the speaker. Before session is over and as a debriefing have students write a thank you letter to the speaker. This letter may include additional questions. Please read letters before sending out to speaker.

DISCUSSION:

- “What are some of the consequences of the gang life”?
- “Do you know anyone who is involved in a gang”?
- “What does the gang do to a family”?
- “Can a gang member get out of a gang”?
- “Do gangs have rules”?
- “Have you ever lost someone due to gang violence”?

Session 3: GANGS

Activity 2

“Is a Gang like a Family”?

OBJECTIVE:

- To have students learn the myths and risks of gang involvement.

MATERIALS NEEDED:

- Activity Worksheet “ *Is a Gang Like a Family*” or White Board

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have a loved one or friend who’s involved in the gang life.

ACTIVITY:

Give each student an activity worksheet. Have them fill out each section of the T-Chart (1sec Family-2sec Gangs) with positive things. Once everyone completes the worksheet, you can ask students to share. Include LOVE, and make the point that family has unconditional love. This activity can also be done as a class activity using a white board.

DISCUSSION:

- “Who has your back”?
- “Who gives you respect”?
- “Who can you count on”?
- “Can a gang member get out of a gang”?
- “Do gangs have rules”?
- “Have you ever lost someone due to gang violence”?
- “Who loves you unconditionally”?

Session 3: GANGS

Activity 2

“Is a Gang like a Family”?

Fill out the T-Chart by writing down the positive things in each section.

FAMILY	GANGS

Session 3: GANGS

Activity 3

“A Gangster’s Prayer”

OBJECTIVE:

- To have students learn the risks and consequences of gang involvement.

MATERIALS NEEDED:

- Poem *“A Gangster’s Prayer”*.

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have a loved one or friend who’s involved in the gang life.

ACTIVITY:

Give each student a copy of the poem *“A Gangster’s Prayer”*. Have students read poem to themselves. The poem can also be read out loud as a group. After poem has been read, have each student share what line, phrase or section they relate to best in their own lives and why. Discuss the content of poem with students.

DISCUSSION:

- “Who has your back”?
- “Who gives you respect”?
- “Who can you count on”?
- “Can a gang member get out of a gang”?
- “Do gangs have rules”?
- “Have you ever lost someone due to gang violence”?
- “Who loves you unconditionally”?

Session 3: GANGS

Activity 3

“A Gangster’s Prayer”

Heavenly father hear me tonight.
I need so much guidance to live my life right.
Sometimes the pressure is so hard to bare.
I often wonder if anyone cares.
Heavenly father forgive my sins.
I want to change, but where do I begin?
Give me strength to resist the wild life I desire so much.
Help me get away from nightly gunfire.
Please God bless my family whose eye silently plead for me not to go out as
they watch me leave.
And bless my mother who cries every night worrying if I’ll be killed in yet
another gang fight.
Heavenly father, please hear my prayers, Please let me know that you are
listening up there.
When will it all end? What’s it all for? To prove I’m down...
I’m hard core!!!
Sometimes I even wonder how will I die, by a bullet wound or a knife in my
side.
Heavenly father, please hear me tonight.
Give me the strength to live my life right.
Please show me the way, show me the light.
Help give my heart peace, so I don’t have to fight.
Thank you for your forgiveness and for still being there.
Most of all, thank you for listening to this gangster’s prayer.

-Anonymous

Session 4: DRUGS

Activity 1

“Drug Quiz”

OBJECTIVE:

- To have students learn the risks and consequences of alcohol, tobacco and other drugs.

MATERIALS NEEDED:

- Worksheet Activity *“Drug Quiz”*
- Drug Fact Sheet (*Facilitator Use*)

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have a loved one or friend who abuses alcohol or other drugs.

ACTIVITY:

Give each student a copy of the *“Drug Quiz”*. Have students take the quiz on their own. After all students are done, go thru the quiz answers together as a group. Discuss with students their answers and provide them with the correct answer along with facts to the drugs.

DISCUSSION:

- “Does alcohol and drugs help deal with problems”?
- “Have you made a regretful decision while under the influence”?
- “What drug do youth experiment with”?
- “Do all people who drink become violent”?
- “Alcohol or drug use only affects the user”?
- “Alcoholism is hereditary”?
- “There’s a thin line between use and abuse”?

Session 4: DRUGS

Activity 1

“Drug Quiz”

Please answer the following questions to the best of your knowledge:

1. Alcohol and aspirin taken together raise Blood alcohol levels?

True

False

2. Ecstasy is _____ in animals?

Neurotoxic

Hypertoxic

Nontoxic

3. Cigarette smoke contains _____ chemicals?

4,000

1,000

400

4. Smoking one marijuana joint is as harmful as smoking how many cigarettes?

5

4

2

1

5. An average mixed drink contains nearly twice as much alcohol as a 12-oz beer?

True

False

6. Marijuana users experience short term memory loss because of the drug’s effect on?

The Heart

The Hippocampus

The Basal Ganglia

Session 4: DRUGS

Activity 1

“Drug Quiz cont.”

7. After a puff of a cigarette, nicotine is in the brain in _____ seconds?

8 18 80

8. A marijuana joint can contain?

PCP LSD Cocaine All of the Above

9. Vomiting is part of the body’s defense against alcohol poisoning?

True False

10. Meth is made up of?

Acetone Liquid Propane Dry Ice All of the Above

11. Is alcohol a depressant?

True False

12. Drinking coffee will make a person sober?

True False

Session 4: DRUGS

Activity 1

“Drug Quiz-ANSWERS”

1. False – Is a central nervous system depressant
2. Neurotoxic in animals, which it means it can damage the brain.
3. 4,000-Nicotine is only one of the many chemicals in cigarettes
4. 4- Smoking 5 joints is like smoking an entire pack
5. False- It has the same total alcohol content as a 12 oz. bottle or beer
6. Hippocampus- Is the part of the brain involved in learning and memory
7. 8 sec- Smoker inhales cigarette smoke, nicotine enters the blood in the lungs, goes through the heart and is pumped to the brain.
8. All of the above- Many times smoker is unaware the joint has been mixed with other drugs
9. True- Is a body’s response to try and eliminate the poison
10. All of the above
11. True
12. False- Only time can sober a person

Session 4: DRUGS

Activity 1

“Drug Facts”

ALCOHOL

- Females absorb alcohol into the bloodstream faster and metabolize it slower than males.
- 2-3 drinks can result in a loss of motor coordination for up to 12 to 18 hours after drinking.
- Alcohol is the number one date rape drug.
- Chronic alcohol use can damage the frontal lobes of the brain.
- A black out is an amnesia like period that is often associated with drinking.

CIGARETTES

- Nicotine is from the tobacco plant which is a native of Central and South America.
- The plant serves as an insecticide.
- It is one of the world’s most poisonous plants and one of the most addictive
- Nicotine increases the heart rate, raises the blood pressure and causes blood clotting.
- Paternal smoking effects the production of his male hormones and thus effects the sperm.

MARIJUANA

- THC affects the brain the most.
- Short-term effects of marijuana include problems with memory and learning, distorted perception (sights, sounds, time, touch), trouble with thinking.
- These effects are even greater when other drugs are mixed with marijuana.
- Marijuana smoke contains some of the same cancer-causing compounds as tobacco, sometimes in higher concentrations.
- Smoking 5 joints is equal to smoking an entire cigarette pack.

METH

- Overdoses can cause hyperthermia (elevated body temperature), convulsions, and death
- User may have episodes of violent behavior, paranoia, anxiety, confusion, and insomnia
- Meth may also be injected.
- Users who inject the drug expose themselves to additional risks, including contracting HIV
- Nearly 5 percent of high school seniors in the United States used crystal methamphetamine at least once in their lifetime

Session 4: DRUGS

Activity 2

“Faces of Meth”

OBJECTIVE:

- To have students learn the risks and consequences of alcohol, tobacco and other drugs.

MATERIALS NEEDED:

- Worksheet Activity *“Faces of Meth”*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have a loved one or friend who abuses alcohol or other drugs.

ACTIVITY:

Give each student a copy of activity worksheet *“Faces of Meth”*. Have students share their first thoughts to mind when seeing the faces of Meth. Discuss with students the facts and myths relating to Meth use.

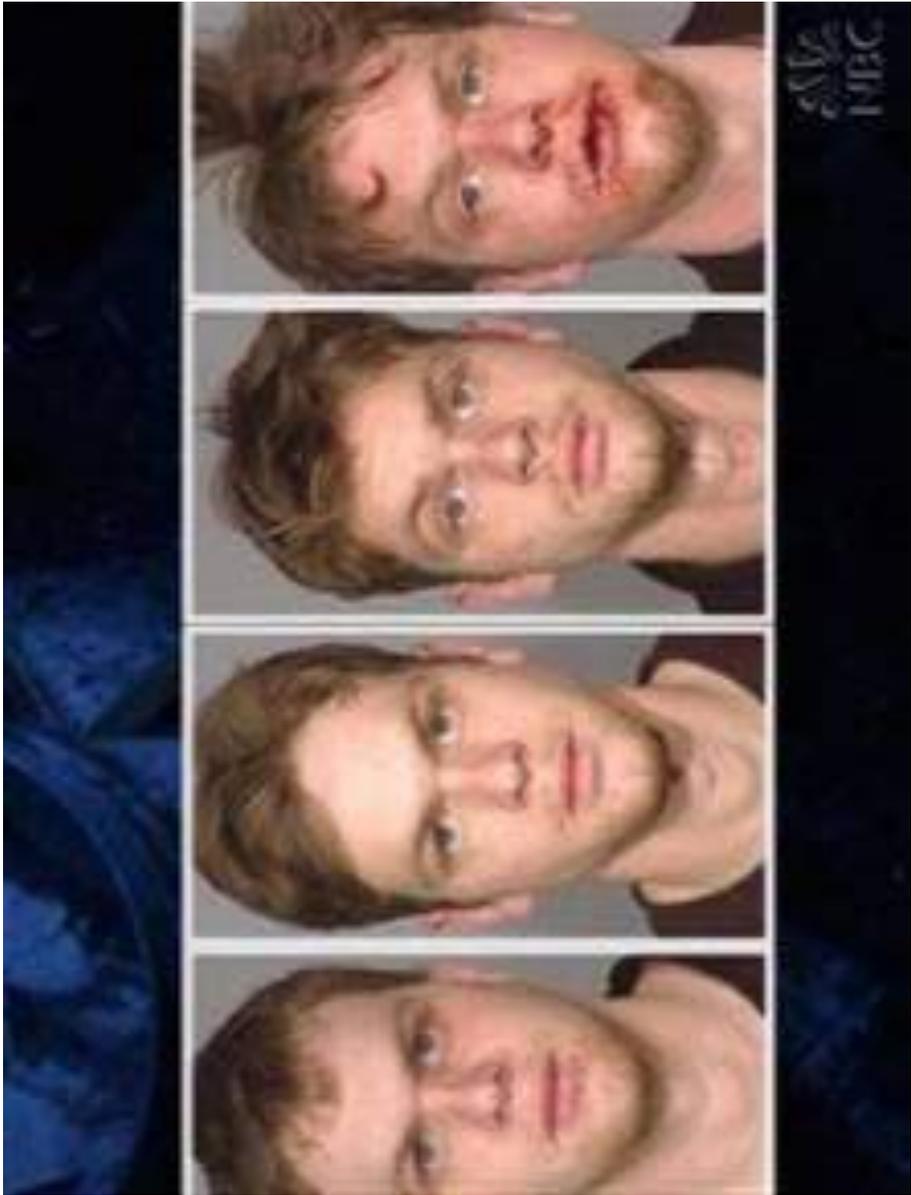
DISCUSSION:

- “Does alcohol and drugs help deal with problems”?
- “Have you made a regretful decision while under the influence”?
- “What drug do youth experiment with”?
- “Do all people who drink become violent”?
- “Alcohol or drug use only affects the user”?
- “Alcoholism is hereditary”?
- “There’s a thin line between use and abuse”?

“Faces of Meth”



“Faces of Meth”



Session 4: DRUGS

Activity 2

“Faces of Meth”



Session 4: DRUGS

Activity 3-

“I Remembered What You Said...”

OBJECTIVE:

- To have students learn the risks and consequences of alcohol, tobacco and other drugs.

MATERIALS NEEDED:

- Poem- *“I Remembered What You Said”*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have a loved one or friend who abuses alcohol or other drugs.

ACTIVITY:

Give each student a copy of Poem- *“I Remembered What You Said”*. Have students take turns reading paragraphs from the poem or facilitator read out loud for students to follow. Ask students what line or paragraph most impacted them, and what do they think of the story as a whole. Discuss with students the facts and myths of alcohol.

DISCUSSION:

- “Does alcohol and drugs help deal with problems”?
- “Have you made a regretful decision while under the influence”?
- “What drug do youth experiment with”?
- “All people who drink become violent”?
- “Alcohol or drug use only affects the user”?
- “Alcoholism is hereditary”?
- “There’s a thin line between use and abuse”?

“I Remembered What You Said...”

I went to a party, Mom, I remembered what you said.
You told me not to drink, Mom, so I drank soda instead.
I really felt proud inside, Mom, the way you said I would.
I didn't drink, Mom, even though the others said I should.
I Know I did right, Mom, I know you are always right.
Now the party is finally ending, Mom, as everyone is driving out sight.
As I got into my car, Mom, I knew I'd get home in one piece.
Because of the way you raised me, so responsible and sweet.
I started to drive away, Mom, but as I pulled out into the road, the other car didn't see me,
Mom, and hit me like a load.
As I lay there on the pavement Mom, I hear the policeman say, the other guy is drunk,
Mom, and now am the one to pay.
I'm lying here dying, Mom... I wish you'd get here soon.
How could this happen to me, Mom? My life just burst like a balloon.
There is blood all around me, Mom, and most of it is mine.
I just wanted to tell you, Mom, I swear I didn't drink.
It was the others, Mom. The others didn't think.
He was probably at the same party as I.
The only difference is, he drank and I will die.
Why do people drink, Mom? It can ruin your whole life.
I'm feeling sharp pains now. Pains just like a knife.
The guy who hit me is walking, Mom, and I don't think it's fair.
I'm lying here dying and all he can do is stare.
Tell my brother not to cry, Mom. Tell daddy to be brave.
And when I go to heaven, Mom, put "Daddy's Girl" on my grave.
Someone should have told him, Mom, not to drink and drive.
If only they had told him, Mom, I would still be alive.
My breath is getting shorter, Mom. I'm becoming very scared.
Please don't cry for me Mom. When I needed you, you were always there.
I have one last question, Mom, before I say goodbye.
I didn't drink and drive, so why am I the one to die?

-Anonymous

Session 5: LAWS

Activity 1

“Tony’s Sentencing Speech”

OBJECTIVE:

- To have students learn the basics of juvenile law through Tony Hick’s case.

MATERIALS NEEDED:

- Video 1: *From Murder to Forgiveness*- 22:40 – 25:32 **Tony’s Confession**
- Copy of Tony’s sentencing speech.

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have a loved one or friend who’s on Probation or in Prison.

ACTIVITY:

Give each student a copy of Tony’s sentencing speech as reference. Show students the video *From Murder to Forgiveness* (Tony’s Confession 22:40-25:32). Discuss with students Tony’s sentencing speech and his case.

**You may refer to the attached vocabulary sheet in this section to explain/discuss the legal terms.*

DISCUSSION:

- “How old was Tony Hicks when he committed the crime”?
- “What charges was Tony convicted of”?
- “How many years was Tony Hicks sentenced to prison”?
- “Was Tony Hicks sentenced to Juvenile Hall or Prison”?
- “Why did Tony Hicks receive 10 extra years added to his sentence”?
- “Why was Tony sentenced as an adult”?

Session 5: LAWS

Activity 1

“Tony’s Sentencing Speech”

Good Morning Judge.

On January 21st, 1995, I shot and killed Tariq Khamisa; a person I didn’t even know and who didn’t do anything to me. On April 11, 1996, I pled guilty to first-degree murder because I am guilty. I wanted to save the Khamisa family and my family from further pain. Through my grandfather I have learned about the Khamisa family and their only son, Tariq. I learned about the love they have for him. Through my grandfather and Mr. Reynolds [a Khamisa family friend who visited Tony in Juvenile Hall], they have tried to explain to me the compassion the Khamisa family has for me.

I have had a lot of problems in my life. Over the last year, while I have been in Juvenile Hall, I have thought about my problems. I wish I didn’t have the type of life I had. I wish I had a relationship with my father. I think about the warning that my grandfather gave me. I wonder why I didn’t listen and learn. Now I wish I had listened to my grandfather. At night, when am alone, I cry and beg God to let me out of here. I promise Him that I will be a better person; I won’t mess up. When I see my mom I want to hold her tight as I can and beg her, “Take me out of jail”!

However, I don’t want to use my problems as an excuse for my actions. I think I would have gone to jail sometime, but I honestly don’t think getting busted for a robbery or something like that would have changed me. I was too mad at everyone: my mom, my dad, my grandfather. When I first came to the Hall I was mad at the D.A. and the people at the Hall for keeping me here. Now, I’m just scared and mad at myself.

I’m alone at Juvenile hall. Even though the people at the Hall are pretty cool, I’m still alone. I often think about the night I shot Tariq, especially when I’m alone in my cell. When it’s dark and quiet, I wonder what it’s like to die. I wonder why I’m still alive. Sometimes, when I roll over in bed and I lay next to the cold wall, I feel as far away from everything as possible. I wonder if that’s what dying feels like. I still don’t know why I shot Tariq. I didn’t really want to hurt him or anyone else. I’m sorry. I’m sorry for killing Tariq and hurting his family. I’m sorry for the pain that I’ve caused for Tariq’s father, Mr. Khamisa. I pray to God every day that Mr. Khamisa will forgive me for what I have done, and for as long as I live I will continue to pray to God to give him strength to deal with his loss. My grandfather promised me that he will be Mr. Khamisa’s friend and help him in any way he can for the rest of his life. I am very sorry for what I have done. Thank you for giving the chance to speak.

Session 5: LAWS

Activity 1

“Legal Vocabulary”

arraignment: *the proceeding where a person accused of a crime is brought to court to hear the charges read and enter a plea.*

arrest: *to take into custody; to deprive a person of liberty by legal authority.*

charge: *the crime a person is accused of.*

custody: *detaining a person to make sure he or she appears in court; the jailing or imprisonment of a person convicted of a crime.*

defendant: *the person who is accused of a crime.*

felony: *a crime that is more serious than a misdemeanor.*

hearing: *an in-court proceeding in front of a judge.*

Juvenile Hall: *a detention facility for youth who are awaiting trial or who have been sentenced through the juvenile court system. A judge may sentence a youth offender to serve time if a serious crime was committed. It is reserved for youth who commit their crime before they turn 18.*

parole: *the conditional release of a convict from prison before the end of his or her sentence. This means that he or she must follow a number of rules; or conditions, so he or she does not have to go back to prison. If any condition is not met, he or she will have to return to prison.*

Session 5: LAWS

Activity 1

“Legal Vocabulary cont.”

plea: *a defendant’s official statement of “guilty” or “not guilty” to the charges made against him or her.*

District Attorney (D.A.): *a lawyer who represents the government in bringing legal proceedings against an alleged wrongdoer.*

Sentence: *a judgment formally pronounced by judge upon a defendant after his or her conviction in a criminal or civil prosecution.*

Session 5: LAWS

Activity 2

“Proposition 21”

OBJECTIVE:

- To have students learn the basics and effects of juvenile law and Proposition 21.

MATERIALS NEEDED:

- None

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have a loved one or friend who’s on Probation or in Prison.

ACTIVITY:

Invite a guest speaker to present the material on Proposition 21. You could inquire with the juvenile division at your local police department or the probation department and have an officer be the speaker for this topic.

**You may refer to the attached Prop 21 Fact Sheet in this section to set a foundation for the discussion questions.*

DISCUSSION:

- “Who knows what Prop 21 is”?
- “When was Prop 21 passed”?
- “What is Prop 21”?
- “How does Prop 21 affect youth”?
- “What does Prop 21 consist of”?

**Information obtained from Center on Juvenile and Criminal Law*

Session 5: LAWS

Activity 2

“Facts on Proposition 21”

Summary

This measure makes various changes to laws specifically related to the treatment of juvenile offenders. It targets juveniles and adults who are gang-related offenders, and those who commit violent and serious crimes. The changes can be divided into six categories:

- 1. Prosecution of Juveniles in Adult Court:** Requires more juvenile offenders to be tried in adult court.
- 2. Juvenile Incarceration and Detention:** Requires that certain juvenile offenders be held in local or state correctional facilities.
- 3. Changes in Juvenile Probation:** Changes the type of probation available for juvenile offenders.
- 4. Juvenile Record Confidentiality and Criminal History:** Reduces confidentiality protections for juvenile offenders.
- 5. Gang Provisions:** Increases penalties for gang related crimes and requires convicted gang members to register with local law enforcement agencies.
- 6. Serious and Violent Felony Offenses:** Increases criminal penalties for certain serious and violent offenses.

Impact

Proposition 21 has been tied up in the courts since it was passed in March 2000, so its impact is just beginning to be felt. There has not yet been extensive research predicting the long-term effects of this legislation.

**Information obtained from Center on Juvenile and Criminal Law*

Session 5: LAWS

Activity 3

“Restorative Justice”

OBJECTIVE:

- To teach students an alternative to punishment by taking responsibility and “making things right”.

MATERIALS NEEDED:

- Group Deliberation Worksheet
- Restorative Justice Role Play Scenarios

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have been victims of a crime, what type of crime.

ACTIVITY:

Review the concept of Restorative Justice with students (*See page 61*). Students will act as juries and create their own Restorative Justice sentences for scenarios involving common teen offenses. You can choose one of the scenarios provided or have students create their own. The entire group/class can work in one scenario or the group/class can be divided into smaller groups, and working on different scenarios.

DISCUSSION:

- “What is Restorative Justice”?
- “Was it difficult to apply Restorative Justice to the sentence”?
- “What are the most common crimes committed by juveniles in your area”?
- “How does it feel to have the power to impact someone’s life”?
- “Have you ever committed a crime that you wish you could take back”?

** Restorative Justice Activity adapted from materials created by San Diego Teen Court, Inc. Used by permission.*

Session 5: LAWS

Activity 3

“Description - Restorative Justice”

Restorative Justice views crime as a wound that needs to be healed. Instead of just sentencing offenders to prison time or probation, Restorative Justice sentencing seeks to do the following three things:

Repair the Harm to Victims, Communities and Relationships

Identify where the harm was created and to whom (even if only to the defendant and his/her family). Identify ways that the offender can make amends to the victim, the community, and any relationship that may have been hurt by this act (i.e. the relationship by between the offender and his parents, etc.)

Ensure Offender Accountability and Competency Development

Identify the level of remorse the defendant feels or expresses for his/her crime as well as skills that the defendant could develop to lead a more productive, positive life.

Increase Community Safety

Develop a sentence that addresses the true needs of the defendant and his/her family that will prevent re-offense and put the defendant on the “right track”.

Examples of restorative Justice sentencing options:

- Letters of apology- (to victim or assailants family)
- Community Service- (designed to the defendants crime)
- Counseling/Workshops- (Anger management, speak at trainings)
- No Punishment

** Restorative Justice Activity adapted from materials created by San Diego Teen Court, Inc. Used by permission.*

Session 5: LAWS

Activity 3

“Restorative Justice-Deliberation Sheet”

Before you begin to determine what the sentence for the defendant (offender) should be, take a few minutes and discuss the following:

- As a group, discuss the facts and circumstances of the case.
- Discuss briefly who was affected or harmed by the defendant’s actions and how they were affected or harmed.
- What has the defendant already done to make up for his/her actions or what does he/she still need to do?

Once you have discussed the questions above:

- Considering all of this information, what type of options should be included within this sentence to hold the defendant accountable for his/her actions, help him/her repair the harm a/he has caused, and help him/her learn and grow from this experience?
- Write beside each other you recommend why you feel this is an appropriate option to include in the sentence.

We, the jury, hereby recommend the following sentence:

Sentencing Option

Justification

1.

2.

3.

** Restorative Justice Activity adapted from materials created by San Diego Teen Court, Inc.*

Used by permission.

Session 5: LAWS

Activity 3

“Restorative Justice- Role Play 1”

COURT REPORT

OFFENDER: Sabrina T.

CHARGES: Fighting in public

OFFENDER INFO: Sabrina was arrested for fighting after school in the parking lot. Sabrina was fighting with Michelle, another female student. Sabrina stated that Michelle had been spreading rumors around school that she was a “ho” and had a bad reputation. Sabrina stated that her friend told her that Michelle planned to wait for Sabrina after school to jump her. Sabrina was mad and told her friend to tell Michelle that if she wanted to fight, she should tell her to her face. When school got out, Sabrina went to the parking lot to get a ride and Michelle started yelling names at her. Sabrina started to walk away, but Michelle started yelling names at her. Sabrina went over to Michelle and told her to stop talking badly about her. Michelle grabbed Sabrina by the hair and the two girls fell to the ground, punching and kicking at each other. It took 2 campus security officers to break the fight up. Sabrina is 13 and had been warned by the school resource officer after getting into a fight earlier in the year.

PRIOR DISCIPLINE: Suspended for two days; no consequences at home as her father said, “My girls has to defend herself”.

INJURIES: Both girls had scratches and slight bruising on their faces.

COMMUNITY: The school reports frequent student fighting, resulting in as many as 6 arrests per month.

You are the jury for this case. You have 15 minutes to choose a foreperson, deliberate and come up with an appropriate sentence for the juvenile offender, keeping in mind all the other people who will be affected by this sentence.

Session 5: LAWS

Activity 3

“Restorative Justice- Role Play 2”

COURT REPORT

OFFENDER: Joseph V.

CHARGES: Possession of Marijuana; Possession of Tobacco

OFFENDER INFO: Joseph v. was arrested on campus after the campus police performed a search of his locker after receiving a tip from another student. Joseph had approximately one gram of marijuana in a plastic baggie and half a pack of cigarettes. Upon being questioned, Joseph admitted to smoking marijuana daily. He stated that he had been smoking for two years to deal with stress. He also stated that he smokes between 5 and 8 cigarettes a day. He stated that his parents did not know of his habit. He refused to say whom he purchased the marijuana from. In the last few months, Joseph’s grades have begun to slip and he is falling behind in school. Joseph is 15 years old.

PRIOR DISCIPLINE: Suspended from school for 3 days; Joseph was suspended from playing on the soccer team at school for the entire season (it was his only extracurricular activity). The school also ordered him to complete a six-week drug and alcohol class at the school site.

COMMUNITY: The school police report that marijuana is a significant problem among many of the students. They stated that they receive numerous weekly “tips” from students about peers being in possession and /or being under the influence.

You are the jury for this case. You have 15 minutes to choose a foreperson, deliberate and come up with an appropriate sentence for the juvenile offender, keeping in mind all the other people who will be affected by this sentence.

Session5: LAWS

Activity 3

“Restorative Justice- Role Play 3”

COURT REPORT

OFFENDER: Tania L.

CHARGES: Possession of a Knife on Campus

OFFENDER INFO: Tania l. was arrested on campus for being in possession of a 3-inch locking blade knife. She was reported to campus police after another student reported seeing Tania show the knife to other students in the locker room before P.E. When questioned, Tania stated that she began carrying the knife with her to school for protection. She stated that a number of girls had repeatedly threatened her on her walk home from school. She did not know the girls personally and had been jumped once by two of them. She did not tell her parents about the incident. Tania also expressed concern that in a few weeks she will have to accompany her younger sister home from school once her mother starts working to help the family financially. Tania lives too close to the school to ride the bus and both her parents will soon be working long hours leaving her to care for her younger siblings. Tania is 13 years old.

PRIOR DISCIPLINE: Suspended from school for 3 days. Tania was recommended for expulsion due to her school’s zero tolerance weapons policy but was not expelled as she is a good student and has no prior discipline record. Her parents were very upset and grounded her for 2 weeks. She was made to help around the house and could not go out with her friends or talk on the phone.

COMMUNITY: Tania lives in a neighborhood where other students have reported being harassed and threatened by both male and female groups of teens after school.

You are the jury for this case. You have 15 minutes to choose a foreperson, deliberate and come up with an appropriate sentence for the juvenile offender, keeping in mind all the other people who will be affected by this sentence.

Session 6: VIOLENCE

Activity 1

“What is Violence?”

OBJECTIVE:

- To have students learn the different forms of violence and their effects.

MATERIALS NEEDED:

- Video 2: *Violence is Real and Hurts Everyone*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have been a victim or witness violence. Have them define what type: physical, sexual, verbal, and emotional.

ACTIVITY:

Show students the section Forms of Violence from Video 2 *Violence is Real and Hurts Everyone*. Review the section of the video which describes the different forms of violence. Discuss with students the different effects of violence and the impact violence has on a person and the community. This activity can be recorded on the board as a visual for students.

DISCUSSION:

- “How was Tony affected by violence”?
- “What kind of violence was Tony subjected to?”
- “How did violence affect Stephanie’s family”?
- “How did Michelle deal with violence in her life”?
- “How did Mayra deal with the impact of violence in her life”?

Session 6: VIOLENCE

Activity 2

“Violence is...”

OBJECTIVE:

- To have students learn the different forms of violence.

MATERIALS NEEDED:

- Video 2: *Violence is Real and Hurts Everyone*
- Four paper signs- “Very Violent”, “Violent”, “Neutral”, “Peaceful”

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have been a victim or witness violence. Have them define what type: physical, sexual, verbal, and emotional.

ACTIVITY:

Show students the section Forms of Violence from Video 2 *Violence is Real and Hurts Everyone*. Review the section of the video which describes the different forms of violence. Write VERY VIOLENT, VIOLENT, NEUTRAL and PEACEFUL on four different pieces of paper and tape them to different sides of the room. Read different phrases to the students and have them walk over and stand next to the statement that they feel it relates to. Discuss with students the difference of opinions.

DISCUSSION:

- “How was Tony affected by violence”?
- “What kind of violence was Tony subjected to?”
- “How did violence affected Stephanie’s family”?
- “How did Michelle deal with violence in her life”?
- “How did Mayra deal with the impact of violence in her life”?

Session 6: VIOLENCE

Activity 2

“Violence is...”

Decide whether the following statements are **VERY VIOLENT**, **VIOLENT**, **NEUTRAL**, or **PEACEFUL**.

- Spanking a child
- A female hitting a male
- Dropping a bomb
- A drive by shooting
- Tagging/Graffiti
- Mad dogging someone
- Death penalty for murder convicts
- A protest
- Driving at 90 miles per hour
- Spreading a rumor
- Suicide
- Selling drugs
- Hanging out at the corner
- Playing violent video games

Session 6: VIOLENCE

Activity 3

“A Violent Act”

OBJECTIVE:

- To have students learn the different forms of violence and its effects.

MATERIALS NEEDED:

- Video 2: *Violence is Real and Hurts Everyone*
- Activity Worksheet “A Violent Act”

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they have been a victim or witness violence. Have them define what type: physical, sexual, verbal, and emotional.

ACTIVITY:

Show students the section Forms of Violence from Video 2 *Violence is Real and Hurts Everyone*. Review the section of the video which describes the different forms of violence. Ask students to think of a time when they had a conflict and they resolved it in a violent way. After group discussion have students fill out the activity worksheet and share with the group. Have students come up with a non-violent solution to the conflict shared by each student.

DISCUSSION:

- “How was Tony affected by violence”?
- “What kind of violence was Tony subjected to?”
- “How did violence affected Stephanie’s family”?
- “How did Michelle deal with violence in her life”?
- “How did Mayra deal with the impact of violence in her life”?

Session 6: VIOLENCE

Activity 3

“A Violent Act”

Think of a time when you had a conflict that you resolved in a **violent** way.

- What was the conflict?

- Who was involved?

- How did you resolved the conflict (fight, mad dogged)?

- What did you feel during the conflict?

- How did you feel after the conflict was over?

- What could you have done to resolve the conflict in a non-violent way?

Session7: VIOLENCE & the BRAIN Activity 1

“The Brain”

OBJECTIVE:

- To have students learn the three sections of the brain and their functions.

MATERIALS NEEDED:

- Video 2: *Violence is Real and Hurts Everyone*
- Activity Worksheet *“The Brain”*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students what is the earliest memory they have and how old were they.

ACTIVITY:

Show students the section of Dr. Rowe from Video 2 -*Violence is Real and Hurts Everyone*. Review the section of the video which describes the three parts of the brain and their main functions. Give each student an activity worksheet *“The Brain”* and have the students fill in the missing labels and definitions. Students may color sections of the brain if desired.

1. The Cortex- Our thinking brain
2. The Limbic Center- Our feeling brain
3. The Brain Stem- Controls things like our heartbeat, breathing, body functions.

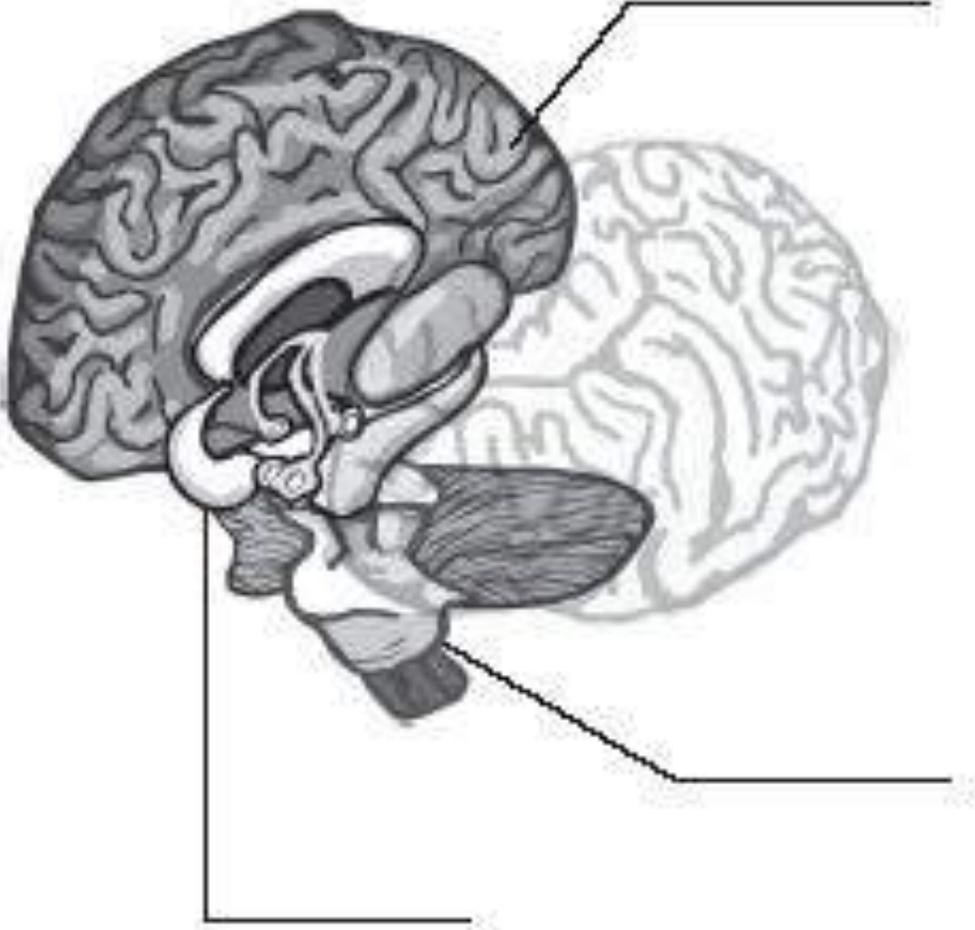
DISCUSSION:

- “How big is our brain”?
- “How many parts is our brain made up of”?
- “When angry, what section of the brain are we in”?
- “When angry how can I get to my thinking part of the brain”?
- “What happens if one section of my brain gets hurt or is impaired”?

Session 7: VIOLENCE & the BRAIN Activity 1

“The Brain”

Label each section of the brain and its main functions.



Session 7: VIOLENCE & the BRAIN Activity 2

“Neutrons in our Brain”

OBJECTIVE:

- To have students learn the neutrons in our brain and their function.

MATERIALS NEEDED:

- Video 3: *Everyone deserves to be Loved and Treated Well*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students what is the earliest memory they have and how old were they.

ACTIVITY:

Show students the section of Dr. Rowe from Video 3-*Everyone deserves to be Loved and Treated Well*. Review the section of the video which discusses the brain and the role of neurons in transmitting information. Ask students to stand up by their desks and create long chain by holding hands with the people on either side of them. Ask the first student to gently squeeze the hand of their neighbor, when the student feels their hand squeezed, they should squeeze the hand of the next person, and so on. Students try the process once, and the last person should raise their free hand when the impulse reaches them. Explain to students that they have just imitated a neutron pathway. Only that the neutrons pathways are faster.

DISCUSSION:

- “How big is our brain”?
- “How many parts is our brain made up of”?
- “If we are exposed to violence, does that mean that we have to be violent”?
- “How is our brain like a plant”?
- “What happens if one section of my brain gets hurt or is impaired”?

Session 7: VIOLENCE & the BRAIN Activity 3

“Forgiveness and your Brain”

OBJECTIVE:

- To have students learn the connection between the brain and forgiveness.

MATERIALS NEEDED:

- Video 5: *Choosing forgiveness Instead of Revenge*
- Activity Worksheet “*Forgiveness and your Brain*”.

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students what is the earliest memory they have and how old were they.

ACTIVITY:

Show students the section of Dr. Rowe from Video 5- *Choosing forgiveness Instead of Revenge*. Review the section of the video which discusses the brain. As a class using the white board, give an example of how the Khamisa family felt of Tariq’s death and how those feelings changed. Have students fill out the activity worksheet “*Forgiveness in the Brain*” with their own experience. Have students share and discuss their answers.

DISCUSSION:

- “How big is our brain”?
- “How many parts is our brain made up of”?
- “If we are exposed to violence, does that mean that we have to be violent”?
- “Think of a bad incident that you have experienced how does it make you feel”?
- “How can you change those feelings”?
- “What feelings would you like to change them to”?

Session 7: VIOLENCE & the BRAIN Activity 3

“Forgiveness and your Brain”

All of our experiences create pathways in their brain. The more we think about that experience, the more that pathway is strengthened. This can happen with positive or negative memories.

The more we think about a negative event, the stronger the pathway become. These pathways can become so strong, that just by thinking about a bad memory we can trigger all the bad feelings and actually feel the same way we did as when it first happened! It’s like you’re experiencing the negative situation or event over and over again.

We can decide how we want to feel about something!

If we decided to replace the anger about an event with a calmer emotion, we can replace the bad memories and feelings with something new, but it takes practice!

Think back to a situation/incident where it caused you to have negative feelings. Fill in these emotions in this space:

Memory #1: _____

Now imagine how these emotions changed over time thanks to practicing forgiveness. Fill in the emotions that you have now or would like to have:

Feelings after Forgiveness: _____

Imagine the two spaces are like two neurons paths in the brain. The second one can replace the first one. The more we think about a bad event in a new light, the less impact it can have on us.

Session 8: HEALTH

Activity 1

“Values in Relationships”

OBJECTIVE:

- To learn about “healthy” versus “unhealthy” relationships.

MATERIALS NEEDED:

- Three paper signs -AGREE, DISAGREE, NOT SURE

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they are in a relationship and the length of the relationship.

ACTIVITY:

Create three different signs Agree, Disagree, Not sure and tape them on three different walls, across the room. Read the statements to students and ask them to walk over to the sign that they feel is right. Discuss with students their responses and why they think/feel that way.

DISCUSSION:

- “Is being in a relationship hard or easy”?
- “Do you think the male or the female should take the lead in the relationship”?
- “Does the male have specific responsibilities in a relationship”?
- “What do you think you have done well in a relationship”?
- “Do you always find yourself with the same type of partners”?
- “What might you do different in a current or future relationship”?

Session 8: HEALTH

Activity 1

“Values in Relationships”

- It’s normal for my boy/girlfriend to be jealous and get mad at me. Even when there’s no reason for the jealousy.
- If someone is attracted to me, then they will want to be in a relationship with me.
- I come first in a relationship
- Being with a “Right” person makes me complete and whole.
- Physical violence (hitting) in a relationship is pretty normal. If my boy/girlfriend apologizes.
- It’s okay if my boy/girlfriend really wants to have sex, even if I am not ready.
- Making my boy/girlfriend happy is what’s most important in a relationship.
- It’s okay if my boy/girlfriend puts me down and wants to change me.
- Romance is one of the most important parts of the relationship.

Session 8: HEALTH

Activity 2

“Spreading Kisses”

OBJECTIVE:

- To have students learn how quickly STD's/HIV can be spread.

MATERIALS NEEDED:

- Hershey's *Hugs & Kisses*, Hershey's *Almond Kisses*, Index Cards, and Small Brown Bag

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they are in a relationship and the length of the relationship.

PREPARATION:

- In each participants bag (except one) place a mixture of approximately 10-12 *Hugs & Kisses* and one marked or unmarked index card. In one participant's bag put 10-12 *Almond Kisses* (instead of Hugs & Kisses) and an unmarked index card. Put a (*) on the bottom of the bag with *Almond Kisses*.
- Mark the bottom corner of two index cards with a small “C”. Place each card in a different bag with *Hugs & Kisses*.
- Mark two other index cards with a small “IC”. Place each card in a different bag with *Hugs & Kisses*.
- Write on a fifth index card: *Do not participate*. When asked, tell anyone who wants to exchange candy, *I do not exchange hugs & kisses*. Place the card in a bag with *Hugs & Kisses* and put an “A” on the bottom of the bag.
- Write on two separate index cards: *Do not participate with anyone other than your partner*. When asked, tell anyone (other than your partner) who wants to exchange candy, *I do not exchange hugs & kisses with anyone other than my partner*. Place the card in a bag with *Hugs & Kisses* and put an “M” on the bottom of the bag. Give these two bags to the participants who are willing to sit in the front of the room.
- Do not place any of the seven, marked cards in with the bag with *Almond Kisses*.

Session 8: HEALTH

Activity 2

“Spreading Kisses cont”

ACTIVITY:

1. Ask for two participants who are willing to be partners and sit in the front of the room throughout the entire exercise. Give each of these two participants a bag marked with an “M”.
2. Hand out the other bags to the remaining participants. Explain to each participant they are receiving a bag with Hersey’s Kisses and Hugs and an index card. Ask each participant to pull the card out of his/her bag and follow the instructions on it (if there are any) and to keep secret any instructions on his/her card.
3. Tell the participants that they are to exchange candy and that they should write on their index cards the name of everyone with whom they exchange candy.
4. Give participants about five minutes to exchange candy and to write down names. Then have everyone return to his/her seat. *Find out who got the most signatures.*
5. Ask the one person whose bag has the (*) on the bottom to stand up. Explain that, this was the person who started out with Almond Kisses and that, for the purpose of this exercise, the Almond Kisses represent STD/HIV.
6. Then ask anyone who has an Almond Kiss in his/her bag to stand up. Explain that, because they exchange Hugs & Kisses for Almond Kisses, they too, are infected with STD’s/HIV
7. Ask everyone who is still seated to check their index cards for the name of anyone who is standing. Ask participants to stand up if they see the name of someone who is standing on their index card. Continue to ask students to stand up until everyone except three participants with the “M” and the “A” on the bottom of their bags.
8. Ask participants with a “C” on their cards to sit down. Explain that the ‘C’ means they always used condoms and protected themselves From STD’s/HIV. *They are not infected.*
9. Ask students with “IC” on their cards to sit down. Then ask them to stand right back up. Explain that “IC” means they used a condom each time but they used it incorrectly. They are infected with STD’S/HIV.
10. Explain to the participants that this activity contains an error because someone might have received an *Almond Kisses* (STD’S/HIV) and then given it away. You cannot give away HIV. Once you have it you share it with others but never get rid of it.

DISCUSSION:

- “Who did not stand up”? Introduce the abstinent and monogamous partners.
- “How did the person with *Almond Kiss* (STD’S) feel”?
- “The person with a (*) on the bag did not know they were infected”?

Session 8: HEALTH

Activity 3

“Letting Go”

OBJECTIVE:

- To have students learn the danger in caring or having feeling bottled inside.

MATERIALS NEEDED:

- Balloons for each student

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students if they are in a relationship and the length of the relationship.

ACTIVITY:

Give each student a balloon. You will read statements to the students, if these statements frustrated, anger or bothers them they will blow into the balloon. Depending on how the statement would make them feel they will blow a little bit of air or a lot of air into the balloon. This will give them the idea that if they do not let go or deal with issues eventually like a balloon they will blow up releasing their feeling in an outburst. Discuss with students their differences and what are some healthy ways to let go.

DISCUSSION:

- “Is talking about your feelings easy”?
- “What can you do to release feelings”?
- “What are some of the things that bother, frustrate, anger you”?
- “Is there someone who you just can’t deal with”?
- “Do you think you are the only one who feels like that”?
- “What do you do to frustrate, bother or anger someone else”?

Session 8: HEALTH

Activity 3

“Letting Go”

Blow into your balloon when you hear the following statements:

- Boy/girlfriend doesn't answer the phone
- People spread rumors about you
- You are not believed
- Argument with mom
- Sibling borrows your things without permission
- You are made fun off
- Boy/girlfriend is jealous
- Adults telling you what to do all the time
- Share room with sibling
- Want something but can't have it
- Teachers nagging you
- Blames for something you didn't do
- Being picked on
- Detention

Session 9: ACTIONS HAVE CONSEQUENCES Activity 1

“Mapping Consequences”

OBJECTIVE:

- To have students learn the connection between actions and consequences.

MATERIALS NEEDED:

- Video 4: *Actions Have Consequences*
- Activity Worksheet “*Mapping Consequences*”.

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students to share something that they did and wish they could take back.

ACTIVITY:

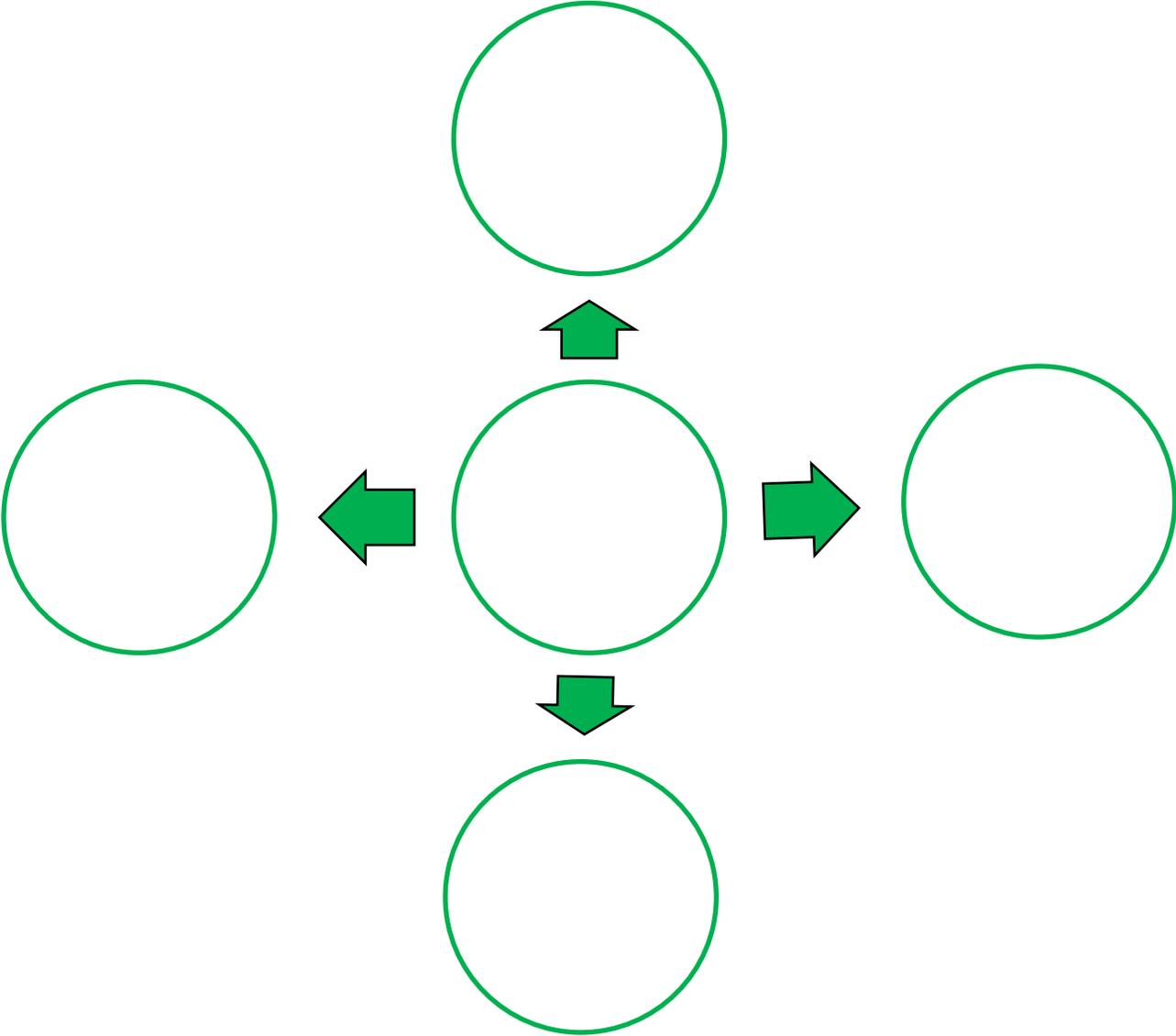
Show students the section of Steps to Change from Video 4-*Actions Have Consequences* . Review the section of the video which discusses steps to change. This activity can be done as a class or individually sharing answers when all students are done. Give examples of how Tony’s decisions escalated to murdering Tariq. Have students fill out the activity worksheet with Tony’s decision to murder following by consequences he had to face after his actions.

DISCUSSION:

- “What choices did Tony make during the day that led to shooting Tariq”?
- “Why do you think Tony made those choices”?
- “How did drugs and alcohol impact Tony’s decisions”?
- “Why is it important to choose your friends wisely”?
- “Did Tony have a choice whether or not to pull the trigger”?
- “What may have helped Tony make different choices on the day he ran away”?

Session 9: ACTIONS HAVE CONSEQUENCES Activity 1

“Mapping Consequences”



Session 9: ACTIONS HAVE CONSEQUENCES Activity 2

“Mapping Your Actions”

OBJECTIVE:

- To have students learn the connection between actions and consequences.

MATERIALS NEEDED:

- Video 4: *Actions Have Consequences*
- Activity Worksheet “*Mapping Consequences*”.

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students to share something that they did and wish they could take back.

ACTIVITY:

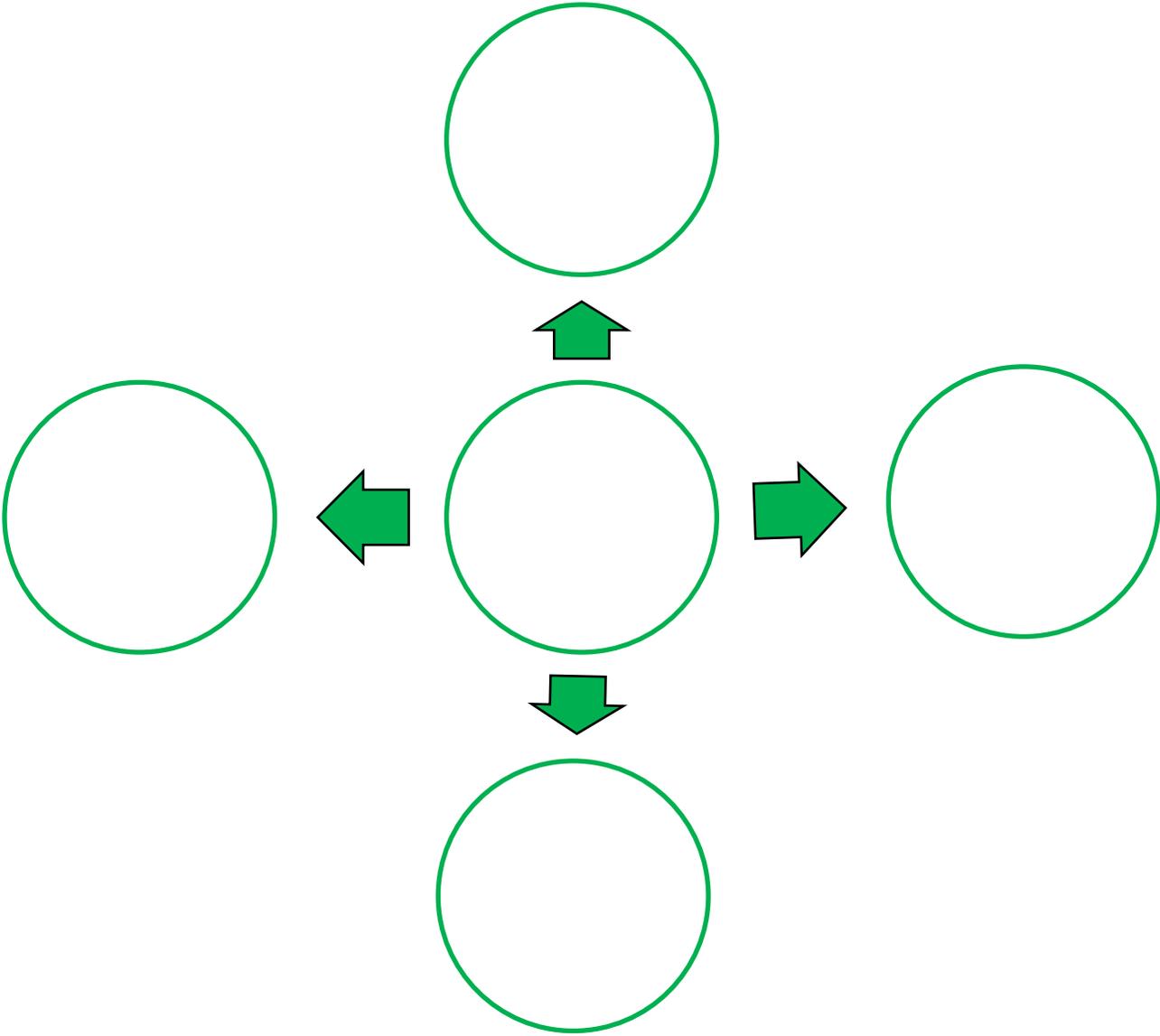
Show students the section of Steps to Change from Video 4 *Actions Have Consequences*. Review the section of the video which discusses steps to change. Give students the activity worksheet and have them pick one action they did since they woke up that morning. Have them answer the consequences good or bad from the action/choice they made.

DISCUSSION:

- “Why did you pick that action”?
- “Are all consequences negative”?
- “Who else do your actions affect”?
- “Are those long or short term consequences”?
- “What can you do different”?
- “How can you make it better”?

Session 9: ACTIONS HAVE CONSEQUENCES Activity 2

“Mapping Your Actions”



Session 9: ACTIONS HAVE CONSEQUENCES Activity 3

“My Actions”

OBJECTIVE:

- To have students learn the connection between actions and consequences.

MATERIALS NEEDED:

- Video 4: *Actions Have Consequences*
- 2 Signs- “Agree”, “Disagree”

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students to share something that they did and wish they could take back.

ACTIVITY:

Show students the section of Steps to Change from Video 4 *Actions Have Consequences*. Review the section of the video which discusses steps to change. Write AGREE in a piece of paper and tape it to one side of the room, get another piece of paper, write DISAGREE and tape it to the other side of the room. Have students stand next to their desks as you read out loud a statement. Students walk over to the statement that best fits their opinion. Discuss with students the differences among their answers.

DISCUSSION:

- “Why did you pick that action”?
- “Are all consequences negative”?
- “Who else do your actions affect”?
- “Are those long or short term consequences”?
- “What can you do different”?
- “How can you make it better”?

Session 9: ACTIONS HAVE CONSEQUENCES Activity 3

“My Actions”

There is no right or wrong answers. After hearing a statement please walk to the side of the room that best fits your opinion: AGREE or DISAGREE. If you are called on please explain why you have that opinion.

1. If someone hits me. I'll hit them back
2. If I want to get into trouble, that is my business and nobody else's
3. When someone says something about me. I'll say something about them
4. I care about how my actions might affect others
5. If I want something, I can just take it
6. Hurting others isn't bad
7. I feel it's ok talking to someone about my problems
8. Fighting is the only way so people don't mess with you
9. If things are bothering me, do I know how to relax or let go
10. Apologizing (saying my bad) is a way to avoid a fight

Session 10: FORGIVENESS

Activity 1

“Forgiveness-IS or NOT”

OBJECTIVE:

- To have students learn the concept of forgiveness.

MATERIALS NEEDED:

- Video 5: *Choosing Forgiveness Instead of Revenge*
- 2 Signs- “Is”, “Not”

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students to share someone they would ask forgiveness from.

ACTIVITY:

Show students the section of Steps to Forgiveness from Video 5 *Choosing Forgiveness Instead of Revenge*. Review the section of the video which discusses steps to forgiveness. Write IS on a piece of paper and tape it to one side of the room, get another piece of paper, write NOT and tape it to the other side of the room. Have students stand next to their desks as you read out loud a statement. Students walk over to the statement that best fits their opinion. Discuss with students the differences among their answers.

DISCUSSION:

- “Why did you think people can’t forgive”?
- “Do you think it’s hard to forgive”?
- “Do you think it’s hard to ask for forgiveness”?
- “What is something you would not forgive”?
- “Is forgiving and forget the same”?
- Have you ever asked for forgiveness”?

Session 10: FORGIVENESS

Activity 1

“Forgiveness-IS or NOT”

There is no right or wrong answers. After hearing statements please walk to the side of the room that best fits your opinion: IS or NOT. If you are called on please explain why you have that opinion.

1. Forgiveness is not letting it slide when people hurt you-NOT
2. Forgiveness is not forgetting- IS
3. Forgiveness is something you do for your own sake-IS
4. Forgiveness is a onetime thing- NOT
5. Forgiveness is about closure and relief-IS
6. Forgiveness can help you feel better-IS
7. Revenge makes you feel better than forgiveness-NOT
8. Forgiveness is saying it was ok what happen-NOT
9. Everyone can forgive- IS
10. Can you forgive-IS

Session 10: FORGIVENESS

Activity 2

“Forgiveness”

OBJECTIVE:

- To have students learn the concept of forgiveness.

MATERIALS NEEDED:

- Video 5: *Choosing Forgiveness Instead of Revenge*
- A copy of poem *“Forgiveness”*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students to share someone they would ask for forgiveness.

ACTIVITY:

Show students the section of Steps to Forgiveness from Video 5- *Choosing Forgiveness Instead of Revenge*. Review the section of the video which discusses steps to forgiveness. Give each student a copy of the poem *“Forgiveness”*. Have students read poem to themselves. The poem can also be read out loud as a group. After poem has been read, have each student share what line, phrase or section they relate to best in their own lives and why.

DISCUSSION:

- “Why do you think people can’t forgive”?
- “Do you think it’s hard to forgive”?
- “Do you think it’s hard to ask for forgiveness”?
- “What is something you would not forgive”?
- “Is forgiving and forgetting the same”?
- Have you ever asked for forgiveness”?

Session 10: FORGIVENESS

Activity 2

“Forgiveness”

To Forgive is not to forget.

To Forgive is really to remember.

That nobody is perfect.

That each of us stumbles, when we want so much to stay upright. That each of us says things we wish we had never said. That we can all forget that love is more important than being right.

To Forgive is really to remember.

That we are so much more than our mistakes that we are often more kind and caring. That accepting another’s flaws can help us accept our own.

To Forgive is to remember.

That the odds are pretty good that we might soon need to be forgiven ourselves.

That life sometimes gives us more than we can handle gracefully.

To Forgive is to remember that we have room in our hearts to Begin Again

and Again,

and Again.

-Author Unknown

Session 10: FORGIVENESS

Activity 3

“Please Forgive Me”

OBJECTIVE:

- To have students learn the concept of forgiveness.

MATERIALS NEEDED:

- Video 5: *Choosing Forgiveness Instead of Revenge*
- Activity worksheet *“Please Forgive Me”*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students to share someone they would ask for forgiveness.

ACTIVITY:

Show students the section of Steps to Forgiveness from Video 5-*Choosing Forgiveness Instead of Revenge*. Review the section of the video which discusses steps to forgiveness. Give each student a copy of the activity worksheet and ask them to write a letter to someone they would like to ask for forgiveness. The letter will not be read out loud and no one will see it but them.

DISCUSSION:

- “Why did you think people can’t forgive”?
- “Do you think it’s hard to forgive”?
- “Do you think it’s hard to ask for forgiveness”?
- “What is something you would not forgive”?
- “Is forgiving and forget the same”?
- Have you ever asked for forgiveness”?

Session 11: GOALS & DREAMS

Activity 1

“Dreamer Test”

OBJECTIVE:

- To have students learn that to reach for a goal they have to believe in themselves while having the courage and confidence to move forward.

MATERIALS NEEDED:

- Activity worksheet *“Dreamer Test”*
- Answer Sheet- *“Dreamer Test”*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students to share if they could have 1 dream/wish granted what it would be.

ACTIVITY:

Discuss with students that to reach for a goal you have to believe in yourself and have the courage and confidence to move forward. Then you need to do something, to take action. But you can't just do anything -- it has to be thoughtful and focused. You need to think through a plan. Have the students take the dreamer test, when finished have them estimate which answer was most common a, b, or c, to determine a result

DISCUSSION:

- “Are dreams and goals the same thing”?
- “What’s harder to achieve a dream or a goal”?
- “Is it hard to achieve goals”?
- “Have you ever set a goal and achieved it”?
- “Do you believe that you can accomplish what you set your mind too”?
- “Can you achieve goals or dreams by yourself”?

** Dreamer Profile Activity adapted from materials created by legacy project.org.*

Session 11: GOALS & DREAMS

Activity 1

“Dreamer Test”

1. Would the child in you rather play with?
a) a puzzle b) a ball c) blocks
2. What colors would you most likely paint your room?
a) grey or beige b) red or yellow c) blue or green
3. Which of these stories is your favorite?
a) The Wizard of Oz b) Jack and the Beanstalk c) Cinderella
4. If you could have been the one to invent it, which would, you have liked to invent?
a) calculator b) motor c) space rocket
5. Which of these people do you think you are most alike?
a) Albert Einstein b) Mohandas Gandhi c) Leonardo da Vinci
6. Would you rather?
a) Water and care for growing plants b) harvest fruits from a plant c) plant seeds
7. You’re stuck in a large deep hole with a picnic basket, some boards, and some rope. What would you do?
a) Try to construct a ladder & get out b) Keep shouting until someone hears you
c) sit down and eat
8. Who do you think needs most improving?
a) you b) other people c) society
9. You’d rather live?
a) in the past b) in the present c) in the future
10. What would your ideal Dream Chest hold?
a) knowledge b) health c) money

Session 11: GOALS & DREAMS

Activity 1

“Dreamer Test-Answer Sheet”

If you answered mostly **A**-You're a *Practical Dreamer*

Your personality tends to learn toward the Think in Believe, Do, Think. You analyze things before you do them and evaluate the results you achieve. You wait to see results before you believe. Your weakness is that you can put off action and miss opportunities. Your strength is that you use your mind to your advantage. *Other Practical Dreamers: Albert Einstein, Henry Ford, Bill Gates*

If you answered mostly **B**- You're a *Dynamic Dreamer*

Your personality tends to lean toward the Do in Believe, Do, Think. You like to get out there, get action and get things done. You bring a lot of energy to everything you do. Your weakness is that your energy can taper off as you do a task and you may not think as much as you should before you start something. Your strength is that you're courageous in pursuing a goal and effective in motivating others. *Other Practical Dreamers: Mohandas Gandhi, Eleanor Roosevelt, Oprah Winfrey.*

If you answered mostly **C**- You're a *Creative Dreamer*

Your personality tends to lean toward the Believe in Believe, Do, Think. You have lots of ideas and you're able to come up with unique solutions to challenges. You can often see the merit in things others can't. Your weakness is that you may not follow through on ideas or can get distracted by too many ideas. Your strength is that you always see many exciting possibilities and can lead people to wonderful new places. *Other Creative Dreamers: Leonardo da Vinci, Walt Disney, George Lucas*

** Dreamer Profile Activity adapted from materials created by legacy project.org.*

Session 11: GOALS & DREAMS

Activity 2

“Where I was & Where I am & Where I want to Be”

OBJECTIVE:

- To have students learn that to reach for a goal they have to believe in themselves while having the courage and confidence to move forward.

MATERIALS NEEDED:

- Activity worksheet *“Where I was & Where I am & Where I want to Be”*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students to share if they could have 1 dream/wish granted what it would be.

ACTIVITY:

Discuss with students that to reach for a goal you have to believe in yourself and have the courage and confidence to move forward. Then you need to do something, to take action. But you can't just do anything -- it has to be thoughtful and focused. You need to think through a plan. Have the students think of a current short term goal that they would like to accomplish (raise a grade on a class, get off probation). Have them complete the activity worksheet starting on *“You are Here”* and discuss the steps for that goal to be achieved.

DISCUSSION:

- “Are dreams and goals the same thing”?
- “What’s harder to achieve a dream or a goal”?
- “Is it hard to achieve goals”?
- “Have you ever set a goal and achieved it”?
- “Do you believe that you can accomplish what you set your mind to”?
- “Can you achieve goals or dreams by yourself”?

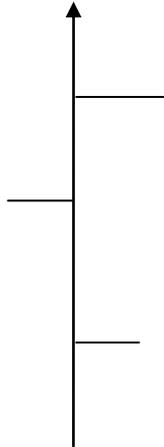
Session 11: GOALS & DREAMS

Activity 2

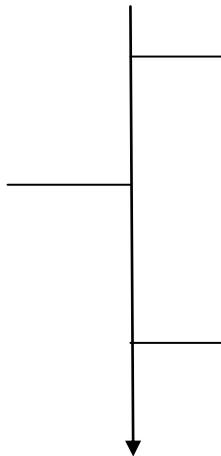
“Where I was & Where I am & Where I want to Be”



You want to be Here



You are Here



You were Here

Session 11: GOALS & DREAMS

Activity 3

“When ‘am 25 yrs old...”

OBJECTIVE:

- To have students learn that to reach for a goal they have to believe in themselves while having the courage and confidence to move forward.

MATERIALS NEEDED:

- Activity worksheet *“When ‘am 25 yrs old”*

OPENING:

- Have each student say one thing that happened to them during the week.
- Ask students to share if they could have 1 dream/wish granted what it would be.

ACTIVITY:

Discuss with students that to reach for a goal you have to believe in yourself and have the courage and confidence to move forward. Have the students fill out the activity worksheet NOT as a long term goal, but to get them started in thinking on what type of life they would like to have as an adult. Discuss with students their answers.

DISCUSSION:

- “Are dreams and goals the same thing”?
- “What’s harder to achieve a dream or a goal”?
- “Is it hard to achieve goals”?
- “Have you ever set a goal and achieved it”?
- “Do you believe that you can accomplish what you set your mind too”?
- “Can you achieve goals or dreams by yourself”?

Session 11: GOALS & DREAMS

Activity 3

“When ‘am 25 yrs old...”

Answer the following question, looking into the future to when you are 25 yrs old.

1. When I am 25, I will hold the job of _____.
2. When I am 25, I will live in a _____.
3. When I am 25, I will drive a _____.
4. When I am 25, I will be making \$_____ a year.

CIRCLE ONE

5. When I am 25, I will be: Single Married Divorced
6. When I am 25, I will have children: Yes No
7. When I am 25, I will still be in college: Yes No
8. When I am 25, I will still live with my parents: Yes No
9. When I am 25, I will be happy: Yes No
10. When I am 25, I _____

Session 12: COMMUNITY SERVICE/FIELD TRIP

As completion to the curriculum and an ending to the group. Students can choose to have a fieldtrip or a community service project. When scheduling these events please be mindful of the following:

- Purpose of event
- Transportation
- Cost
- Resources

The community project or the fieldtrip should be a learning experience for students. Whether it is helping out in the community or attending a local park or museum an objective needs to be met.

Following are some ideas for Community Service Projects and Fieldtrips:

COMMUNITY SERVICE PROJECTS:

- Beach clean up
- Neighborhood clean up
- Serving at local shelter centers
- Beautification Mural
- Planting trees/flowers
- Food drive

FIELDTRIPS:

- College Tour
- Local Museums
- City Offices
- Ropes Courses
- Youth Conferences
- Convicts Reaching Out to People

CURRICULUM STANDARDS

MID-CONTINENT RESEARCH for EDUCATION and LEARNING STANDARDS:

<http://www.mcrel.org/standards-benchmarks/>

- **LIFE SKILLS**

SELF-REGULATION

Standard 3: Considers risks

Benchmark 1: Weighs risks in making decisions and solving problems

Standard 5: Maintains a healthy self-concept

Benchmark 1: Has confidence in one's own abilities, including the ability to succeed

Benchmark 2: Uses techniques to remind self of strength

Benchmark 5: Uses positive affirmations and self-talk to improve sense of self, build confidence, and complete difficult tasks

Benchmark 8: understands that everyone makes mistakes, and that mistakes are a natural consequence of living and of limited resources

Standard 6: Restrains impulsivity

Benchmark 2: Remains passive while assessing a situation

THINKING and REASONING

Standard 5: Applies basic trouble-shooting and problem-solving techniques

Benchmark 1: Generates alternative courses of action and compares the possible consequences of each alternative

Standard 6: Applies decision-making techniques

Benchmark 1: Identifies situations in the community and in one's personal life in which a decision is required

Benchmark 3: Identifies the values underlying the alternatives that are considered and the criteria that will be used to make a selection among the alternatives

Benchmark 7: Analyzes personal decisions in terms of the options that were considered

WORKING WITH OTHERS

Standard 1: Contributes to the overall effort of a group

Benchmark 4: Demonstrates respect for others' rights, feelings, and points of view in a group

Standard 2: Uses conflict-resolution techniques

Benchmark 6: Determines the causes and potential sources of conflicts

Standard 4: Displays effective interpersonal communication skills

Benchmark 1: Demonstrates appropriate behaviors for relating well with others (e.g. empathy, caring, respect, helping, friendliness, politeness)

• **LANGUAGE ARTS**

Standard 1: Uses the general skills and strategies of the writing process

Benchmark 6: Writes expository compositions

Benchmark 7: Writes narrative accounts, such as short stories

Benchmark 9: Writes compositions about autobiographical incidents

Benchmark 10: Writes biographical sketches

Benchmark 11: Writes compositions that address problems/solutions

Benchmark 12: Writes in response to literature

Standard 4: Gathers and uses information for research purposes

Benchmark 1: Gathers data for research topics from interviews

Benchmark 6: Writes research papers

Standard 5: Uses the general skills and strategies of the reading process

Benchmark 6: Reflects on what has been learned after reading and formulates ideas, ideas, opinions, and personal responses to texts

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts

Benchmark 3: Summarizes and paraphrases information in texts

Benchmark 4: Uses new information to adjust and extend personal knowledge base

Standard 8: Uses listening and speaking strategies for different purposes

Benchmark 3: Uses strategies to enhance listening comprehension

Benchmark 4: Listens in order to understand topic, purpose, and perspective in spoken texts

Benchmark 6: Makes oral presentations to the class

- **SCIENCE**

- **Standard 4: Understands the principles of heredity and related concepts**

- Benchmark 5: Knows that the characteristics of an organism can be described in terms of a combination of traits; some traits are inherited through the coding of genetic material and others result from environmental factors

- **Standard 5: Understands the structure and function of cells and organisms**

- Benchmark 4: Knows that multicellular organisms have a variety of specialized cells, tissues, organs, and organ systems that perform specialized functions

- **MATHEMATICS**

- **Standard 2: Understands and applies basic and advanced properties of the concepts of numbers**

- Benchmark 7: Understand the concepts of ratio, proportion, and percent and the relationships among them

- **Standard 6: Understand and applies basic and advanced concepts of statistics and data analysis**

- Benchmark 6: Organizes and displays data using tables, graphs, frequency distributions and plots

APPENDIX A: YOUTH VIOLENCE AND PREVENTION RESOURCES

National Youth Violence Prevention Resource Center

<http://www.safeyouth.org/scripts/index.asp>

Call center: 1-866-SAFEYOUTH (723-3968)

Sponsored by the Centers for Disease Control and Prevention and other federal partners.

A central, user-friendly source of information on youth violence prevention and intervention programs, publications, research, and statistics on violence committed by and against children and teens. Resources include fact sheets, best practices documents, funding and conference announcements, statistics, research bulletins, surveillance reports, and profiles of promising programs. Includes a special section under “Professionals” for educators and a good set of links for violence in the media and its impact on youth.

Healthy Youth! National Center for Chronic Disease Prevention and Health Promotion

Division of Adolescent and School Health

<http://www.cdc.gov/HealthyYouth/injury/index.htm>

Seeks to prevent the most serious health risk behaviors among children, adolescents and young adults. Includes links to health topics, statistics, school health programs, and state-by-state information on locally funded programs.

Youth Violence: A Report of the Surgeon General

<http://www.surgeongeneral.gov/library/youthviolence/default.htm>

An important report analyzing youth violence as a national public health issue. Looks at statistics, impacts on youth development, risk factors, and best practices in prevention and intervention programs.

Office of Juvenile Delinquency Prevention

<http://www.ojjdp.ncjrs.org>

Part of the U.S. Department of Justice, this website is a great resource for connecting with model programs, publications, conferences, and training involving juvenile justice policies and practices. Includes an online version of the Statistical Briefing Book, designed to easily find basic statistical information on juvenile offending, victimization of juveniles, and involvement of youth in the juvenile justice system.

Federal Interagency Forum on Child and Family Statistics

<http://www.childstats.gov/>

The Federal Interagency Forum on Child and Family Statistics is a collection of 20 Federal government agencies involved in research and activities related to children and families. They

produce an annual report, *America's Children: Key National Indicators of Well-Being*, summarizing national indicators of child well-being and monitors changes in these indicators over time in an easy-to-use, non-technical format.

The Annie E. Casey Foundation

<http://www.aecf.org/>

The primary mission of the Foundation is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. They produce the annual KIDS COUNT Data Book, measuring overall child well-being and presenting strategies to address the underlying causes of these outcomes. Includes state-by-state data.

The Prevention Institute

<http://www.preventioninstitute.org/violenceprev.html>

Links to research and resources for youth violence prevention. Summarizes links between different forms of violence:

<http://www.preventioninstitute.org/schoolviol6.html>.

APPENDIX B: REFERRAL RESOURCES

CRISIS

Girls and Boys Town National Hotline

1-800-448-3000

TDD: 800-448-1833

For children and parents in any type of personal crisis. Trained counselors will provide help in abusive relationships, parent-child conflicts, depression, or frustration. Operates 24 hours.

Covenant House Nineline

1-800-999-9999

Crisis line for youth, teens, and families. Locally based referrals throughout the United States. Help for youth and parents regarding drugs, abuse, homelessness, runaway, and message relays. Operates 24 hours.

National Hopeline Network

1-800-442-HOPE (4673)

1-800-SUICIDE (784-2433)

Provides service for children and youth who are abused, suicidal, and chemically dependent, depressed over family or school problems, runaway, or abandoned. Automatically transfers to a counselor from a local crisis center. Operates 24 hours.

CHILD ABUSE

Child At-Risk Hotline

1-800-792-5200

Run by the U.S. Department of Social Services. Provides crisis intervention and counseling. Call to report abuse. Operates 24 hours.

Childhelp USA National Child Abuse Hotline

1-800-4-A-CHILD (1-800-422-4453)

TDD: 1-800-2A-CHILD

Provides multilingual crisis intervention and professional counseling on child abuse. Provides referrals to local social service agencies that offer counseling on child abuse. Has literature on child abuse in English and Spanish. Operates 24 hours.

RELATIONSHIP VIOLENCE

National Domestic Violence Hotline

1-800-799-SAFE (7233)

TTY: 1-800-787-3224

Provides crisis intervention, safety planning, information, and referrals to local agencies for victims and anyone calling on their behalf. Assistance is available in English and Spanish with access to more than 140 languages through interpreter services. Operates 24 hours.

SEXUAL ABUSE

National Sexual Assault Hotline

1-800-656-HOPE (4673)

Operated by the Rape, Abuse & Incest National Network. Provides victims of sexual assault with free, confidential services around the clock. Operates 24 hours.

RUNAWAY

National Runaway Switchboard

1-800-RUNAWAY (786-2929)

TDD: 800-621-0394

Provides crisis intervention and travel assistance to runaways. Referrals to shelters nationwide. Relays messages to set up conference calls to parent at the request of the child. Operates 24 hours.

SUICIDE PREVENTION

Trevor Help Line

1-800-850-8078

Suicide prevention and general referral resource for gay youths and those questioning their sexual identity. Operates 24 hour

ALCOHOL AND DRUG ABUSE

Alcohol and Drug Help Line

1-800-821-4357

Provides referrals to local resources for alcohol and drug treatment and services. Not a crisis line. Operates 24 hours.

Alateen

1-888-425-2666

<http://www.al-anon.org/alateen.html>

Part of Al-Anon, which helps families and friends of alcoholics recover from the effects of living with the problem drinking of a relative or friend. Alateen is a recovery program for young people. Provides information on local meetings. Operates Monday – Friday, 8a.m. – 6 p.m. EST.

ADDITIONAL RESOURCES FOR SUPPORT

National Institute of Mental Health

<http://www.nimh.nih.gov/>

Working to improve mental health through biomedical research on mind, brain, and behavior. Includes information on suicide prevention.

Suicide Prevention Action Network

<http://www.spanusa.org/>

Dedicated to preventing suicide through public education and awareness, community action and federal, state and local grassroots advocacy. Includes many resources for suicide prevention, survivor support, and statistics.

National Center for Injury Prevention and Control

<http://www.cdc.gov/ncipc/factsheets/suicide-overview.htm>

Provides fact sheets about suicide.

APPENDIX C: RECOMMENDED PROGRAMS

POWER SOURCE: Taking Charge of Your Life

The Lionheart Foundation
P.O. Box 194, Back Bay
Boston, MA 02117
Phone: 781-444-6667
<http://www.lionheart.org>

The Lionheart Foundation sponsors the National Emotional Literacy Projects for both Prisoners and Youth-at-Risk. Lionheart distributes, free of charge, multiple copies of POWER SOURCE: Taking Charge of Your Life and supporting material to juvenile detention facilities throughout the United States, as well as to programs serving highly at-risk youth and young adults in the greater community. POWER SOURCE is a unique resource that helps highly at-risk youth and young adults discover the best in themselves. The program is both preventative and rehabilitative. POWER SOURCE can be read by youth on their own, or the concepts, exercises, and numerous firsthand stories by youth can be introduced and explored in facilitated groups or during individual counseling. Topics addressed include: techniques and strategies for impulse control, anger-management, stress reduction and conflict resolution; high-risk behavior such as substance abuse, criminal activity, and gang involvement; childhood abuse and neglect and the resulting feelings of shame, grief, anger and loss; and the development of a cohesive sense of self with a positive future orientation.

San Diego Teen Court, Inc.

P.O. Box 12419
San Diego, CA 92112
Phone: 619-533-6099
<http://sdteencourt.org>

San Diego Teen Court coordinates the Teen Court diversion program where first-time, nonviolent youth offenders accept responsibility for the crime they have committed and agree to have a binding sentence selected by a jury of their peers. Their mission is to reduce juvenile crime by holding offenders accountable to their communities and educating high school students about the criminal justice system. You may also find out more about restorative justice and the teen court model through: <http://www.restorativejustice.org>.

Tolerance.org

www.tolerance.org

A web-based project of the Southern Poverty Law Center that promotes and supports anti-bias activism and nonviolence. A great resource for educators, providing free curriculum and lesson plans, award-winning videos, and a magazine called Teaching Tolerance. A great resource on information about the Civil Rights movement, the current hate movement, anti-bullying, and diversity.

Yellow Ribbon Suicide Prevention Program

P.O. Box 644
Westminster, CO 80036
Phone: 303-429-3530
<http://www.yellowribbon.org>

Sponsors annual suicide prevention week and provides resources to schools and community groups encouraging students to ask for help.

AjA Project

P.O. Box 15695
San Diego, CA 92175
Phone: 619-223-7001
<http://www.ajaproject.org>

The AjA Project was founded to empower refugee youth to use photography and other media arts to share their stories, gain self esteem, and build leadership skills, thereby helping them to create better opportunities for their futures. Based in San Diego, The AjA Project currently operates three international programs and a traveling exhibition of work from these programs. Includes online galleries of student work.

Art of Living Foundation

P.O. Box 50003
Santa Barbara, CA 93150
Phone: 1-877-399-1008
<http://www.artoflivingyouth.org/index.html>

The Art of Living Foundation's youth programs integrate powerful breathing techniques, meditation and yoga to release emotional and physical stress that can lead to violence and depression, and to encourage the development of higher human values in students. Problem-solving strategies, leadership training, and tools to deal with peer pressure and develop greater confidence are integrated with team building exercises and service learning activities in order to make the learning experiential.

Peace Corps World Wise Schools

<http://www.peacecorps.gov/wws/>

The World Wise Schools program offers engaging stories, free classroom resources, and ideas for service projects based on the experience of Peace Corps Volunteers around the world. Includes links to connect with Peace Corps volunteers, as well as free lesson plans on topics including cross-cultural understanding and service-learning.

Educators for Social Responsibility (ESR)

<http://www.esrnational.org/home.htm>

Site includes an “Online Teacher Center” with links to free curriculum, and individual lesson plans and activities addressing issues of violence, media literacy, terrorism, human rights, international conflict, and more.

Community Partnerships with Youth, Inc.

<http://renewal.typepad.com/philanthropy/>

Community Partnerships with Youth is a national training and resource development organization promoting increased youth voice in organizations and communities. Includes a curriculum on youth as philanthropists.

APPENDIX D: RECOMMENDED READING FOR YOUTH AND EDUCATORS

Youth

Fiction

Revenge and Forgiveness edited by Patrice Vecchione (written in response to the events of September 11th)

Private Peaceful by Michael Morpurgo

Saving Francesca by Melina Marchetta

Olive’s Ocean by Kevin Henkes

Sammy and Juliana in Hollywood by Benjamin Alire Saenz (high school-level)

The First Part Last by Angela Johnson

Nonfiction

Hot Stones and Funny Bones: Teens Helping Teens Cope with Stress and Anger by Brian Seward and Linda Bartlett

Teen Ink: What Matters (Teen Ink Series) edited by Stephanie H. Meyer, John Meyer, and Peggy Veljkovic; written by teens!

For Teens Only: Quotes, Notes & Advice You Can Use by Carol Weston

Help Yourself for Teens: Real-Life Advice for Real-Life Challenges by Dave Pelzer

The Grieving Teen: A Guide for Teenagers and their Friends by Helen Fitzgerald

The 7 Habits of Highly Effective Teens by Sean Covey

Life Strategies for Teens by Jay McGraw

There is Nothing Wrong with You for Teens by Cheri Huber

Educators

Azim's Bardo: From Murder to Forgiveness by Azim Khamisa
No Future Without Forgiveness by Archbishop Desmond Tutu

Waging Peace in Our Schools by Linda Lantieri
Lost Boys: Why Our Sons Turn Violent and How We Can Save Them by James Garbarino
Fist Stick Knife Gun by James Canada (teacher's guide available)
Architects of Peace: Visions of Hope in Words and Images by Michael Collopy
The Essential Gandhi: An Anthology of His Writings on his Life, Work and Ideas by Mahatma Gandhi
The Autobiography of Martin Luther King, Jr. by Martin Luther King, Jr.
A Force More Powerful: A Century of Non-Violent Conflict by Peter Ackerman and Jack Duvall
Peace is the Way: Writings on Nonviolence from the Fellowship of Reconciliation by the Fellowship of Reconciliation and Walter Wink (ed.). Includes sixty essays addressing the theory and practice of nonviolence.
Brain Friendly Guidance Activities to Build Emotional Intelligence by Connie Messina

APPENDIX E: BRAIN RESOURCES

Websites

Society for Neuroscience

<http://apu.sfn.org>

Includes Brain Facts, a primer on the brain and nervous system, and Brain Briefings, newsletters summarizing new research.

Neuroscience for Kids - Brain Awareness Week Lessons

<http://faculty.washington.edu/chudler/baw1.html>

Includes extensive listing of links and lessons developed by a middle school science teacher.

Books

The Anatomy Coloring Book by Wynn Kapit and Lawrence M. Elson

APPENDIX F: FINDING VOLUNTEER RESOURCES

(This is also included as TKF Workbook Activity #50)

Action Without Borders: Idealist.org for Kids and Teens

<http://www.idealist.org/kt>

/

This site has an amazing amount of resources for young people who would like to start their own project or volunteer with an organization in their community. Explore the links to find: ideas for volunteer projects, places to volunteer, ways to get money to support your project, nonprofits started by other young people, and links to websites created for teens!

ZOOM Into Action

<http://pbskids.org/zoom/activities/action/index.html>

Find lots of project ideas and places to volunteer, and share your own volunteer story. There's also a "printables" section with signs and other materials to help support your project.

Tolerance.org

<http://www.tolerance.org/teens>

Hosts of Mix it Up, a project that supports students' efforts to identify, question, and cross social boundaries within their schools and communities. Check out the site for a cool idea to help create environments with less conflict and more understanding. They also have good links to other youth activist groups you can become involved with.

Points of Light Foundation and Volunteer Center National Network

<http://www.pointsoflight.org>

Search for a volunteer center near you and find other support services. Be sure to check out their "Seasons of Service" (<http://www.pointsoflight.org/programs/seasons>), which outlines special days throughout the year when young people around the country participate in service projects.

Volunteer Match

<http://www.volunteermatch.org>

Another site to find local volunteer opportunities.

Project 540: Students Turn for a Change

<http://www.project540.org/about/getInvolved.cfm>

Project 540 was created to give students a greater voice in their schools and their communities. It emphasizes youth voice and action plans to create effective change! Look at the Student Organizing Guide to start a group on your campus!

SAVE (Students Against Violence Everywhere)

<http://www.nationalsave.org/>

SAVE is a student driven organization. Students learn about alternatives to violence and practice what they learn through school and community service projects. As they participate in **SAVE** activities, students learn crime prevention and conflict management skills and the virtues of good citizenship, civility, and nonviolence.

YOUTH NOISE

<http://www.youthnoise.com/>

YOUTH NOISE (www.youthnoise.com) is a group of young people--from all 50 states, the District of Columbia and more than 176 countries--together with a small group of adults working to provide information that will spark youth action and voice.