

Sixth Grade, Session 1

Beach Ball Questions

What is a chore you hate doing the most?

What would you rather do, scuba dive with sharks or skydive out of an airplane?

What's your favorite thing about middle school?

Where were your grandparents born?

What's your favorite snack?

What small animal would you like to be the size of a horse?

What is the food you hate the most?

What is a movie you want to see (or have seen) more than two times?

What is your favorite color of shoes?

What is your least favorite thing about middle school?

If you could go anywhere in the world, where would it be?

If you had a superpower, what would it be?

If there was a place in the school that was haunted, where would it be?

If you could have a unicorn horn, what would it look like?

Sixth Grade, Session 2

Drawing Dignity and Respect

RESPECT:

Admiring someone because they can do things that are difficult to do, have gone through a hard experience, or have achieved a difficult goal. Respect is earned through someone's actions. You can also earn people's respect by how you treat other people.

Respect is earned.

DIGNITY:

Dignity means that every person has the same amount of worth that can't be taken away.

Dignity is a given.

Draw the images, colors, and symbols that come to mind when you think of the word *respect*.

Draw the images, colors, and symbols that come to mind when you think of the word *dignity*.

Sixth Grade, Session 3

Ally Handout

What are three characteristics of a good ally?

(Examples: opinionated but not judgmental, reliable, tells you things that are hard to hear, straightforward, direct, compassionate)

1.

2.

3.

Who is one person in your life who can be this ally for you?

(Can be a friend, someone your age.)

Who is one adult you will talk to if your problem is too big to handle on your own or with your allies that are the same age as you?

(Examples: coach, teacher, parent, grandparent, aunt, uncle, neighbor, family friend, leader in your faith community)

Sixth Grade, Session 3

Giving and Getting Advice

Describe when someone gave you advice about a problem that was *helpful*. What did they say and how did they say it that you thought was helpful?

Describe when someone gave you advice about a problem that wasn't helpful. What did they say and how did they say it that you thought wasn't helpful?

Have you ever tried to give someone advice and they wouldn't take it?

Do you know why they wouldn't take it? Did you get mad at them or did they get mad at you?

Why can giving advice be hard?

Have you ever given advice but known that it probably wasn't helpful? How did you know?

Sixth Grade, Session 5

Anger and Your Brain: What Is Happening in There?

Step 1: You Experience Emotions

Your brain experiences an event and begins to process it. Anger is usually the result of feeling an emotional or physical threat. Did you know your brain processes getting punched and having your feelings hurt the same way? Your brain thinks physical threats are just as intense as emotional ones.

Fun Fact! ANGER is an iceberg emotion, meaning sometimes you are feeling lots of other emotions, but your brain decides anger is the easiest one to manage. So, anger comes to the surface even though there are lots of emotions underneath.

Step 2: Amygdala Turns on and Starts Processing

Your amygdala is part of your limbic system, the part of your brain that controls basic functions like breathing. Sensing a threat, the amygdala starts making chemicals to signal your body to get ready.

Step 3: Chemicals Send Signals to Your Body and You Feel Angry

The chemicals that the amygdala makes get sent out to your body and tell it to be on high alert. These chemicals tell your body to focus on anger to deal with the threat and limit other thinking parts of your brain from being in charge. You feel pumped up and ready to go because your brain wants to be sure you can protect yourself.

Fun Fact! Your brain's reaction to fear and anger are super similar.

Anger is super normal. It tends to happen when:

- We feel our expectations are not being met
- We see something as a threat
- We are trying to cover up other emotions that feel scary, like shame or fear

Your feelings are your feelings, and you get to have them. It is also good to understand how they work and how you can help control them if they are hijacking your brain and hurting you or others around you.

Processing Anger:

- Try to stop and think about your anger.
- What is causing it? Is it a mask for other emotions? Are you safe?

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- Take a few deep breaths and say out loud, “I am angry.” If you realize you are not actually feeling anger, name what emotion you are feeling.
- If you can, walk away from the person or situation that is causing you to feel upset. Rip up some paper or find a private space to make a loud noise.
- If you are angry because you feel very unsafe, find someone with more power and tell them.
- Write it down. Expressing your emotions is the first step to processing them.
- Make a list of what is making you upset; be as specific as possible. When you are done, go back and label what emotions each item on the list made you feel.

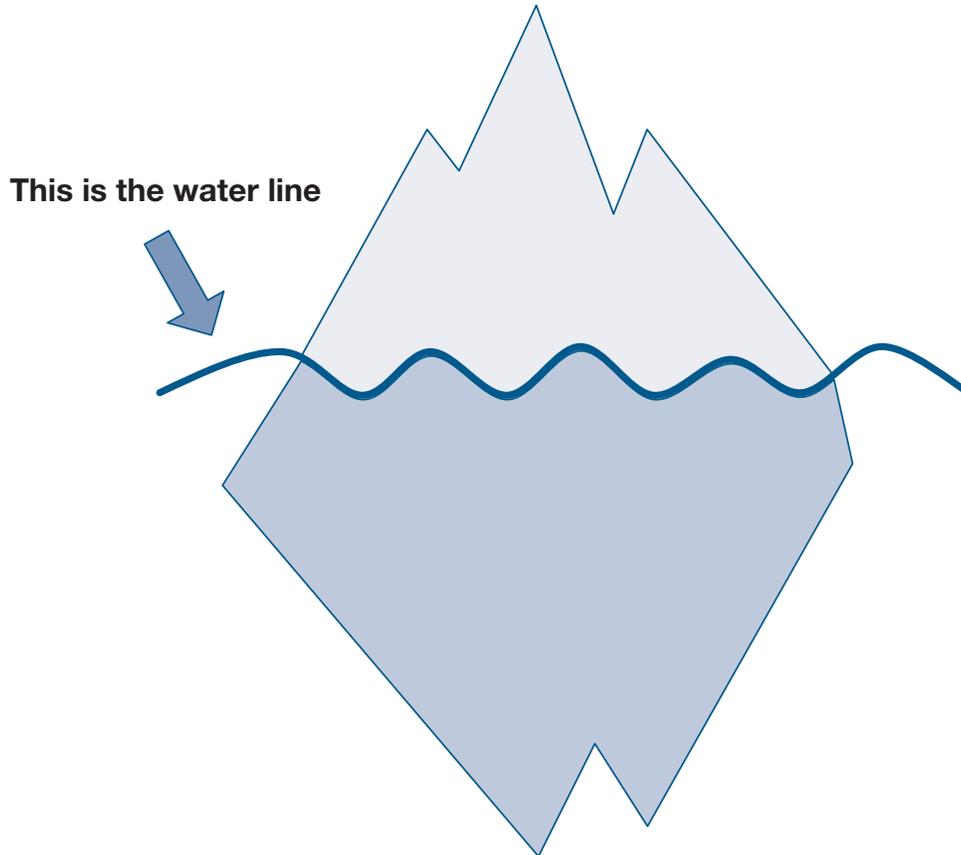
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Sixth Grade, Session 5

Iceberg

Recall a time in your life when you felt really angry. Describe the event and what emotions you showed “above the water.” You can write it in a few sentences, add bullet points, or you can draw. Be as specific as you can or are comfortable being.



After you have described the event in detail, write any additional emotions that you may have been feeling, especially those feelings that may have been underwater.

Sixth Grade, Session 6

Applying SEAL

Scenario 1

Caleb and Kayla are best friends. They have been close since third grade, but now people are starting to say they like each other as boyfriend and girlfriend. They don't want to stop being friends, but it is getting harder and harder when even their close friends join in the teasing. Kayla wants to tell her two best friends to stop the teasing.

Scenario 2

Carlos is frustrated at Isaiah because Isaiah keeps hitting him in the back of the head. It happens a lot, it happens to other people, and Carlos isn't sure if other kids don't like it either. He hasn't said anything before. He wants to tell Isaiah to stop.

SEAL

Stop: Take a deep breath. Observe where you are. Decide what you need to do now to make the problem smaller. Later, if you need to, you can think of how to follow-up. As in a game, this is similar to when you begin and see where you are, your position on the field, on the court, or on a map.

Explain: Take your bad feelings and put them into words—be specific about what you don't like and what you need instead.

Affirm and admit: **Affirm** means you and the person you are angry with both have the right to be treated with dignity. **Admit** asks you if there is anything you did that contributed to the problem and need to include in your SEAL. This is also a good time to ask yourself if you should ask an adult for help.

Lock (with friends):

- **Lock:** You want to talk about the problem **and** keep the friendship.
- **Take a pause:** You want to pause the friendship. Think of it as Velcro, which can stick and unstick. So if you separate (unstick), you can always stick back together.
- **Lock out the friendship:** You feel that you aren't being treated with dignity and your personal boundaries are not being respected, so you need to end the friendship. Locking out is protecting your emotional and physical health and safety.

Sixth Grade, Session 7

True or Fake Apologies?

Group 1

True or false: When you are in an argument, you should apologize even if you don't think you did anything wrong. Explain your answer.

Give three reasons why people don't like to apologize.

Give at least two reasons why a person should apologize—even if they don't think they did anything wrong.

Group 2

True or false: An apology still “counts” if you say it like you don't mean it. Explain your answer.

Define a true apology. What would a true apology look like and sound like? Remember all of the ways a person can communicate with tone of voice, body language, facial expressions, and emojis.

Group 3

True or false: When people apologize, they usually mean it. Explain your answer.

Define a fake apology. What would a fake apology look like and sound like? Remember all the ways a person can communicate with tone of voice, body language, facial expressions, and emojis.

Sixth Grade, Session 8

Friendship Bill of Rights

Good friendships help you go through the ups and downs of your life. You have the right to have good friendships, and you have the responsibility to be a good friend.

REMEMBER:

Dignity comes from the word *dignitas* in Latin and means “to be worthy.” Dignity is a given.

It doesn't change. It can't be moved or taken away.

Respect is earned. Respect is about admiring how someone shows up in the world. It's about not only their position but also how they treat people along the way.

Describe how a *good friend* treats you when . . .

you're hanging out on the weekend:

you see each other at school:

you're not getting along:

Describe how *you* treat a friend when . . .

they've had a bad day:

you haven't seen them in a long time:

you're upset with them and friends are around:

Sixth Grade, Session 11

Bystanding

Group 1

A friend comes up to you and some other people and whispers information about someone else.

Ideas for the group to consider:

- Is this situation bystanding? Why or why not?
- Why does this person want me to know the information?
- Does it matter if the person my friend is talking about is a friend, someone I don't know well, or someone I don't like?
- Does it matter if the person being talked about is in front of us, down the hall, or goes to a different school?
- What is something a bystander can do to recognize the target's dignity?

Group 2

You tell a good friend a secret about yourself, your friend tells other people, and people are now talking about the secret.

Ideas for the group to consider:

- Do you tell your friend you know they violated your trust?
- How do you tell your friend how you feel?
- How will you handle your feelings that people know your secret?
- If you are in a group of people and someone makes fun of you about your secret, do you think there would be bystanders in the group? How do you think they would respond? What would you want them to do?

Group 3

You hear from a friend that another student is being bullied. You know this person, but you aren't really close friends.

Ideas for the group to consider:

- Are you a bystander because you now have heard this information?
- What do you think is the best thing for you to do with this information? Explain your answer.
- When do you think you should tell an adult about this information?
- How and when would you talk to an adult?
- Who is a good example at school of who the adults should be? Explain why you chose that person.

Sixth Grade, Session 13

Double Standards Scenarios

Is this a double standard?

1. Boys never let the girls play basketball with them during recess.
2. A teacher picks a boy to run a note to the office.
3. A boy dresses like a girl character for Halloween because he likes the character, but everyone makes fun of him and calls him names.
4. A girl gets called on in class and is right *again* about an answer no one else knew. Other students roll their eyes and call her a know-it-all. Later on in the same class a boy corrects a wrong answer to the teacher, and no one is annoyed.
5. A teacher asks a girl who is talking to her friend in class to be quiet.
6. A girl walks out of class and thanks the teacher for class; a boy walks out and does the same thing and his friends make fun of him.
7. During morning meeting a girl is making an announcement and a boy takes the mic and finishes her announcement for her. The next week she tries to do the same thing to him and everyone talks about how rude and aggressive she was.

Sixth Grade, Session 13

Knowing What to Say

Scenario 1

Every day the boy students play soccer after lunch. A few girls want to play with the boys. When they pick teams the girls are chosen last and they don't get passed to. Boys sometimes say things like "you aren't good 'cause you're a girl" or "girls just aren't as fast as boys." One of the girls is really good friends with one of the boys, and he knows the other boys aren't passing to her because they don't think she can help the team. They say bad things about her when she's not there.

- What can the boy say to the other boys to support the girl when she isn't there?
- What can the boy say to the other boys to support the girl when she is there?
- If you were the girl in this situation, what could you say to the boys who were saying bad things about you?
- Would any of your answers change if the boy and girl weren't friends?

Scenario 2

A boy has a sparkly backpack, like a lot of the girls in his grade do. Some people in the grade tease him about it but don't tease the girls. If you were the boy, what could you say to the kids who were teasing you?

- Should the boy ask his friend to say something to the other kids?
- Is there a difference if a girl defended the boy rather than another boy?

Sixth Grade, Session 14

Analyzing Ads

How do you feel looking at this ad?

Whom is this ad for? Whom is this ad trying to reach?

How are advertisers making people feel certain emotions?

What music is used?

What colors are used?

What kind of people are in the ad?

Sixth Grade, Session 15

Interview an Adult

Interview an adult you know about what it was like when they were your age.

The purpose of the assignment is to ask an adult what it was like for them growing up and specifically what it was like when they were your age. The adult can be anyone you choose, a parent, grandparent, adult uncle or aunt, teacher, coach—whoever you think would be a good fit. Look for any similarities to and differences from your experience.

Interview directions:

In advance of the interview, choose 10 questions below that you are most interested in asking. You can ask more, but the assignment only requires that you ask 10. If they say something really interesting, feel free to ask follow-up questions like, “*Can you tell me more about that?*” or “*What did you think you learned about yourself or other people from that experience?*”

After you choose your person, ask when is a good day and time to meet. The day before your interview, confirm the interview by reminding the adult of your appointment in writing. It can be a note you write, or you can use text or email. It can look something like this:

Dear Aunt Jackie, Thanks for agreeing to let me interview you for my Owning Up class.

We are scheduled to talk tomorrow at 6:30 p.m. in the kitchen. I am really looking forward to it and thank you for your time.

When it's interview time, please bring the following:

- If you are meeting in person, two glasses of water; one for you and one for the interviewee
- The interview questions
- A notebook where you can write extra comments
- If you have one, a phone to record the conversation for further note-taking

For the interview:

- Find a comfortable place to talk where you won't be interrupted.
- Sit down and take a breath to focus.
- Thank the adult for agreeing to be interviewed.
- If you do want to record the conversation, ask your interviewee if that's okay with them.
- After you have finished, thank your interviewee for the time and attention.

Ask your questions!

Remember, in *Owning Up* listening is defined as being prepared to be changed by what you hear, so pay attention to the things the person says that surprise you or you can apply to your own life.

Questions

- What was your favorite thing to do after school?
- Who was your best or worst teacher/coach? What did you learn from them?
- How do you think the experiences with that person impact you today?
- What were you good at when you were my age?
- Did you have a nickname? Did you like it? Who gave it to you?
- Who was the person you trusted most when you were my age? Why?
- Did people ever tease you? Do you remember what it was about and how you handled it?
- Was there anything about your life at school or in your neighborhood that you didn't tell your parents but you wished they knew?
- Did your parents like your friends?
- What was your room like? Did you decorate it? How?
- Did people ever tease you? Do you remember what it was about and how you handled it?
- What did you worry about when you were my age?
- Who was someone you admired when you were my age? Why?
- Did you have a celebrity crush?
- How did you get to school?
- Did you like going to school? Why or why not?
- What kind of music did you listen to?
- Describe a close friend you had. Did you ever get into conflicts with that friend?
- Where did you eat lunch? What did you eat for lunch? What was your favorite and least favorite thing to eat?
- Did you have pets?
- Was there anyone you really didn't like or didn't get along with?
- What did you wear to school? Did you have a favorite thing to wear?
- What was your favorite or least favorite subject? Why?
- What was your least favorite house chore?
- What did you do for fun?

Sixth Grade, Session 17

Helping Adults

Scenario 1

You have found out that your child is leaving the house dressed one way but changing into other clothes you don't approve of when they get to school. You only found out because one of their friends, Alex, posted a picture on Instagram and Alex's dad texted you about it because he knew you wouldn't be happy. You want to talk to your child about it, but usually these conversations end up in someone (you or your child) blowing up or shutting down.

- How do you communicate to your child that you know they are changing the way they dress when they leave the house?

- How should you respond if your child says you're treating them like a little kid?

- What is the most important thing you want your child to know when you talk to them?

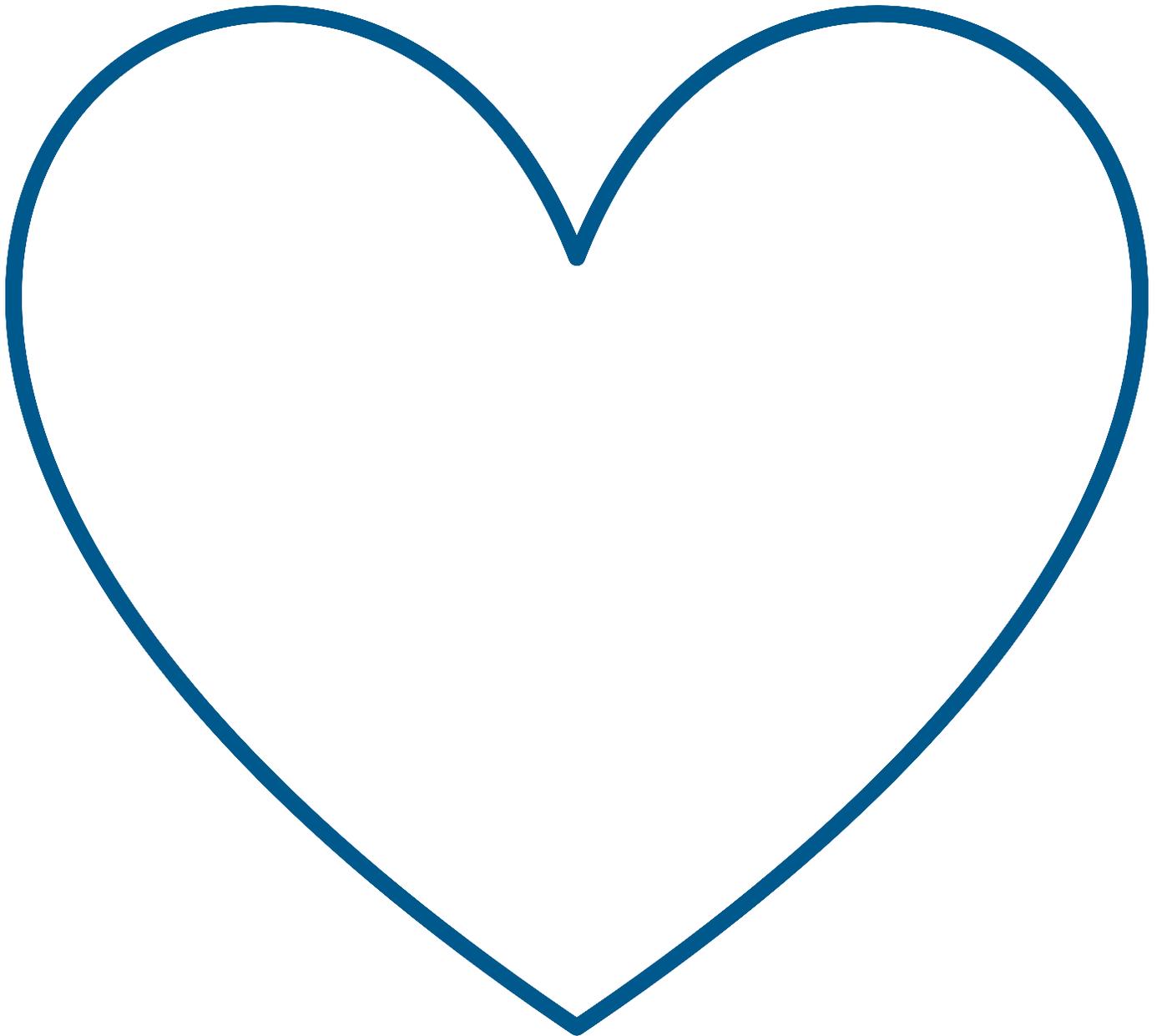
Tips

Sixth Grade, Session 18

I <3 Technology

Inside the heart, write what technology you use and what you love about it.

Outside the heart, write what you don't like about the technology you use.



Sixth Grade, Session 19

What Do You Share?

OPTIONS:

- Okay to share online
- Not okay to share online
- Sometimes okay and sometimes not

1. Sending good news about a game your team won, a part you got in a play, or a good grade you earned in class
2. Putting your favorite movie in your Instagram bio
3. Texting your friend about a bad experience in class with a teacher that day
4. Giving your Netflix password to a friend over Snapchat
5. Sharing a password with a friend to unlock another friend's phone
6. Telling someone who you play with online frequently where another friend lives
7. Sending a picture of a friend that the friend doesn't like, but that you think is really funny, to another friend
8. Saving a text you got from someone you're in a fight with to use against them later
9. Saving a text, message, etc., from someone who is making you feel uncomfortable so you can show someone you trust later
10. Posting pictures of your little sister and your dog on Snapchat

Sixth Grade, Session 20

Pleasing the Invisible Audience

Use words and/or draw to describe the people who are your invisible audience.

People you know well in real life:

Parents, friends, teammates

People you know well in your online life:

Friends, people you play online games with

People you don't know well (or at all) but are following you on social media:

Friends of friends, people who go to my school

Questions

Posting online and on social media can make you . . .

Example: Need other people's approval, say things you don't mean, feel supported or unsupported by the people who see your posts

What can we do to help ourselves be more comfortable with who we are and not be so influenced by other people's comments and likes?

What do we fear could happen if we don't please the invisible audience?

Sixth Grade, Session 21

This Stuff Is So Complicated!

Scenario 1

Rejected

You have been science partners with Riley every day. Things have been going well. You're texting after school and you really like being around Riley. Then your friend tells you that Riley likes someone else. You ask Riley what's going on, and they say nothing is wrong. Then they start to avoid you. However, a little while later they text you, so you think things between you are good. Then the next day during science class Riley chooses someone else as their partner. You feel rejected, confused, and embarrassed.

- Should you be angry with Riley's behavior?
- Remember the iceberg activity we did when we talked about feeling angry? What feelings might you be experiencing in addition to anger?
- What are the most common ways people show they have just been rejected?
- What's the best way to tell someone you don't like them anymore?
- What's the best way to handle being rejected?

Sixth Grade, Session 26

I Am . . .

I am . . .

I am proud of myself because . . .

I am proud of my friends because . . .

I respect myself because . . .

Seventh Grade, Session 2

Drawing Dignity and Respect

RESPECT:

Admiring someone because they can do things that are difficult to do, have gone through a hard experience, or have achieved a difficult goal. Respect is earned through someone's actions. You can also earn people's respect by how you treat other people.

Respect is earned.

DIGNITY:

Dignity means that every person has the same amount of worth that can't be taken away.

Dignity is a given.

Draw the images, colors, and symbols that come to mind when you think of the word *respect*.

Draw the images, colors, and symbols that come to mind when you think of the word *dignity*.

Seventh Grade, Session 3

Advice Situations

You write an advice column for your school paper. Choose between these scenarios and write a response.

Scenario 1

I get really anxious before tests. I study a lot and know deep down that I am prepared. But, when test time comes, my anxiety makes it hard to focus and I blank on some answers. Then I don't do as well as I know I could have. How do I make these feelings go away?

Scenario 2

Most people at school seem to have more money than me. There's no way my parents can afford half the things a lot of the students have at this school. It makes me angry, and I sort of feel embarrassed.

Scenario 3

My friend has been really mad at another friend because they told their secret. They don't know what to do, and finally told me at lunch. How can I help without making one of them mad at me?

Seventh Grade, Session 3

Ally Handout

What are three characteristics of a good ally?

(Examples: opinionated but not judgmental, reliable, tells you things that are hard to hear, straightforward, direct, compassionate)

1.

2.

3.

Who is one person in your life who can be this ally for you?

(Can be a friend, someone your age.)

Who is one adult you will talk to if your problem is too big to handle on your own or with your allies who are the same age as you?

(Examples: coach, teacher, parent, grandparent, aunt, uncle, neighbor, family friend, leader in your faith community)

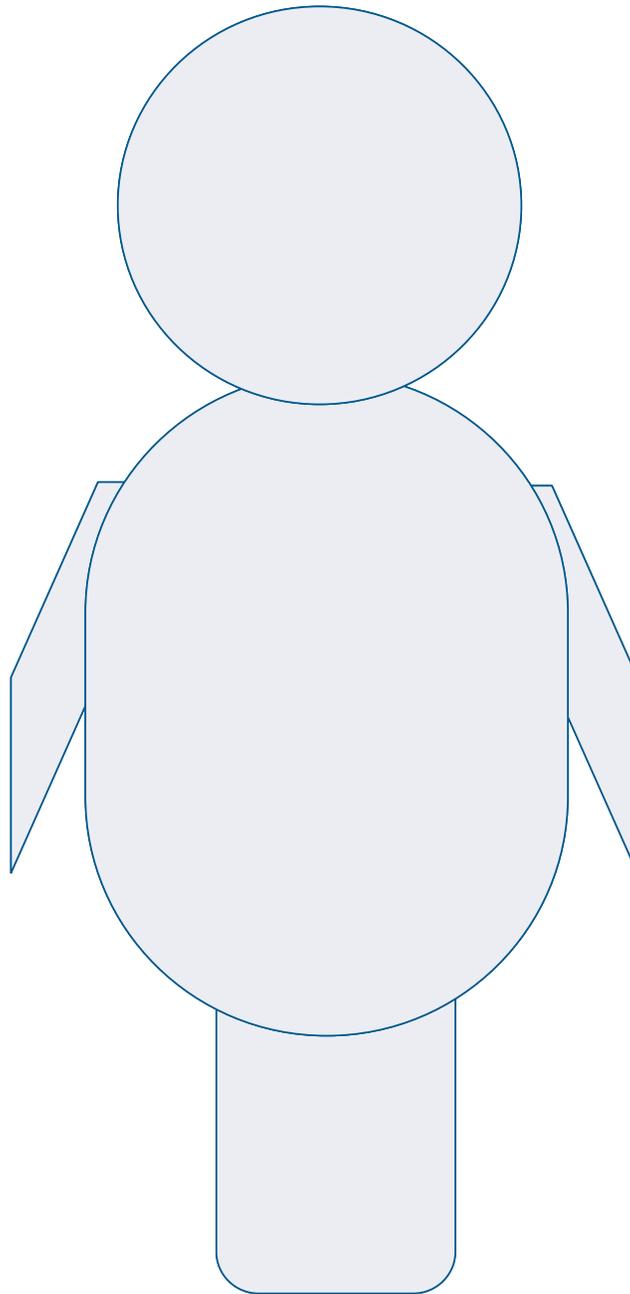
Seventh Grade, Session 5

Hiding and Showing Anger

Think about the last time you were really angry.

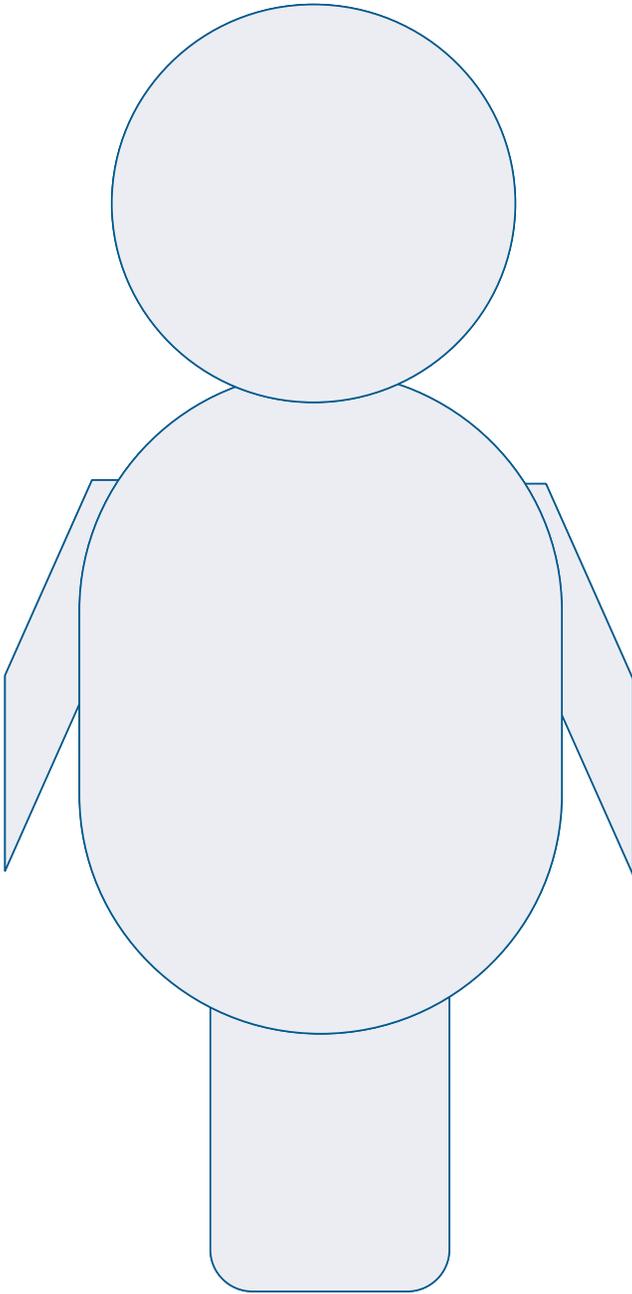
Write words or draw images of the actions and the feelings you showed on the ***outside***.

Outside



Write words or draw images of the actions and the feelings you showed on the *inside*.

Inside



Seventh Grade, Session 7

True or Fake Apologies?

Group 1

True or false: You should apologize even if you don't think you did anything wrong. Explain your answer.

Give three reasons why people don't like to apologize.

Give at least two reasons why a person should apologize—even if they don't think they did anything wrong.

Group 2

True or false: An apology still “counts” if you say it like you don't mean it. Explain your answer.

What would a true apology look like and sound like? Remember all the ways a person can communicate their meaning: with tone of voice, body language, facial expressions, and even emojis.

Group 3

True or false: When people apologize, they usually mean it. Explain your answer.

What would a fake apology look like and sound like? Remember all the ways a person can communicate meaning: with tone of voice, body language, facial expressions, and emojis.

Group 4

True or false: If a person apologizes but then continues the behavior, that means the apology isn't real.

Give three reasons why someone apologizes and then goes back to behaving as before.

Seventh Grade, Session 8

Friendship Bill of Rights

Good friendships can help you go through the ups and downs of your life. You have the right to have good friendships and you have the responsibility to be a good friend.

REMEMBER:

Dignity comes from the word *dignitas* in Latin and means “to be worthy.” Dignity is a given.

It doesn’t change. It can’t be moved or taken away.

Respect is earned. Respect is about admiring how someone shows up in the world. It’s about not only their position but how they treat people along the way as well.

Describe how a **good friend** treats you when . . .

you’re hanging out on the weekend:

you see each other at school:

you’re not getting along:

Describe how **you** treat a good friend when . . .

they’ve had a bad day:

you haven’t seen them in a long time:

you’re upset with them and friends are around:

Seventh Grade, Session 9

Group Conflict

Situation

Wyatt, Aiden, Anthony, and Kevin are all close friends. Wyatt tends to go after Kevin a lot by teasing him and saying things that annoy him. When it is just the four of them it is fine, but when they're in a bigger group—and especially when girls are around—Wyatt really goes after Kevin. Aiden jumps in and laughs, but Anthony hates it but doesn't know what to do about it.

Person	What are they feeling?	Why?
Kevin		
Wyatt		
Aiden		
Anthony		

Now create a sample SEAL conversation with this as your guide.

Stop: Whom is the conflict with, and what is it about? When and where will Anthony talk to Wyatt?

Explain: How is Anthony feeling, and what does he want to happen?

Affirm and acknowledge: What rights do Wyatt and Anthony have in the situation? What is Anthony's role in the conflict?

Lock: What does Anthony want his relationship with Wyatt to be?

Seventh Grade, Session 10

Definition Game

Please cut along the lines so each statement is separated.

Exaggeration	Stereotype	Gossip	Venting
When someone overstates the truth.	When someone says something that is commonly believed but is an oversimplified version of a particular type of person or thing.	When someone shares information without thinking of how it will affect the other person. Or the sharer does know and doesn't care.	When someone talks to someone else close to them about a problem with a friend.
When someone says something true but adds information.	When someone says something positive or negative about a group as a whole.	When someone shares something unintentionally that hurts someone's feelings.	When someone tries to figure out how to talk to a friend about something they are mad about.
When someone takes something small but true and makes it bigger.	When someone says something that makes a person feel boxed in or labeled.	When someone shares something intentionally to hurt someone else's feelings.	When someone's feelings have been really hurt and they don't know what to do so they talk to a friend.

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Seventh Grade, Session 11

Bystanding

Group 1

What do you do if you tell a good friend a secret and then your friend tells other people and people are now talking about the secret?

- Do you tell your friend you know they violated your trust?
- How do you tell this friend how you feel?
- How will you handle your feelings now that people know your secret?

Group 2

You were really angry at a friend and told another person some information about your friend that you really shouldn't have. You are torn between being angry at your friend and knowing you made a mistake.

- Should you tell your friend that you betrayed their trust before they know what you did?
- If you tell your friend, how should you do that?
- If you wait and your friend finds out what you did, what should you say when your friend confronts you?

Group 3

You hear from a friend that another student is being bullied. You know this person, but you aren't really close friends. But you think it's probably true.

Ideas to consider:

- Who is telling you this information and why? Does your friend know the student directly?
- Do you need to tell an adult about this for the safety of the student?
- If you don't think you should tell an adult now, what information would you need to have to tell an adult?
- What should you do with this information now if you don't tell an adult?

Seventh Grade, Session 14

Analyzing Ads

How did the ad get your attention?

How you feel looking at this ad?

Whom is this ad trying to reach?

What music is used?

What colors are used?

What is the ad promising or wanting you to believe?

Seventh Grade, Session 14

What's Authentic?

List three celebrities or athletes whose image and style you like.

- 1.
- 2.
- 3.

What do you like about their image and why?

Do you think their image is authentic or true to who they really are?

How do you know?

List three celebrities or athletes whose image and style you don't like.

- 1.
- 2.
- 3.

What don't you like about their image and style?

Do you think their image is authentic or true to who they really are?

How do you know?

Seventh Grade, Session 15

Are You a Walking Advertisement?

First! Check yourself. What are you wearing/carrying? How many branded products, or easily recognized products, do you have on you or with you?

List them below:

Now think about your day. Work with your group to generate a list for each section of your day. Make lists of:

- Places you could see or hear ads
- Any specific ads you remember from today or the past few days
- Visual ads you see during the day (items folks are carrying, things folks are wearing, etc.)

1. Before school:

2. During school:

3. After school:

Seventh Grade, Session 15

Interview an Adult

Interview an adult you know about what it was like when they were your age.

The purpose of the assignment is to ask an adult what it was like for them growing up and specifically what it was like when they were your age. The adult can be anyone you choose, a parent, grandparent, adult uncle or aunt, teacher, coach—whoever you think would be a good fit. Look for any similarities to and differences from your experience.

Interview directions:

In advance of the interview, choose 10 questions below that you are most interested in asking. You can ask more, but the assignment only requires that you ask 10. If they say something really interesting feel free to ask follow-up questions like, “*Can you tell me more about that?*” or “*What did you think you learned about yourself or other people from that experience?*”

After you choose your person, ask when is a good day and time to meet. The day before your interview confirm the interview by reminding the adult of your appointment in writing. It can be a note you write, or you can use text or email. It can look something like this:

Dear Aunt Jackie, Thanks for agreeing to let me interview you for my Owning Up class.

We are scheduled to talk tomorrow at 6:30 p.m. in the kitchen. I am really looking forward to it and thank you for your time.

When it's interview time, please bring the following:

- If you are meeting in person, two glasses of water; one for you and one for the interviewee
- The interview questions
- A notebook where you can write extra comments
- If you have one, a phone to record the conversation for further note-taking

For the interview:

- Find a comfortable place to talk where you won't be interrupted.
- Sit down and take a breath to focus.
- Thank the adult for agreeing to be interviewed.
- If you do want to record the conversation, ask your interviewee if that's okay with them.
- After you have finished, thank your interviewee for the time and attention.

Ask your questions!

Remember, in *Owning Up* listening is defined as being prepared to be changed by what you hear, so pay attention to the things the person says that surprise you or you can apply to your own life.

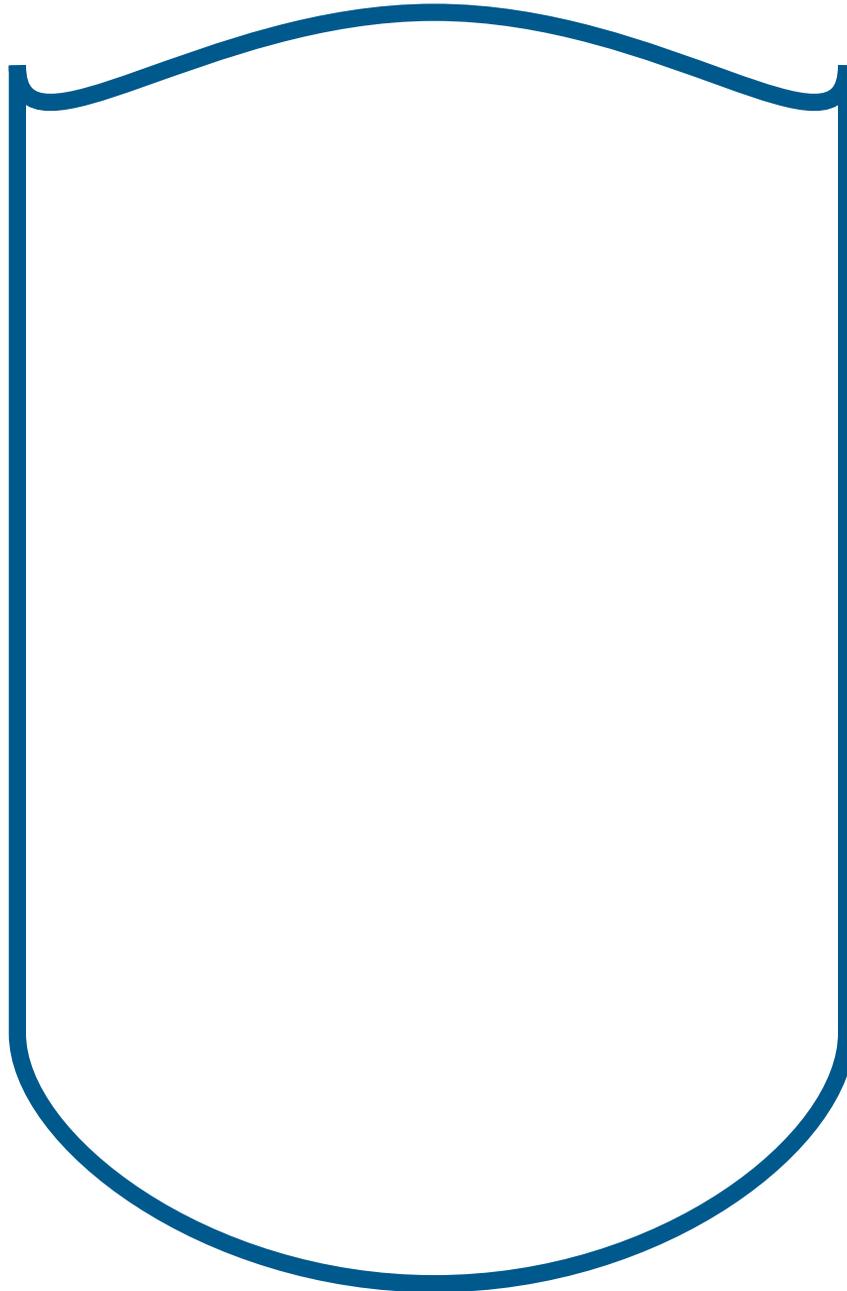
Questions

- What was your favorite thing to do after school?
- Who was your best or worst teacher/coach? What did you learn from them?
- How do you think the experiences with that person impact you today?
- What were you good at when you were my age?
- Did you have a nickname? Did you like it? Who gave it to you?
- Who was the person you trusted most when you were my age? Why?
- Did people ever tease you? Do you remember what it was about and how you handled it?
- Was there anything about your life at school or in your neighborhood that you didn't tell your parents but you wished they knew?
- Did your parents like your friends?
- What was your room like? Did you decorate it? How?
- Did people ever tease you? Do you remember what it was about and how you handled it?
- What did you worry about when you were my age?
- Who was someone you admired when you were my age? Why?
- Did you have a celebrity crush?
- How did you get to school?
- Did you like going to school? Why or why not?
- What kind of music did you listen to?
- Describe a close friend you had. Did you ever get into conflicts with that friend?
- Where did you eat lunch? What did you eat for lunch? What was your favorite and least favorite thing to eat?
- Did you have pets?
- Was there anyone you really didn't like or didn't get along with?
- What did you wear to school? Did you have a favorite thing to wear?
- What was your favorite or least favorite subject? Why?
- What was your least favorite house chore?
- What did you do for fun?

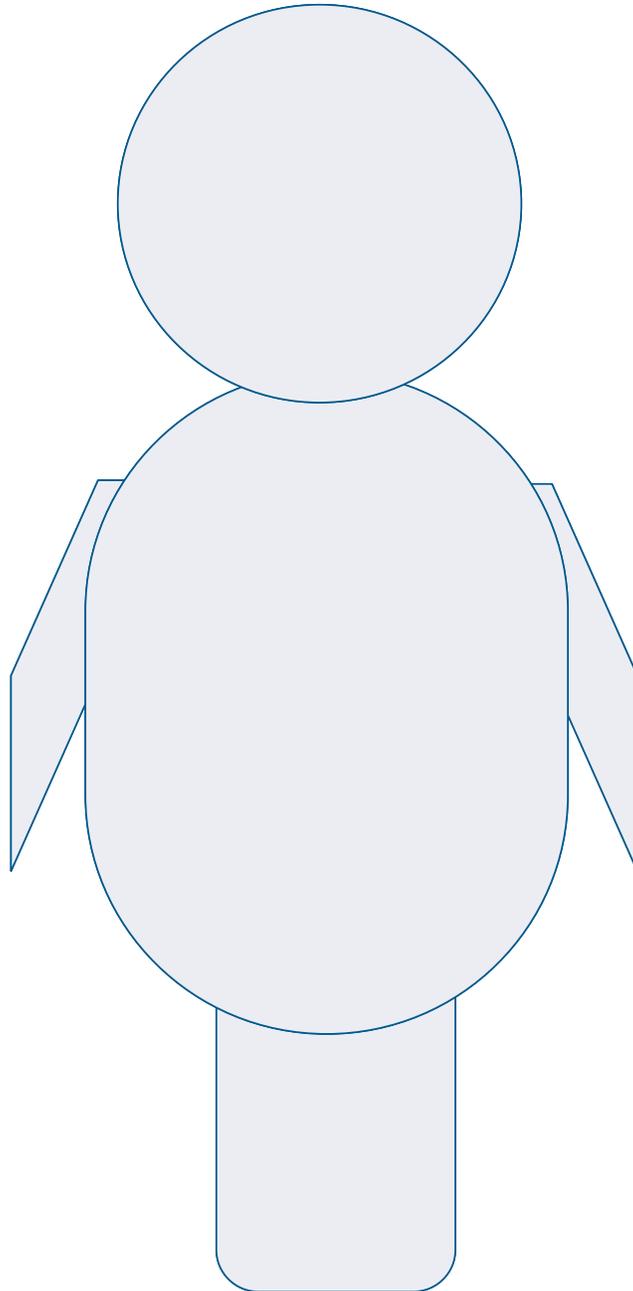
Seventh Grade, Session 16

The Armor

Draw images or write words that describe the armor you put on and take with you each day. What do you show people on the outside?



Draw images or write words that describe what you keep on the inside as you go through a typical day at school. What do you keep to yourself?



Seventh Grade, Session 19

What Do You Share?

OPTIONS:

- Okay to share online
- Not okay to share online
- Sometimes okay and sometimes not

1. Putting your favorite musical artist in your Instagram bio
2. Texting your friend about a bad experience in class with a teacher
3. Telling your friends in a group chat that you are upset with another friend
4. Giving your Netflix password to a friend over Xbox Live
5. Sharing a password with a friend to unlock another friend's phone
6. Posting your favorite photo from winter break on Instagram
7. Telling someone who you play with online frequently where another friend lives

8. Sending a picture of a friend that the friend doesn't like, but that you think is really funny, to another friend

9. Signing up your friend for a new social media platform without their knowledge

10. Forwarding a recording of some people you know getting into an argument

11. Saving a text you got from someone you're in a fight with to use against them later

12. Saving a text, message, etc., from someone who is upsetting you and making you worried, so you can show someone you trust later

13. Sharing an anonymous survey someone sent to you about kids in your class over Instagram messages

14. Sharing pictures of your little sister and your dog on Snapchat to your friends

15. Sending good news about a game your team won, a part you got in a play, or a good grade you earned in class on Snapchat

Seventh Grade, Session 20

Pleasing the Invisible Audience

Use words and/or draw to describe the people who are your invisible audience.

People you know well in real life:

Parents, friends, teammates

People you know well in your online life:

Friends, people you play online games with

People you don't know well (or at all) but who are following you on social media:

Friends of friends, people who go to my school

Questions

Write at least three words or phrases that describe what you *want* your invisible audience to believe about you.

What happens if someone in your “invisible audience” says something that upsets you or makes you anxious? How much of the day in a percentage would you think about it? What happens when they say something positive?

How much power does the invisible audience have over how you feel?

Seventh Grade, Session 20

Thinking About What We Share: Flip Chart Questions

What are the best or most popular places to take a picture or record a video for social media?

Seventh Grade, Session 20

Thinking About What We Share: Flip Chart Questions

What are the most common poses you see online?

Seventh Grade, Session 20

Thinking About What We Share: Flip Chart Questions

What images and words do boys commonly post?

Seventh Grade, Session 20

Thinking About What We Share: Flip Chart Questions

What images and words do girls commonly post?

Seventh Grade, Session 20

Thinking About What We Share: Flip Chart Questions

After you post something on social media, how many minutes do you wait before checking how many likes you got?

Seventh Grade, Session 21

This Stuff Is So Complicated!

Scenario 1

Betrayal

Elena has been eating lunch with Patrick for the past two weeks. Elena has a crush on Patrick, and he told her he likes her too. Things are going well, but then Elena's friend tells her she saw Patrick talking to another girl after school. Elena wants to talk to him, but she can't decide how. She isn't even sure whom he was talking to or why; it could just be a friend or something. She's mad, she's embarrassed, and her friends are telling her how to confront him—and that's confusing too. Elena's friends have very strong opinions about what she should say to Patrick, where she should say it, and what she should post on social media about him. It feels like if she doesn't do what they want they'll get mad at her.

- What are common ways a person in Elena's situation reacts to her friends telling her what to do?

- What advice would you give Elena about standing up to her friends if she doesn't agree with them?

- Use SEAL to create strategies for Elena to confront Patrick.

- What makes it harder for Elena to use SEAL? What would she worry about?

- Give her a possible solution she can try.

Scenario 2

Rejection

Alex has been hanging out with Charlie and texting back and forth. Things have been going really well, but then Alex's friend says that Charlie likes someone else. Alex texts asking Charlie what's going on, and they say nothing is wrong. Then Charlie starts to avoid Alex and doesn't text at all. However, a little while later Charlie finally texts back, so Alex thinks things are back to normal. Then a friend tells Alex that Charlie has been hanging out with someone else. Alex is devastated, confused, and embarrassed.

- What are common things people do in seventh grade when they have been rejected by someone?

- It can be awkward to tell someone you don't like them, and it can feel like you're being rude. So what are good ways to tell someone you don't like them anymore that aren't rude but get your point across?

- Will Alex reach out to their friends and tell any of them how upset they are? Why or why not?

Seventh Grade, Session 22

Thinking About Boundaries

Boundaries are:

- The act of communicating what you feel is okay, what is not okay, to do
- Choices you make that help you feel comfortable and safe
- Limits that help your relationships feel steady and supportive

Boundaries can be difficult to tell someone because:

- You might worry that you will upset others if you say “no” to something
- Saying “no” to people you love, people you want to like you, or people with more power can feel scary

Try thinking of boundaries like windows!

You open windows when: <ul style="list-style-type: none">• The weather is nice• You want fresh air• You want to wave or yell to someone outside and maybe invite them in	You close windows when: <ul style="list-style-type: none">• The weather is stormy• Someone or something outside is being loud or annoying• You don't want someone or something coming into your space
---	--

Boundaries Are Like Windows

- Relationships should feel comfortable and safe. When they don't, you have the right to close the window.
- Just like windows, you can open your boundaries all the way, just a little, or somewhere in the middle.
- You can open or close them for 5 minutes, a few months, or however long you need.

Just like Windows, Boundaries Try to Be Clear

- You are clear with others, so they know why the window is open or shut and they know how you feel.
- Being clear about your boundaries helps others learn how to be a better friend if they crossed yours.
- Being clear on other people's boundaries is also important to make sure you help others feel safe and comfortable.

Seventh Grade, Session 25

I Really Don't Know

Scenario

Alex, Ryan, and Trevor are in a group chat and play on the same soccer team. Last night they were talking in the chat about an argument Ryan got into with another guy, Eddie, in the locker room after practice. Ryan doesn't even remember what he said, but Eddie, who is Mexican, told Ryan he was being racist. Ryan didn't agree, and then they got into a fight. Ryan is also angry because he's seen Eddie have conflicts with African American students and use racist terms against them. Ryan was venting about it in the group chat to Trevor and Alex. Ryan is completely dismissive of what Eddie said, but Trevor agrees with Eddie that what Ryan said was racist. Alex keeps saying they should all just forget it. Trevor's dad sees the group chat and tells Trevor he is going to talk to the other boys' parents.

Questions:

1. What does Ryan do if he really doesn't think what he said to Eddie was racist? What is his responsibility?
2. When should Trevor have told his friends that he doesn't agree with Ryan? How?
3. If Ryan believes that Eddie is saying racist comments as well, does Eddie have the right to accuse Ryan of being racist?
4. The next time Ryan sees Eddie, what should Ryan say or do? Explain your ideas.

Seventh Grade, Session 26

I Am . . .

I am . . .

I love . . .

I am happy when . . .

I like the fact that I am . . .

I am most proud about . . .

My personal word is . . .

Eighth Grade, Session 2

Drawing Dignity and Respect

RESPECT:

Admiring someone because they can do things that are difficult to do, have gone through a hard experience, or have achieved a difficult goal. Respect is earned through someone's actions. You can also earn people's respect by how you treat other people.

Respect is earned.

DIGNITY:

Dignity means that every person has the same amount of worth that can't be taken away.

Dignity is a given.

Draw the images, colors, or symbols that come to mind when you think of the word *respect*.

Draw the images, colors, or symbols that come to mind when you think of the word *dignity*.

Eighth Grade, Session 3

Ally Handout

What are three characteristics of a good ally?

(Examples: opinionated but not judgmental, reliable, tells you things that are hard to hear, straightforward, direct, compassionate)

1.

2.

3.

Who is one person in your life who can be this ally for you?

(Can be a friend, someone your age.)

Who is one adult you will talk to if your problem is too big to handle on your own or with your allies that are the same age as you?

(Examples: coach, teacher, parent, grandparent, aunt, uncle, neighbor, family friend, leader in your faith community)

Eighth Grade, Session 3

Support Network

What is hard about seeking advice or support?

What stops people from asking for help when they are struggling in school with their academics?

What stops people from asking for help when they have problems with other people at school?

In a perfect world, what would happen if you asked for help from someone?

Eighth Grade, Session 5

Understanding Anger

Your feelings are your feelings, and you get to have them. It's also good to know what's going on in that brain and how to manage our feelings so we don't get emotionally hijacked.

What's Going On in Your Brain: Event + Interpretation = Emotion

- You experience an event.
- Your brain starts processing and sending signals to your limbic system.
- Anger is the result of a perceived threat, either physical or emotional. If your brain senses a threat, it activates your amygdala before you even know.
- Your amygdala sends chemicals to the rest of your body telling it to get ready to be on guard to protect you.

Purpose of Anger: Why It's a Good Thing

- Anger is the response to a perceived threat.
- The function of anger is to identify violations to your well-being, which can be either physical or emotional.
- The brain processes getting punched the same way it processes emotional threats like social rejection.
- It is a self-protective emotion.

When Anger Is Hard: It Can Cloud Your Vision

- Since your brain sees anger as a function of self-protection, it can make it hard to manage in the moment.
- It can be difficult to stop and think about others when we are feeling a lot of anger because our bodies are sending chemicals telling us to think mostly about our well-being.
- Anger is a powerful feeling and can make us feel like we are in the right no matter what, shut down communication, and escalate conflict.

Is It Really Anger? Anger Is an Iceberg Emotion

- Anger is often not really about anger. It can be about more vulnerable emotions that are harder to manage, so your brain decides anger is easier.
- Vulnerable emotions that can cause anger are things like embarrassment, shame, humiliation, disappointment, guilt, hurt, sadness, anxiety, frustration, uncertainty, etc.
- To protect you from vulnerability your brain can shortcut to anger.

Processing Options: Having Tools Is Empowering

- Get some space from the person or event that is upsetting you. Take a walk and a few deep breaths.
- Ask yourself if it is really anger or if the anger is masking more vulnerable emotions.
- Write it down; being able to get meta about your emotions is super helpful and makes you feel more in control.
- Being able to name your emotions is the first step toward taming your emotions.
- You know yourself best, so think about strategies that would make you feel in control.

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Eighth Grade, Session 8

Thinking About Vulnerability

Vulnerability:
Name It to Tame It

What's a Meerkat? They are small mammals that are highly social and live in groups of up to 30 called *mobs*. They stand on their hind legs and keep watch at all times for threats so they can protect themselves and their community. **Our brains are a whole lot like Meerkats.**

Ok, so what is it?

Vulnerability is the emotion we experience during times of **uncertainty** when something **feels risky**, or we feel **emotionally exposed**.

So, how does it work?

Something happens to make you feel **unsure or exposed**. For example, an academic struggle, a weird social interaction, an embarrassing moment, trying to figure out how to stand up for yourself, a fight with someone close to you, etc.

So, then here we are, **feeling our feelings** and looking around like a Meerkat.

We might be feeling anxious, scared, embarrassed, nervous, or sad. We might also be feeling excited, curious, engaged, thrilled, or happy.

That's the funny thing about Vulnerability: **it's like a diving board** because it's the jumping-off point for all kinds of emotions, **both hard and fun**.

When we feel **unsure or exposed**, we feel **vulnerable**. Our brains do not like feeling this way; brains like to know things and be certain. So vulnerability can feel weird and uncomfortable.



Vulnerability turns up the volume on **doubt**, which amplifies **anxiety** and creates **stress**.



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Eighth Grade, Session 9

Group Conflict

Situation

Ilana, India, and Liz are close friends. Sometimes they hang out with Sara, who was friends with them when they were younger, but it's just awkward now. The group members really believe they have good reason for not wanting to hang out with Sara, and it's just easier to ignore her. Sara's mom texts Liz asking if everything is okay and why they aren't hanging out with Sara anymore. Liz tells the other girls. Ilana is irritated, India agrees with Ilana, and Liz doesn't know what to do but is worried that Sara's mom will text her again or contact one of her parents.

Person	Feelings	Motivations	Likely outcome	Consequences	Ideal outcome
Sara					
Ilana					
India					
Liz					

Eighth Grade, Session 11

What Really Happened?

SITUATION

There's a rumor circulating that a girl hooked up with a guy. She did do something with him, and she told her closest friends about what happened. Later, one of those girls tells a boy who's a friend of hers, and then he tells another friend. Within a day, everyone in the grade is talking about how this girl did something much more than what she actually did. The girl is really upset and uncomfortable about the rumors. She tries to talk to the guy about it, but only on social media.

Group 1

You are the girl's best friend. You didn't spread the rumor, and you know what actually happened.

- What do you do if someone comes up to you and wants to tell you the story?
- What do you do when people ask you questions about it?
- What do you do if you overhear people talking about it?
- What can you do to help your friend feel supported?

Group 2

You are the guy. You know what happened and tried to correct people at first, but now you are getting a lot of positive social credit for hooking up with this girl.

- What do you do if someone comes up to you and wants to talk about the story?
- What do you do if the girl wants to talk to you?
- What do you do when your friends start saying rude or derogatory things about the girl?

Group 3

You are friends with the girl. You think you may have had something to do with the rumor getting started, but you definitely didn't think it would get this big.

- What do you do if someone comes up to you and wants to talk about the story?
- What do you say to your friend?
- Should you admit what you think you did?

Group 4

You are the girl. You have no idea how or why this rumor started or got so blown up.

- Whom do you need to talk to?
- What do you say when people try to ask you about the story?
- What do you need to say to the boy?
- What can you do for yourself so you remember that no one can take away your worth, your dignity?

Eighth Grade, Session 12

How Do These Rules Affect You?

1. How do you think the box creates pressure for boys to act a certain way with their guy friends? With girls?
2. How do you think the box creates pressure for girls to act a certain way with their girl friends? With guys?
3. How do girls reinforce the Acts Like a Man Box for boys?
4. How do boys reinforce the Acts Like a Woman Box for girls?
5. How do adults “put” young people in these boxes?
6. Do the boxes influence the way a young person is motivated to do well at school?
7. What is one specific thing a young person could do to break the boxes’ influence?

Eighth Grade, Session 15

Are You a Walking Advertisement?

First! Check yourself. What are you wearing/carrying? How many branded products, or easily recognized products, do you have on you or with you?

List them below:

Now think about your day. Work with your group to generate a list for each section of your day. Make lists of:

- Places you could see or hear ads
- Any specific ads you remember from today or the past few days
- Visual ads you see during the day (items folks are carrying, things folks are wearing, etc.)

1. Before school:

2. During school:

3. After school:

Eighth Grade, Session 15

Interview an Adult

Interview an adult you know about what it was like when they were your age.

The purpose of the assignment is to ask an adult what it was like for them growing up and specifically what it was like when they were your age. The adult can be anyone you choose, a parent, grandparent, adult uncle or aunt, teacher, coach—whoever you think would be a good fit. Look for any similarities to and differences from your experience.

Interview directions:

In advance of the interview, choose 10 questions below that you are most interested in asking. You can ask more, but the assignment only requires that you ask 10. If they say something really interesting, feel free to ask follow-up questions like, “*Can you tell me more about that?*” or “*What did you think you learned about yourself or other people from that experience?*”

After you choose your person, ask when is a good day and time to meet. The day before your interview confirm the interview by reminding the adult of your appointment in writing. It can be a note you write, or you can use text or email. It can look something like this:

Dear Aunt Jackie, Thanks for agreeing to let me interview you for my Owning Up class.

We are scheduled to talk tomorrow at 6:30 p.m. in the kitchen. I am really looking forward to it and thank you for your time.

When it's interview time, please bring the following:

- If you are meeting in person, bring two glasses of water: one for you and one for the interviewee
- The interview questions
- A notebook where you can write extra comments
- If you have one, a phone to record the conversation for further note-taking

For the interview:

- Find a comfortable place to talk where you won't be interrupted.
- Sit down and take a breath to focus.
- Thank the adult for agreeing to be interviewed.
- If you do want to record the conversation, ask your interviewee if that's okay with them.
- After you have finished, thank your interviewee for the time and attention.

Ask your questions!

Remember, in *Owning Up* listening is defined as being prepared to be changed by what you hear, so pay attention to the things the person says that surprise you or you can apply to your own life.

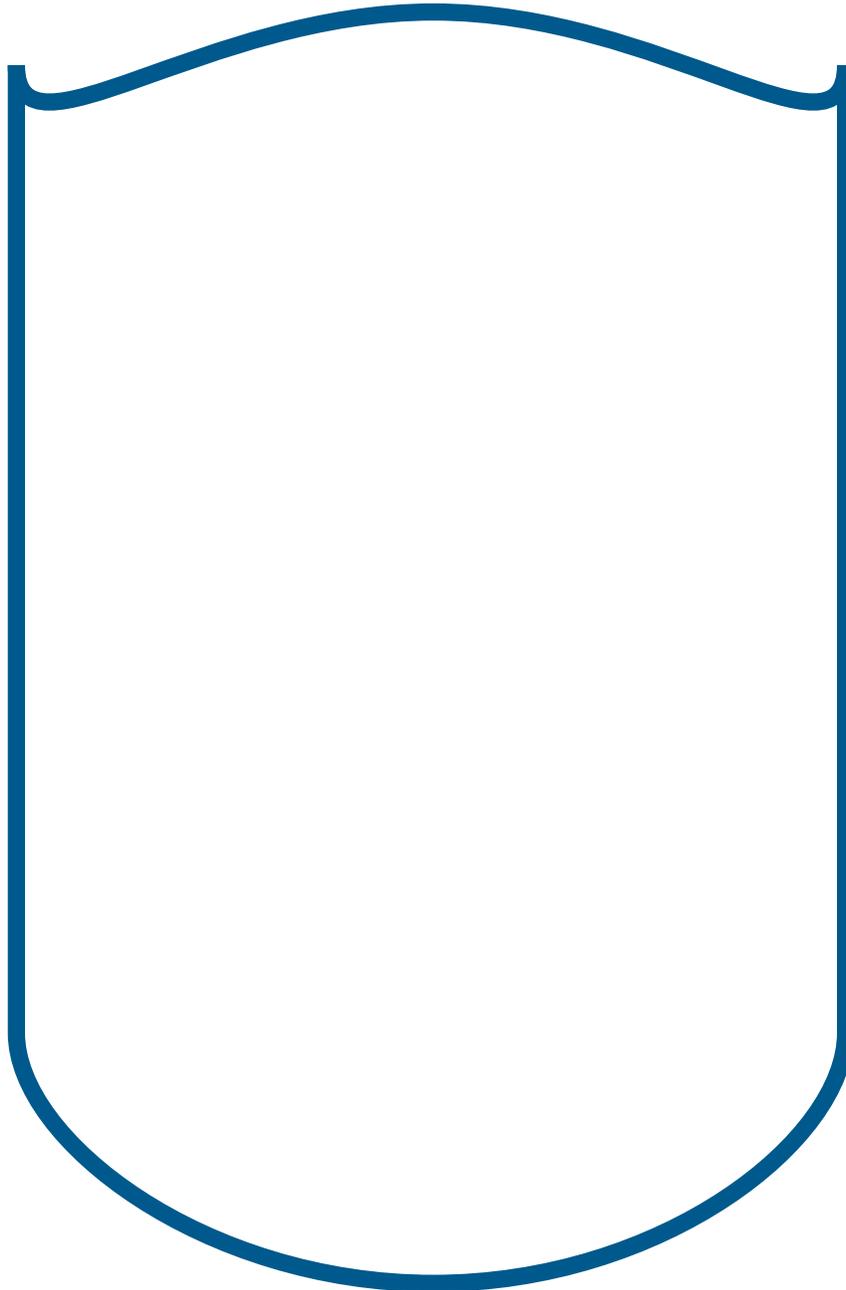
Questions

- What was your favorite thing to do after school?
- Who was your best or worst teacher/coach? What did you learn from them?
- How do you think the experiences with that person impact you today?
- What were you good at when you were my age?
- Did you have a nickname? Did you like it? Who gave it to you?
- Who was the person you trusted most when you were my age? Why?
- Did people ever tease you? Do you remember what it was about and how you handled it?
- Was there anything about your life at school or in your neighborhood that you didn't tell your parents but you wished they knew?
- Did your parents like your friends?
- What was your room like? Did you decorate it? How?
- Did people ever tease you? Do you remember what it was about and how you handled it?
- What did you worry about when you were my age?
- Who was someone you admired when you were my age? Why?
- Did you have a celebrity crush?
- How did you get to school?
- Did you like going to school? Why or why not?
- What kind of music did you listen to?
- Describe a close friend you had. Did you ever get into conflicts with that friend?
- Where did you eat lunch? What did you eat for lunch? What was your favorite and least favorite thing to eat?
- Did you have pets?
- Was there anyone you really didn't like or didn't get along with?
- What did you wear to school? Did you have a favorite thing to wear?
- What was your favorite or least favorite subject? Why?
- What was your least favorite house chore?
- What did you do for fun?

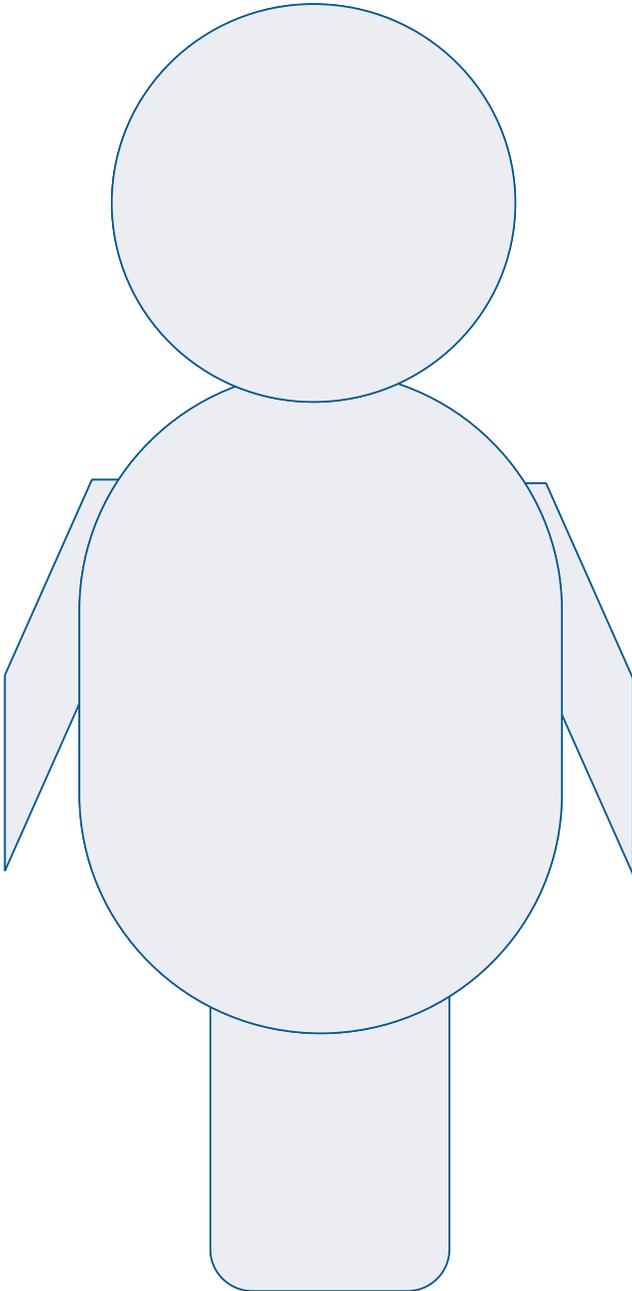
Eighth Grade, Session 16

The Armor

Draw images or write words that describe the armor you put on and take with you each day. What do you show people on the outside?



Draw images or write words that describe what you keep on the inside as you go through a typical day at school. What do you keep to yourself?



Eighth Grade, Session 16

What's Up With Labels?

"I have a visual label that I can't really change or decide how much I express it. I am always having to interact with people as a black man. I don't have control over how people respond to what they see—I have to live my life in response to people's perceptions or behaviors will be based on interacting with me."—18-year-old student

- How does this quote impact your thinking about the power of labels?

Scenario 3

Your 15-year-old son starts dressing, walking, and acting way tougher than he is. He is ignoring some of his oldest friends and has started lying to you about where he is and whom he is spending time with. You know changing is part of growing up, but you are also worried about him.

- Do you say anything to him?

- What do you say?

- How do you say it?

- How should you respond if he says there is nothing to worry about and you can't get him to talk anymore?

Tips

Eighth Grade, Session 20

Thinking About What We Share: Flip Chart Questions

Whom are you with when you would normally post? Are you alone or with friends?

Eighth Grade, Session 20

Thinking About What We Share: Flip Chart Questions

Why do people choose to have a signature pose or look?

Eighth Grade, Session 20

Thinking About What We Share: Flip Chart Questions

After you post something on social media, how long do you wait before checking how many likes you got?

Eighth Grade, Session 20

Thinking About What We Share: Flip Chart Questions

In what situations do people in your grade feel that they should post content?

Eighth Grade, Session 20

Social Media Armor

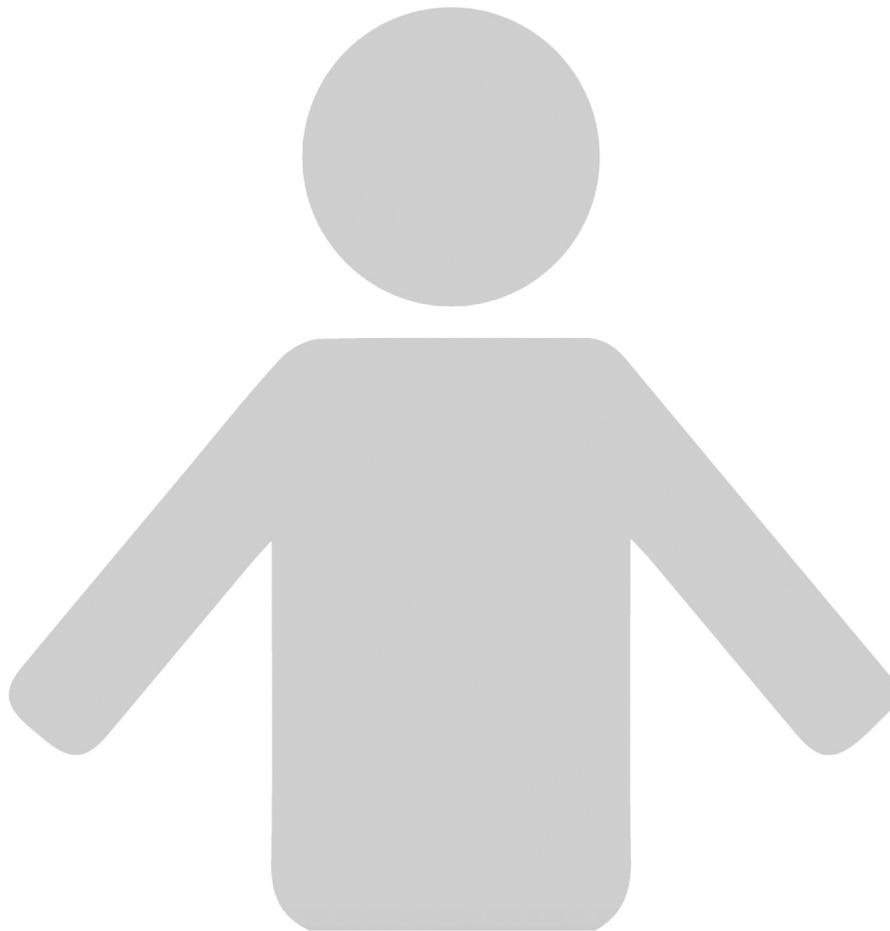
Look through your recent posts on Instagram, Snapchat, Twitter, or any other apps and **think about the following questions as you scroll through:**

- What do you post most often?
- What language, emojis, or hashtags are you most often using?
- What type of articles, videos, and posts are you most often sharing?
- What type of filters and edits are you most often using?
- What type of posts do you respond to and how do you respond?
- Have you ever significantly altered your image or post? What did you do and why? (Examples might include: using a photo editing app to alter body shape or whiten teeth, or posting a photo from a terrible night and saying you had a great time.)

Write words and/or draw pictures to describe what you share about yourself on social media. ***What do you show your invisible audience?***



Write and/or draw pictures to describe what you don't show people. ***What do you keep to yourself? Who are you behind the screen?***



Eighth Grade, Session 21

This Stuff Is So Complicated!

Scenario 1

The Blowup

Toni is hanging out with Dylan, and they really get along when it's just the two of them. But around their friends, Dylan ignores Toni. At first, Toni tries not to be bothered by it, but little by little it gets harder. It feels like Dylan is embarrassed to hang out with Toni. The next time Toni sees Dylan, Toni is obviously angry, but Dylan ignores it. Toni can't take it anymore and blows up, but then Dylan gets mad at Toni for blowing up.

- Why would Toni blow up? How else could they have handled their feelings?

- What is the "it" that Toni can't take?

- Why should Toni stand up for themselves?

- Is Dylan hoping that Toni will keep quiet and not bring up how they feel? Why?

- Why is Dylan angry? What emotions might they be feeling in addition to anger?

Eighth Grade, Session 22

Giving and Getting Consent

Scenario

The Sleepover

Ashley really likes Connor, and she's been flirting with him at school and online. One of Connor's friends tells Ashley that a girl at another school really likes him too. Ashley is really nervous about this other girl taking Connor away from her. So on a Friday night when she gets back from practice, she's in her room Snapchatting with Connor and she decides to take a selfie in her bra and send it to him. Ashley doesn't know that Connor has two friends sleeping over at his house that night, and that when he receives the picture, he shows it to them. Because one of their other best friends couldn't make it to the sleepover, they forward the picture to him too.

- Does Ashley have a right to send pictures of herself like that to Connor without asking his permission first?

- Does Connor have an obligation to protect her privacy so other people don't see the photo?

- Let's say Ashley is really upset because she wanted only Connor to see the picture. If you were Ashley's friend and people were posting or saying mean things about her, what do you think would be the best way you could support her?

- Which action takes away the person's dignity: Ashley taking and sending the picture, or Connor when he showed and shared Ashley's picture? If you think they equally take away people's dignity, why?

Eighth Grade, Session 24

What Do You Say?

Scenario 1

You're of Vietnamese background, and your friends are constantly making little comments about how smart Asians are when you struggle in school. It really irritates you that they make these assumptions, and that they group all Asians together as if they are all from one country.

- Why would it bother you if the labels they put on Asian people are positive?

- How and when would you talk to your friends about how you feel?

Scenario 3

Stephanie and Keli are best friends. Stephanie is a white student, and Keli is a black student. One day, Stephanie complimented Keli on how pretty her hair looked, and she reached out to touch Keli's hair. Keli felt uncomfortable about being touched, so she calmly asked Stephanie not to touch her hair again. Stephanie got upset and said, "I was just saying how nice your hair is, but I guess you can't take a compliment." Keli still felt uncomfortable about being touched without permission, but she did not want to upset her friend, so she didn't say anything else.

- How do you think Stephanie handled this? What could/should she have done differently?

- How do you think Keli handled this? Why is this situation hard for her?

- What challenges does this example highlight?

Eighth Grade, Session 26

What Are You Proud Of?

I trust myself to . . .

I am proud of my friendships because . . .

Since this program began, I have stood up for my dignity by . . .

Since this program began, I have stood up for other people's dignity by . . .