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### The Kourage Code Program

#### Lesson #

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1. Identifying words of destructive thinking

- a) I'm just looking out for number 1
- b) It's everyone for himself
- c) As long as I get what I want
- d) That's his tough luck
- e) I am better than you

2. What makes it destructive

As members of a community we all need each other. Basic citizenship requires a respect for authority, the social order, religion, and the concept of doing one's duty. Underdeveloped me-first thinking, puts the selfish interests of one ahead of the interest of others.

When humans are young, one of our first concepts and words to be learned is, "mine." As we grow, we learn that if we do things to help other people, we will benefit. Next we begin to seek the approval of our family and/or friends. If we have a law-abiding family, we are likely to obey the law. If our family lives outside the law, or our friends, we are likely to break the law. The big step in our growth is when we decide to become a responsible citizen and to do our duty to make the world a better place.

What educators, some parents, politicians and justice workers fail to appreciate is that a child needs to be nurtured and guided to grow into a responsible person. Without both caring nurturing and enlightened guidance, our youth will continue to act out a "me-first" approach to life. Depending on the personality of the young person, their life may show signs of antisocial behavior, violence, opposition to authority etc. or become depressed, suffer from addictions, experience chronic loneliness.

3. Why is this bad for parents and children

Parents who are both financially and emotionally able I'm more likely to have children who develop into responsible citizens. Single-parent homes are quite capable of producing responsible citizens. As we all know, dysfunctional homes, economically challenged homes, and homes in low income areas will have a tougher time developing their children into citizens, especially in light of the massive amounts of media violence and pleasure seeking values. Our society has focused itself on turning young people into consumers of everything good or bad. Our society has not focused itself on turning young people into responsible citizens or even fulfilled people with purpose and passion.

If young people have a purpose in life, and live each day with passion, they are more likely to develop respect for all others and not only avoid violence, but will grow to promote dignity, justice, fairness, compassion, honesty.

4. How to recognize positive thinking

If we think about it, whenever there are two or more people living in the same area, it is reasonable to think that each has the right to be treated as the other's equal. Our society does not work when individuals practice "me-first" thinking. In fact, the criminal justice system is society's method of dealing with those who practice "me-first" thinking. On a smaller scale, a single household fails to function when one person practices "me-first" thinking.



**AWAKENS THE GOOD CONSCIENCE**

Our challenge is to help young people recognize the difference between “me-first” thinking, and responsible thinking. As we go through this series of Kourage Code© lessons we will see hundreds of ways to “awaken the good kid within.” We will learn how to guide young people to see the advantages of following their good thinking and to resist the “me-first” thinking which is so attractive and compelling.

5. Words that represent the positive thinking

- a) How do you feel about that?
- b) Does this solution work for you?
- c) Is this fair for everyone?
- d) Is what we are doing right?
- e) Would we want someone to do this to us?

6. Benefits for following the positive path

The benefits for following the positive path are phenomenal. The positive path opens up all of the good that the world has to offer. While the world is not fair, people who are fair and enjoy life more than “me-first” thinking people. Selfish people are always comparing themselves with others and are never happy with what they have. Caring people rejoice when other people are happy, so they can be happy most of the time.

7. Role Plays and their use

Challenge your young people to address a life situation using two different approaches. In the first approach one or more of the participants would be selfish, or “me-first” thinking, which would annoy and prevent a satisfactory conclusion. In the second approach everyone would treat the others as themselves, which should lead to a satisfactory conclusion. Possible situations: choosing an evening activity, picking a place to eat, deciding whose house to go to, etc.

8. How to encourage the Good Path in parents and in children

In talking with parents, we suggest dealing with one small lesson at a time. Try to avoid addressing the negative acting out behavior of the child, but rather focus on the benefits to the child from learning the concepts in The Kourage Code©. In this lesson, simply see if the young person will admit to being selfish. Then, ask the young person if they think that selfish behavior is good for their family and community.

9. Blocks to following positive thinking

The more insecure a person is the more selfish they tend to be.

Story: A few years ago in Europe, humanitarian workers discovered orphaned children from a very poor village. After being moved to caring homes, the children could not sleep. The children had been starving for many months, but now had lots to eat. Their new adoptive parents finally realized the problem. They let the children hold a bun in each hand as they lay down for the night. The children fell asleep quickly. The children had been afraid of waking up hungry even though the new house was full of food.

Moral: even though it appears a young person should feel secure, their past may prevent them from being unselfish. It is our responsibility as a caring professional to help the young person uncover their own roadblocks so that they can embrace positive thinking.

10. Have participants find and or make appropriate visuals, videos, posters, etc., a) citizenship chart, growing into citizens



## The Kourage Code© Lesson 2 **Growing Into Citizens** Page 1 of 1

The poster, Growing Into Citizens, has an amazing impact on youth. It allows them to see where they stand as a citizen in the community. Most youth choose of their own will to improve their lives and to move higher up the in levels of citizenship. As the leader of this session be sure to allow enough mental processing time and discussion so that each youth can reflect on the importance of growing their character.

Please leave this poster up in all subsequent sessions and refer to it often. Ask the youth where they are as to levels, and have they noticed any changes in their own behaviour.

Facilitator: (Possible Wording)

Today, I want to share with you some basic principles that we live by. When we are small, we think mostly of ourselves and our parents or guardians are there to meet our needs.

Does anyone know a 2 or 3 year old?

What is their favorite word? (Many answers, wait for “Mine”- everything is mine)

As we grow, we learn to help others, to share and care. Let’s look at this poster “Growing into Citizens.”

Can anyone suggest which people would be the safest to live near?

Which level would be most likely to steal from you?

Let’s look at the Power Point to find out which level you might be on and how you can use this poster in your life.

(Start Power Point –Growing into Citizens)

The Golden Rule is found in virtually every religion in the world. The Golden Rule is to **“do unto others as you as you would want others to do to you.”** The Golden Rule is a basic concept we should teach all of our children. The Golden Rule is the opposite of the eye for an eye approach in which one is entitled to pay back evil actions with other evil actions.

1. Identifying words of destructive thinking

- a) if you hurt me I will hurt you back
- b) it's an eye for an eye
- c) to give back what I get
- d) I don't forgive I get even
- e) I lost my respect for him

2. What makes it destructive?

The get even approach to life presumes that our behavior is just a reaction to the behavior of others. Any pain we experience, real or imagined, requires our retaliation. We spend our time and energy looking for ways to get even end to inflict pain on other people. While we are doing this we are not enjoying our own life. When we engage in evil or destructive activity, we set ourselves up for even more retaliation from others. The “eye for an eye” approach does not work in the real world, in fact if we all did everyone would go blind!

The “eye for an eye” approach, assumes that your perception of events is always correct, and assumes that it is possible to get even. And it assumes that although the pain was experienced in the past, it will somehow go away after you inflict pain. This approach allows our self-worth to be controlled by others, as we are always miserable and we are always keeping score. While this is happening we are not growing into the best person that we could become.

3. Why is this bad for parents and children?

The “eye for an eye” approach robs both parents and children of daily joy and growing into the best person that they can become.

4. How to recognize positive thinking

The Golden Rule allows us to be free from the control of other people's behavior. The Golden Rule allows us to determine our behavior, not others. The Golden Rule allows us to do good actions and to avoid evil actions. Evil actions always bring evil consequences with them. The Golden Rule allows us to realize that everyone makes mistakes and that we too have the potential to make mistakes and to hurt others. The Golden Rule encourages us to forgive others for their meanness, ignorance, and rudeness. When we follow the Golden Rule we realize that others cannot make us be rude and disrespect to them simply because they have been rude and disrespectful to us. The Golden Rule allows us to choose to follow our good conscience even when our selfishness, instant pleasure and pride would encourage us to take evil actions. I following the Golden Rule we actually create the world we wish to live in, not others. By following the Golden Rule we can decide to make the world a better place because of our actions.

5. Words that represent the positive thinking

- a) I can forgive that
- b) I respect you as a person, even though I disagree with your position
- c) I will treat him fairly, even though I think he is being unfair
- d) I will be honest even when no one is looking
- e) I will treat you with respect even though you are disrespecting me

6. Benefits for following the positive path

Following the Golden Rule allows us to use our energy to grow positively. When we follow the Golden Rule, we lift ourselves out of the world of negative living and in to a positive peaceful world.

7. Role Plays and their use

One by one, use the eight points on the poster to demonstrate how the Golden Rule would appear in their world.

8. How to encourage the Good Path in parents and in children

If we wish to follow the Golden Rule, then we will need to prepare ourselves for many challenges. Both parents and children need to see the value of the Golden Rule and how it will reduce their hassles and free up energy to follow worthwhile pursuits. When we decide to follow the Golden Rule we have taken a path that will allow us to build a strong character. We need to ask children what kind of person they want to become. Do they want to become their own person or someone who merely reacts to the meanness of others?

9. Blocks to following positive thinking

In The Kourage Code© we call the instant urge to pay back a pain for a pain, “The Double-Negative Reflex.” This reflex is useful if we are in a physical conflict defending ourselves. Unfortunately, it is not useful in repaying an emotional pain. We have to learn that it is better to forgive than payback, even if we get that “payback” feeling.

10. Appropriate Visuals, Video, Posters, etc.

- a) Golden Rule Poster

### Objectives

The participant will learn:

- \* that a Kourage Code follower chooses good over evil in conflicts.
- \* that good motivations are often hidden by the attraction of selfishness, instant pleasure and pride.
- \* that following their good conscience is the better choice.

### Mission

The mission of The Kourage Code is to help young people to choose to:

- learn right from wrong
- act positively
- speak up
- take responsibility for their actions
- make the world a better place.

### Good More Powerful

We believe "good" is more powerful than "evil." Kourage Code people accept their responsibility to persuade others to do good and not evil. A better world begins with each one of us.

### The Kourage Code Pledge

I pledge to control myself and to invite others to control themselves for the safety of all people.

I recognize that my choices are either for good or evil. I will set aside my selfishness, instant pleasure and pride.

I will speak up to stop fights, racism, hatred, abuse, discrimination and crime.

### Evil is Easy

Young people find it difficult to think with good motivations and language, but easy to think with evil motivations and language.

### Questions for Discussion

What actions do some young people think are right while others think they are wrong?

Eg.

1. Five people beating up one
2. Taking a CD from a store without paying
3. Forcing sexual touching
4. Name calling,
5. Racist comments

Can you think of examples where a friend could positively influence their friend?

(e.g. encouraging friends not to fight, not to steal, not be racist, not to insult others, to report a crime, say 'take the knife home')

Do you feel responsible for influencing your friend's behavior sometime? (In your house, in your parent's car, at a game)

Do you think it is realistic or worthwhile to try to make the world a better place starting with yourself?

Is this an idea that is practical and logical? Are you better off to just lookout for yourself and not others?

Do you think good is more powerful than evil? Why? Why not?

Let's look at the ideas in The Kourage Code Pledge.

( Read the pledge)

Would the world be a better place if more people followed it?

Have you ever listened to your good conscience? Share...



## **Make "good" fun**

Our task is to make learning to listen to one's good conscience fun and exciting. This change is what The Kourage Code is all about. We, the leaders, must take

on the challenge of instilling in our young people our best approaches to living. We cannot ignore this challenge.

*Evil wins when good people do nothing.*

## **Motivation behind Choices**

There is a motivation behind our choices. It is either "for good" or "for evil." The Criminal Justice System weighs intention when determining guilt and punishment.

The good conscience is not heard very well by young people today. It has been masked by a spirit of rebellion and pleasure seeking.

## **Learn and Practice**

Young people need to learn and practice language to be able to follow their good conscience. When learning The Kourage Code the activities need to be real

and meaningful. Therefore, The Kourage Code uses many

ways to involve young people. Because we use scenes and issues from the daily lives of our young people the discussions are useful and engaging.

## **Real Choice**

Young people who haven't learned and practiced powerful language may be involved in violent activities because they don't know a better way out. Learning The Kourage Code will help the young person to

make a real choice as to which way of thinking is better, good or evil. After they have learned

The Kourage Code they can make a real choice between:

violence or peace,  
racism or brotherhood,  
crime or honesty,  
regret or happiness.

## **Welcome negative comments**

You may encounter some negative comments about these ideas. Accept them as valid points of view spoken by someone who feels fear and needs you to answer the challenges positively. If our young people already accepted all of these ideas there would be no need for The Kourage Code.

I hope you enjoy The Kourage Code journey with your youth, as much as I have.

Sincerely, Bruce Miles

## **Questions**

Is there anything wrong with just minding your own business if it means others get hurt? ( How would you have acted in Germany in 1939, as a German who saw your Jewish neighbors made homeless and shot? Many other genocides have happened since then.

Would you report someone to the office if they had a weapon in school? Why? Why Not?

Do you know in your heart whether your action is motivated by good or evil? How do you know? (a feeling inside, test the idea vs. right and wrong)

Can you share with us an example when you didn't follow your good conscience, and you suffered the consequences? What was your good conscience saying to you at that time? Why did you ignore it?

Can you think of a situation you might have to face, where powerful (not swearing) language might help you. (i.e. asked to take drugs, bullies, someone wants to fight, rumors)



On the following chart you will discover how big your personal world is. You will place a check mark ( ✓ ) in those boxes where it is OK for you to do the action, and an (X) if the action is not OK. Please answer honestly.

Example: Take \$ from \_\_\_\_\_ (take without asking, stealing)

- Me: Probably you think that you would not like someone to steal money from you.
- Family: Probably you think that you would not like someone to steal money from your family members.
- Friends: Probably you think that you would not like someone to steal money from your friends.
- Relatives: Probably you think that you would not like someone to steal money from your relatives.
- Acquaintances: (someone you just know by their face or name)  
Would you care if someone stole money from them? If you care and think it wrong, put an (X), if you don't care put a check ( ✓ )
- Strangers: (someone you have never met)  
Would you care if someone stole money from them? If you care and think it wrong, put an (X), if you don't care put a check ( ✓ )

Key Questions:

Would you like to live in a world where no one would ever steal from you?  
Why ? Why not?  
Would you like to live in a world where no one would ever steal from your family?  
Why ? Why not? And so on....

Logic: Therefore, it follows logically, that, if we would like to live in world where no one steals, **then we should not steal from others.**

And also the same logic follows that we should not lie,  
because we don't like people to lie to us.  
And also the same logic follows that we should not be rude,  
because we don't like people to be rude to us.

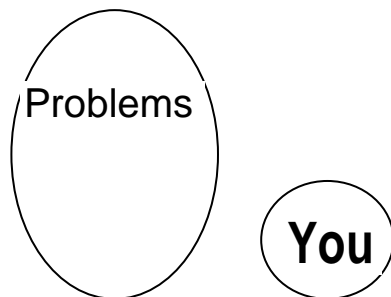
And we should not shoot others, kill others, cheat others etc. because we would not want those things done to us.

**A stranger is a friend you just haven't met yet.**

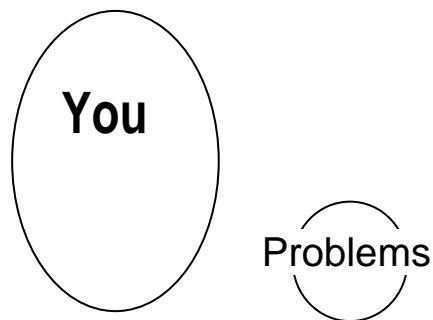
Lesson 5 How Big is Your World ?

1. This session helps the youth to appreciate other people in the world as equals. The more people one includes in their vision, the more likely they will have less trouble with others, rules, authority etc. Draw 6 circles from smallest to largest. Fill in the 6 categories
2. Using the poster, discuss the words in the circles and get agreement that the largest circle way of seeing the world does actually represent a person whose character is larger (maybe better developed) than the smaller circles.
3. The chart "How Big is My World" has directions for completion in the student workbook. The chart exposes the size of their thinking about others. The chart reveals that they consider some people as equals and others, usually strangers or acquaintances as having fewer rights. One of the discussions is about whether it is OK to steal from strangers. Collect or at least look at their sheets to see their values. This is a good chart to bring out again at the end of the course to see if they have really grown or not.
4. Draw on the board or chart paper two circles, one huge, one small. Label the large one "problems" and small one "you." Lead a discussion about how we can identify with this view. Ask for examples. Next, draw two more circles the same size as the first two BUT this time label the small one "problems" and the large one "you." Lead a discussion about how one might come to see their problems as smaller in relation to the size of their character. Discuss how happier life would be. It is our hope and plan, that through this Kourage Code© series your youth will grow their character so much that they will be much bigger people and they will see their problems as small and easy to cope with.

First Drawing



Second Drawing



5. Lastly, post the poster "How Big is My World" in the room as a constant reminder. (We suggest that you don't put up the poster until you have had this session so that the poster will resonate with the session and their inner thinking when they look at it



Negative thinking is defined in The Kourage Code© as seeing the worst in situations, other people, and yourself. Also Negative thinking may include any of: putting yourself ahead of others, being rude, disrespectful, dishonest, selfish, arrogant, uncaring, mean, destructive to relationships, hurtful, injurious, pessimistic, blaming, bullying, stealing etc.

1. Identifying words of destructive thinking, “Negative Thinking”

- a) I can't help but feel this way
- b) Life isn't fair
- c) Everyone feels like this, negative
- d) Today bad things will happen to me
- e) My life sucks
- f) This is boring
- g) If only...

2. What makes it destructive

- a) A negative thinking view of life, is that nothing good is going to happen even if I try. We become tired of trying and getting nowhere. We feel sorry for ourselves. We tell ourselves that, “if only I was... prettier, stronger, taller, shorter, smarter,... then I wouldn't feel this way. Negative thinking allows the victim to avoid taking responsibility for corrective actions.
- b) Negative thinking creates a pity party. A pity party is a party of one, where we feel sorry for ourselves. We often invite our friends to participate. Our friends will fall into two categories. The first category will be those friends who agree that we are a poor miserable victim who is suffering at the hands of an unfair and unjust world and have the right to stay miserable for a long time. The second category of friends will be those who tell us that when we stop feeling sorry for ourselves, we can call them and start doing things together.

3. Why is this bad for parents and children?

- a) On the surface this thinking appears to make sense, but it keeps the person feeling miserable. In this state we give off negative energy which attracts more negative energy. We begin to think that our friends must feel miserable about life if they are to be our friends. In this state, we stay away from positive thinking people because they are annoying, and obviously don't have the problems we do. We rationalize that if positive people had our life, they would be miserable too.
- b) The problem with a pity party is that we spend our valuable energy on negative poor-me thinking. A pity party consumes time and has no benefit to anyone. During the entire time of the pity party we are miserable. This is not a good use of our time.

4. How to recognize positive thinking

On the other hand, positive thinking chooses to look at life positively, regardless of how bad the situation may seem. It is possible to maintain a positive outlook even when many apparently awful things are happening to us. A positive thinker recognizes that their attitude is independent of the circumstances of their life. If a positive thinker finds himself feeling terrible, he will simply change his focus and look at some of the positive things in his life. Positive thinking is more realistic than negative thinking, because positive thinking will result in positive actions. Negative thinking often results in paralysis and giving up.

5. Words that represent the positive thinking

- a) If I don't like how I'm feeling, I change my focus
- b) I can be fair, even if the world isn't
- c) I look for the good in others
- d) I choose to be positive
- e) I enjoy life more when I think positively

6. Benefits for following the positive path

A person who follows the positive path will have more energy to do positive things, will enjoy their life more, even if their circumstances do not change for the better. The positive person is more likely to find the best solution to their problems. A positive thinker will take responsibility for their actions and will attract other positive thinking people. Negative thinking usually does not result in positive actions and therefore the circumstances producing the negative response are unlikely to change.

7. Role Plays and their use

Here we have pairs role-playing the invitation of the other to a "pity party."  
Practice the Feel, Felt, Found approach to caring for a negative thinking friend.

8. How to encourage the Good Path in parents and in children

It is important for parents to learn not to encourage their children to stay negative. Parents need to realize that they ought not to encourage their child to have a victim mentality or a pity-party outlook on life.

Rather than telling the child to snap out of it though, the parent should be encouraged to help the child see the futility of spending time in negative energy.

9. Blocks to following positive thinking

Negative thinking people believe that life is like this, negative. Negative thinking people see the glass as half empty, just know something bad will happen, and have had enough negative experiences to stop hoping for good. They confuse hoping for good things to happen with their responsibility to choose a positive attitude. Negative thinking people need to learn the difference between realistic outcomes and the importance of a positive attitude.

10. Appropriate Visuals, Posters, The Two-Headed Flashlight



Everything I have seen and heard has convinced me that we humans are like a rechargeable flashlight with two different heads - only one can be energized at one time. The good or positive head radiates life, energy, hope and shines positively on those we meet. The evil or negative head radiates hatred, bitterness, despair, sadness and casts a gloom over others. We can only radiate from one head at a time. We choose which head will radiate. We use our heart (brain) to choose between the two.

The good head radiates positive energy which keeps us excited, happy, enjoying life and optimistic. The evil head radiates sadness, bitterness, pride, selfishness and despair. This gloomy energy can even destroy the positive energy stored in others and in ourselves. As the good head radiates, it produces positive energy which helps us to care for others, achieve goals and attract positive energy from others. This positive energy goes into our rechargeable batteries. It is stored inside us and can be used as positive energy in future activities.

The negative head similarly generates negative energy which attacks and destroys positive energy in others and ourselves. If we live in the negative head we will attract other "negative heads" to ourselves. Their negative energy destroys our reserved positive energy and reinforces our decision to be negative and miserable. Soon we find we have attracted friends just like ourselves; sad, full of hatred and revenge, rightful complainers who are being unjustly treated by others. We share our misery, condemn, complain and criticize the efforts of everyone not in our "group". We become comfortable with this negative position in life because 1) we feel we belong to a group of people like ourselves, 2) we feel we have competence - the skills and the right to complain and condemn others, and 3) we feel powerful as long as we are engaged in active hatred and grudge holding. When these three factors - a feeling of 1) belonging, 2) competence and 3) power - are present in a situation, we become

comfortable and desire to remain in this state a majority of the time. When faced with any type of stress or challenge we will choose the head which is the most comfortable for us.

### **Why is it so hard for some of us to choose the positive head?**

A - Because we might think of ourselves as "negative head" people - positive people could not like us because we are different and we lack the confidence to be positive.

B - Because we might think positive people are different and we could never become one of them because we know too much negative stuff.

C - Because we think that if positive people knew as much as we do they would be negative too.

### **Why should I become a positive head person?**

When you choose to follow your good conscience you will want to set aside your instant pleasure, selfishness and pride. By setting these stumbling blocks aside, you can focus on building relationships, friendly activities and caring for others.

Optimistic and joyful living is far more enjoyable than negative living. You will realize that you are really in control. When we belong to a group of "doers", we find our competence in building relationships, cooperative activities, sharing positive experiences and we enjoy knowing others are successful. We feel powerful as we control and change our circumstances for the better. We believe we control our reactions to daily situations and that we will not accept a "victim mentality" for ourselves.

Just like the negative person is uncomfortable being positive, so the positive person does not feel comfortable in a negative mode.

The choice is yours - do you want to live your life in "negative mode" or "positive mode"? I hope you make a good decision for yourself.



Personal Conflicts do not have to have a winner and a loser, both parties can come out with a solution satisfactory to both.

1. Identifying words of destructive thinking

- a) It's my way or the highway
- b) Who here is on my side?
- c) I can't let you beat me
- d) I am going to beat you... so bad...
- e) I have to win this argument

2. What makes it destructive

When you think that conflicts need to have a winner and a loser then there will be a winner and a loser. Unfortunately, people don't always give up when they lose, so they return to fight again. The battles continue.

Parents can create Win-Lose conflicts with their children by setting rules that the child finds impossible to live with. Parents need to be reasonable and to strive for a win-win relationship when discussing house rules.

3. Why is this bad for parents and children?

Win-Lose thinking is a problem because it focuses on our losses. By counting our losses, which we perceive as greater than the losses of others, the world seems unfair and "it makes" us miserable. In this state we can turn negative, and nothing anyone can say will change our mind. A negative thinking child will continue to disobey parental rules or society rules because they are helpless to do anything to succeed. So, if there is no compromise from their parents, they want to do things their way and get power in opposing their parents.

4. How to recognize positive thinking

The solution is to think Win-Win when facing conflicts. With a win-win approach, both sides arrive at a solution that they can live with. Isn't that what we all want? (For some youth and parents win-win is not an easy concept to adopt)

5. Words that represent the positive thinking

- a) Let's both be happy with the outcome
- b) Mom, how can we meet your concerns for my safety and let me play ball tonight?
- c) There must be a way to solve this
- d) I want to understand your position so we can reach a good outcome.
- e) We can both have a satisfactory solution to this problem, I am sure of it.

6. Benefits for following the positive path

If we can visualize the other person and ourselves in a big circle, instead of on either side of a line, we can begin thinking of solving the problem together. Martial artists compete with each other in a ring, but the first thing they do is to bow to each other as a sign of respect. If we can show our respect to our "opponent" then our opponent is less likely to require our humiliation before a solution.

7. Role Plays and their use

Here the role plays can demonstrate the two positions,

- a) set up two opposing sides using a line in between
- b) opponents within the circle (sides not apparent)

Ask the participants how they felt when they were on the opposite sides of the line, and how they felt inside the circle.

8. How to encourage the Good Path in parents and in children

We encourage parents and youth to see that the win-win circle produces outcomes they can live with. We show them that there will be less hassles with parents and people in authority. We show them that they can feel in control of their conflicts and reduce the frequency of hassles and reduce the severity of their conflicts by using approach.

9. Blocks to following positive thinking

Young people will fear a loss of control. They don't want to offer win-win because they think the other person will get their way and that they will lose.

Young people fear that win-win is the weak position.

Parents fear a loss of control. They don't want to offer a win-win because they think the children will see them as being weak. It is important to show the parents how using the win-win approach will help their children to grow into responsible adults and will reduce the number of conflicts at home.

10. Materials, try using a long rope or extension cord

It is exciting to realize that each of us has a unique purpose here on earth. How do we know that? Do you think the Intelligent Creator, Designer of the Universe would waste his spiritual energy creating us to idly bump into one another. We were designed to be dependent on our parents as we grow larger and smarter. Our parents' and community's role is to help us find our way. Our parents should help us in finding our purpose in life. Purpose is not the same a "career, job." Regardless of your job status, marital status, social status, you are a unique person. No other person has ever been or will ever be just like you.

1. Identifying words of destructive thinking

- a) it doesn't matter if I live or die
- b) I am only one person
- c) I need to look after myself for me
- d) my life doesn't count
- e) no one really cares

2. What makes it destructive?

The perception that one's life does not matter creates the illusion that life has no meaning. Therefore, nothing is worth doing except what gains pleasure and avoids pain. One will seek their own happiness at the expense of others, will break any rules of society, and may commit acts of violence towards others or themselves.

3. Why is this bad for parents and children?

When one believes that their life does not matter it deprives them of the motivation to get things done and to build relationships. They stop looking to find their purpose in life. **You cannot find something you are not looking for.** They will miss the joy of their uniqueness in the world.

4. How to recognize positive thinking

Snowflakes are all unique. There are no two alike. We have been designed by an intelligent and loving creator. Each and every life has unique talents and gifts. We can and should make the world a better place because we have lived in it.

One summer's day, an older man was walking on the seashore. He observed a young boy picking up starfish on the sand and throwing them back into the ocean, one at a time. He asked the boy what he was doing. The boy replied that he was saving the starfish. The old man said there are too many seashores and too many starfish for you to make a difference. The young boy answered as he tossed a starfish into the sea, "I made a difference to this one."

Our purpose is simply to make a positive difference in the lives of those people with whom we interact and to find a way to listen to and talk with our creator.

5. Words that represent the positive thinking

- a) we all need each other
- b) I can make the world a better place, starting with myself
- c) look at the power of a snowflake in an avalanche
- d) I have talents and abilities that I need to develop
- e) God loves me, I am his creation

6. Benefits for following the positive path

The benefit in seeking our purpose is that in seeking we will find. If we can make someone happy, if we can relieve a burden, show someone we care, help someone to follow their dreams, the world will be better because we lived here. We will not find happiness at the expense of others but by caring for others. We will not find happiness looking inside ourselves but rather outside in service, in compassion and in gentleness.

7. Role Plays and their use

Use a role play to compare the lives of twins, separated since birth but living in similar circumstances where one seeks and finds purpose while the other flounders in self-pity and wasteful pursuits. Set a time frame of a few months or years to let the groups develop the characters. Different groups could play a different stages of life, teens, twenties, married, divorced, retirement, old age.

8. How to encourage the Good Path in parents and in children

Help the parents and children to reflect on the excitement of living a life with purpose. Paint for them the thrill of getting up each day knowing that your life has meaning and purpose. Help them to think of people they know who are like this. Ask them which is better, “ To search for and find one’s purpose, or to live a life without purpose.”

9. Blocks to following positive thinking

When parents already believe in God, it will follow that they will accept the concept that lives have purpose. The difficulty is that many have stopped seeking their purpose because of financial hardships, experiencing many abuses and injustices. Some parents, therefore, will feel discouraged about encouraging their children to find a purpose in life, since life for them has been reduced to survival.

10. Appropriate Visuals, Posters, etc.

a) Poster “I am the Only Me”

b) Use examples of famous people like Nelson Mandala, Mother Theresa, who changed the world because they had a purpose, encourage the use of the internet to find more heroes.

In The Kourage Code, we refer to intimidation as the negative use of courage. It requires negative personal energy to threaten others, to put others down, to argue, to steal or to hurt, someone. Intimidation also refers to the posture of becoming “super bitch,” or excessive verbal abuse if one feels insulted.

1. Identifying words of destructive thinking
  - a) do it my way or get out
  - b) I will be your friend, if you do that
  - c) it doesn't matter if I lie to .....
  - d) you are so stupid
  - e) I will beat you if
  - f) everyone steals
  - g) you can't do anything right

2. What makes it destructive

Intimidation means that we have decided that our actions are to get what we want at the expense of others. In our world, others are not equal. We do what we want and we do not have to be fair or honest. In our world, we may hurt others physically in order to be in control. Or we may argue to be verbally superior.

Intimidation destroys the ability for us to have real relationships because we sabotage the relationship through our lying, cheating, stealing, badgering, hitting, etc.

One possible reason that people become intimidators is insecurity. Our insecurity gives us permission to adopt the lowest form of behaviors of others as also right for us. Because some people steal, for example, it becomes right for us to steal. But is it? NO.

3. Why is this bad for parents and children?

Parents who use intimidation, teach their children to intimidate others by their example. Some parents think they are benevolent intimidators, which is okay in their mind. Some parents constantly threatened their children, with consequences that are inappropriate and seldom carried out. The intimidation posture creates a gulf between the child and parent. Parents need to learn to recognize when their language creates intimidation.

Some children learn to intimidate their siblings with or without their parents knowledge. These children then bring this skill to school, where they quickly learn which children they can intimidate and which they cannot. The problem is that intimidation now becomes one of their survival tools. Unless parents and educators address the reasons for intimidation, and awaken the good kid within, the child is unlikely to give up such a powerful tool. Of course they will not learn to be responsible in their relationships with others. Not only will the intimidators continue to intimidate for the rest of their life, they will suffer from having only surface relationships, and many broken ones.

4. How to recognize positive thinking

Real courage respects others as equals. Real courage demonstrates that we are responsible for our own actions. No one can tell us to be unfair or hurtful. Real courage, allows us to choose to be honest, fair, gentle and kind, even when we are right and the other person is not. Real courage means that we try to be more and more responsible for our own actions. Real courage helps us determine who we are inside. Since we do not want to be lied to, or cheated on, or stolen from by others; so, in turn, we have the courage not to do these things to others.

#### 5. Words that represent the positive thinking - Courage

- a) I am upset with what you said, can we talk about this.
- b) I can see we each want to have our own way. Let's talk about this.
- c) Although I disagree with you, I think we can find a solution
- d) I didn't mean to sound like I was threatening you, I'm sorry
- e) We are both equals. I don't want to be mean to you
- f) I am sorry I lost my cool, can we start over?

#### 6. Benefits for following the positive path

The benefits of using real courage include the ability to take responsibility for our own actions. When we disagree with another person, we can do it respectfully without being mean. We can learn to see the value in having positive relationships with other people. In a real relationship, people are not mean to each other or cruel or hurtful or abusive. We will enjoy being with our friends, and with acquaintances, and they will enjoy being with us even though every relationship will have disagreements.

#### 7. Role Plays and their use

The interesting part of the role playing intimidation is that many young people accept intimidation as a way of relating to one another and that it is okay as long as they are not the recipient. And if they are the recipient, then they rationalize that's just the way life is. The role play need to sensitize our young people to the excessive frequency that their peers use intimidation. Examples: taking a pen without asking, taking an MP3 player without asking, butting in line, not letting another speak their ideas, being 'super bitch.'

#### 8. How to encourage the Good Path in parents and in children

Parents, like young people, need to learn the benefits of real courage, and the drawbacks of using intimidation. Some parents will be insecure and will use intimidation with their children. Here, two things have to happen. One, the child needs to learn to recognize the intimidation tactics of his parents; number two, the child needs to learn how to cope and what to say to their parents.

Young people need to focus on becoming more and more responsible for their own actions and to stop trying to dictate the behavior of others. Young people need to focus on becoming the person they are inside and not reacting to the challenges they think are coming from others. When a person becomes responsible for their own actions, and decides on the kind of person they want to be inside, they will use their courage to govern their own actions and will not intimidate others.

#### 9. Blocks to following positive thinking

When our position in our group of friends, appears to be challenged we have the ability to take on a "super-bitch" position. In the super bitch posture we give ourselves permission to be a thousand times ruder than the other person originally was. In our insecurity we overreact, thinking that we are bold and brave. Indeed, some of our lesser friends will cheer us on in this behavior. The super bitch posture has been taught countless times through the media. Many of the quietest, kindest young people are capable of launching into a super bitch tirade of monumental proportions. Sadly, they think it is normal, it feels good, it feels powerful, and they think it is good for them. Our task is to show them how destructive, selfish, weak, and pathetic this negative response is.

#### 10. Appropriate Visuals, Posters, etc.

a) use the five dynamics chart



**Spoken**

To neutralize an advantage; you must both say out loud, how each of you will set aside your advantages.

Possible ways. of setting aside your advantage-  
You might say:

1. I will not hit you
2. I will not tell the police
3. I will not use my friends
4. I want peace.
5. I want to get along
6. I am sorry, I was wrong, please forgive me

**Benefits**

There are many benefits from setting aside *your* advantages:

1. keeps conflicts from getting bigger
2. you will have fewer hassles
3. friends will know they can trust you
4. you will keep more friends
5. your body will be physically safer
6. you will not risk seriously hurting another
7. you will avoid jail

**Respect Solve Peace**

The Kourage Code has a poster that can help to solve. conflicts.

The key words on the poster are  
"respect; solve, peace."

(Show and. discuss )

**Stumbling Blocks**

Key stumbling blocks to solving conflicts:

1. often in the conflict we assume that the other person will not listen to us.( But they will if we approach them with respect and insist on a win-win solution)
2. it is attractive to repay evil with evil
3. we think- we must be- superior- to win  
( in truth we are all equal)

Questions for Discussion

If you could reduce the number of serious conflicts that bothered you, would you like to know how?

What is your good conscience saying to you about conflicts?

Why is it really difficult to set aside, our advantages? ( pride, stress, hurt feelings, want revenge)

Is it necessary to consider the rights of others equal to yours in a conflict?

Can you get lasting peace without respecting the rights of others?

Have you ever been in a stressful situation where you fumbled your words- but later you thought of really smart things you could have said?

Facilitator Note: If you give an example of your own embarrassing moment, it might help your participants to share more of themselves.

## **Objective**

The participant will learn:

\* to recognize their own and other's personal advantages which affect a serious conflict, to set aside their personal advantages to facilitate conflict resolution.

## **Personal Advantages**

Everyone has advantages of their own that they bring to a conflict. These advantages must be equalized in order to have both parties negotiate a peaceful outcome. For a peaceful outcome to last, a win-win solution is required. In the long run it will take less of your time to solve conflicts where both of you are pleased with the solution.

### **We will always have conflicts**

People will always have conflicts with others- from wanting the same toy in grade one, to wanting someone else's boyfriend or girlfriend when they are older. Setting aside your personal advantages is one way to help you solve more conflicts peacefully.

### **Keys to Success**

1. recognize the importance of personal advantages
2. learn to identify the advantages of others and your own
3. learn how to set aside advantages

NOTE: not every conflict needs to talk about setting aside the personal advantages but almost all serious conflicts need to set aside personal advantages.

### **Advantages**

But before you can set aside your advantages, you must learn to identify your advantages.

Some advantages in a conflict

1. one person is stronger
2. one person has a faster mouth
3. one person has more friends
4. one person has more influence
5. one person is a better fighter
6. one person has more family power
7. one person has no fear of consequences

### Why Report?

It is important to report a bullying attempt because:

- \* other victims will realize they are not alone
- \* you cause a record of the event to be put on file
- \* eventually this person's pattern or history of bullying will be exposed.

### Language

If the bully uses crude and vile language, it is not necessary for you to use it back. He/she may be better at it and your lack of meanness will be transparent. Use firm but careful and respectful language. Some of the most powerful language I heard from a Kourage Code participant went like this, "I choose not to live in fear, I choose not to let you tell me what to do. I don't care what you do to me .. I will report you to the police, the principal and my parents. Now you decide if this is worth it." ( refer to the sentences in this lesson)

### Body language

It is important to face a bully, and look him/her in the eyes. Eye contact is both a form of respect and a form of equality. If you keep your eyes down, you show the bully that he/she is more powerful than you are.

When is it appropriate to take a step towards the bully? (Explore this idea and role play situations that the students think of. )By taking the initiative to approach the bully you show him/her that you are not afraid of his physical size or threats. ( Step slowly to avoid appearing as if you are about to attack)

### Deflecting the bully's intent

Rather than respond directly to the bully's demands, it is very surprising for the bully to hear, "Try listening to your good conscience, you will like yourself more." Or simply ignoring the threat and commenting on what a great day it is, is also disconcerting.

### Controlled by force

Many bullies have been beaten themselves by someone at some time and sadly it is often by a parent. Bullies want to control others because they have been controlled by force and fear. Bullies often do not know how to trust other people and make real friends.

### Avoid Praise

Bullies do not like to be praised or flattered. They don't trust it. Tell them you know precisely what they are doing and that you will not be controlled by fear or violence.

### Develop language with students

Have the students review the language guide and work on their own. There may be different kinds of bullies so they will need to develop language for each kind (school, sports team, neighborhood)

Why should you report a bullying attempt?

What can you do if the person you report to does not take it seriously? ( tell the leader teaching this course)

If a person successfully bullies one other person, do you think they will try again to bully someone else. Why? Why not? What words would be effective with a bully. Think in real terms not make believe.

(Here we often get, gutter expressions and bravado- I'd kick his 'ass'. These are not helpful remarks because the bully we are preparing for is one who is stronger)

Let's look at some forms of **body language** that a victim might use with a bully, in silence, and discuss which one's would work the best. ( Leader selects a person to role play a bully and others to show various alternative body language.)

Now let's try some **deflection** comments. ( Select a person to play a bully, but this time have the others deflect the bully's threats)

Do you think bullies know how to have real friends without bullying?

Why would a bully not respond positively to praise?

Let's look at the ideas in the worksheet and see if we can come up with our own powerful sentences.

This unit will address the need for citizens to report crimes for community safety. We compare and contrast the "no-snitchin" view with "reporting is responsible." Our youth receive conflicting messages from society about reporting. Some parents, singers, rappers, and movies promote "no-snitchin." 222-TIPS is designed to help people report crime without appearing as a witness

### **Using the Power Point**

The power point is designed to have each youth describe a situation in which s/he would report a crime to Crime Stoppers using 222-TIPS. We ask that you role play each youth, actually reporting their observed imaginary crime using a real phone call to someone pretending to be the Crime Stoppers operator. Remind them the real CS operator is not and cannot be a police officer. During your discussions, be aware of the youth's need to appear bold and part of the perceived norms of their community. Example: Saying aloud I would not report because I am not a snitch, when their real feeling inside is that they want to report but fear being rejected.

**The following information is intended to help the facilitator to have a clearer understanding of the factors around reporting, before conducting this Power Point lesson. |**

### **"Snitches Get Stitches"**

We quote below from the research "Snitches Get Stitches" and recommend that you look up the complete article online if you wish further information.

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(Page 3 Introduction)

The study described in "Snitches Get Stitches": Youth, Gangs, and Witness

Intimidation in Massachusetts aimed to increase knowledge and understanding of

(a) the critical factors that deter youth witnesses from reporting gang crimes and testifying against perpetrators, and

(b) the kinds of policies and programs that can encourage victim and witness cooperation. In particular, this project sought to gather data about factors that influence youths' decisions to cooperate in the criminal justice process and the extent and nature of intimidation in their communities after crimes occur.

**Community norms against "snitching" are strong, but youth were still willing to report crimes under certain circumstances.**

The most common reasons youth gave for not reporting crime were that it wasn't their concern or they did not want to be seen as a snitch, while they most often attributed their peers' non-reporting to fear of being beaten up or killed. Interviews made clear that being labeled a snitch carries a price, not just of potential violence, but of ostracism by neighbors and peers. Youth also gave reasons they deemed valid for reporting crime and breaking the "no-snitching" code, most notably when an injured victim needed help or when the crime was directed against themselves or their family members.

In most cases, if youth felt there was a low likelihood of retaliation (e.g., if the perpetrators had no way of knowing who had reported them), they would be willing to report crime.

### Objectives

The participant will learn:

- \* anger is a natural reaction that provides energy
- \* anger control is a choice
- \* that we do not "lose our temper", we choose to set aside our self-control
- \* old hurts may be causing over-reactions

### Anger Control

Anger control is a choice. Anger is a natural, and basic survival reaction based on our perception of the world, that something is not as we thought it should be or that our power/safety has been endangered.

Anger is a primary reaction to a situation that has affected our life. Anger tells us something needs our attention right away and gives us energy to deal with it. Anger is a primary response to a change in our world, while the ideas of getting mad or happy are secondary feelings.

### Feelings

Feelings are very important. We must learn to recognize and identify by name, all of our feelings. We suggest you explore the names of different feeling with your participants to enlarge their awareness.

### Lost my Temper

All of us get angry, but we do not all lose our tempers. Some people think losing their temper or losing control is acceptable. In The Kourage Code we believe that losing control is following our evil thinking, because we are putting ourselves ahead of others.

We are not really "losing" our temper we are in fact "choosing" to set aside our self control. While we are ranting and raving, we are not fixing our own feelings.

### Questions for Discussion

Have you ever been told not to get angry?

Do you think anger is a good thing or a bad thing?

Why do you get angry?  
(Write list of ideas on the board)

Which feelings get hurt when you get angry?

In groups of 4, share a definition for each feeling discussed.

(everyone needs to know their feelings and how to deal with each.)

Once you have completed that, then ask the participants to share ways they could handle each hurt feeling in the future.

Do you know anyone who rarely loses their temper?

Do you think "losing control" is OK? When? Why? Why not?

### **Need to focus energy**

Most of us do not have time to listen to others carry on as spoiled children.

People lose friends and people lose jobs, if they continue to set aside their self control.

Anger may produce a lot of adrenalin in our body. Our heart beat rate speeds up, Our senses become more aware. We are ready for a fight or to flee from danger. Some of us may not want to waste this extra energy and we would welcome a fight with someone. This negative approach has become our comfort zone response. We need to channel this energy into choosing to act responsibly and to fix our own feelings. This approach will take much effort, practice and desire.

(The leader may opt to use this type of approach with needy students. I have found it successful in working with those who over react and act out.)

### **Old Hurts**

If you find your anger gets out of control easily you may be carrying an old pain from the past. Some of this pain may be caused by parents-leaving home or fighting or being drunk, being rejected, maybe physical or emotional abuse.

Some pain may be caused by relatives or friends or disasters in our lives. These types of pain hurt us to the very depth of our being and we carry the pain like an infected arrow that remains in our skin. You may think you are over the pain because you have buried it and you don't often think about it, but I have found that you need to deal with it with a trained counselor and forgive the person before the hurt can go away.

### **Questions**

Do you ever say, " I lost my temper."?

What do you mean by that?

Is yelling at others helping you solve the problem?

If so, how?

Does yelling at others add to the problem?

Do you like it when your friends lose their temper?

Do you like people to yell at you?

Do you feel the adrenalin when you get angry?

What do you do with all that energy?

What do you plan to do the next time you get angry?

**In this further look at anger we break out anger into five, simple to understand levels.**

Youth can deal with their anger better if they understand how it works on them and how they can control their thinking about it. This awareness helps bullies to understand the turmoil that can arise in them.

1. Five levels of anger we are using

1. Offended - Some negative energy towards
2. Resentful - Much negative energy towards
3. Hating - Negative thoughts / words
4. Mad - Choosing to be out of control
5. Rage - "Losing It"

2. Why is anger destructive?

Anger in any of its forms is destructive to relationships and distracts one's energy away from doing good things to further one's life.

3. Why is continuing to be angry bad for us?

Continuing to be angry is a trap that takes away our positive progress in life and wastes our energy and time. The trap we want to help our youth avoid is thinking that being angry is a powerful activity which makes them superior to others.

4. How to recognize what is happening when we get angry.

For each level of anger, invite youth to reflect on the following questions.

- Share types of actions, words, or triggers that irritate you.
- Why are you \_\_\_\_\_ ?
- Was it intended to hurt you?
- Is it a good use of your energy and focus?
- Will being resentful change the other person?
- What happens to your relationship while you are being resentful?



Well-meaning adults have created some of the violence and misery for children by saying, “Don’t say mean things to other children because you can hurt their feelings.”

This approach produces two terrible results:

1. The child believes that the words of others will actually hurt their feelings,
2. The child thinks, “If I want to hurt someone, I just have to say mean things about or to them.”

1. Identifying words of destructive thinking

- a) He hurt my feelings
- b) She made me feel worthless
- c) I hate her for what she said
- d) I can never forgive you for saying that
- e) You don’t know how much those words hurt me

2. What makes it destructive?

The concept that someone can hurt your feelings, becomes a self-fulfilling prophecy. We have heard it so often that we believe it without questioning. This concept however is a lie, because people can learn to refuse to allow mean words to bother them. There will be adults who will have trouble with this concept because they have lived their life with hurt feelings.

None of us like to be insulted, put down, made to feel insignificant or lied about. Often, when we receive a put down, our first reaction is to put down the other person. Somehow, we think this is a way to defend ourselves. Somehow, we think that the other person will stop because we have put them down as well. In reality however, the put down payback simply increases in intensity and frequency.

3. Why is this bad for parents and children?

Should parents and children expect to go through life without anyone saying a mean thing towards them. Is everything that someone says about us true? If it is true does it make any difference if they are saying it? If it is a lie, then the truth will come out and they’ll be shown to be wrong. For words to hurt us we must give them permission to enter into our mind and heart and we must put our focus on them. These are two separate steps. As individuals in control of our minds, we do not have to allow the words of another to either enter into our world of importance or be the focus of our attention.

If a person, insults us in the words of another language, the insult means nothing to us. We may know the person was being mean, but their meanness was neither registered nor became a focus for us.

If a person, who we know is upset with other people, insults us, we can ignore it because we know that they are more upset with other people than us. We realize that we do not have to become upset.

If a person, insults us on purpose, we know that these words represent the meanness they have inside. We either deserve this mean treatment or we do not. In the person’s mind, he believes that the best way for him to find happiness and to express himself is to insult us. This is his choice in life. We do not have to agree with his choice. The reality however, is that the person has said the words. We cannot expect to go through life without people saying mean and rude things to us. Sometimes they will be deserved, other times these insults will be terrible injustices to us. In either case, we have the power to choose to either ignore or refuse to focus our attention on the words.

4. How to recognize positive thinking When we look at insults through our positive thinking, we realize that we cannot stop someone from thinking something, nor can we stop someone from saying something.

Being rude back to someone who has insulted us, will not change their thinking nor will it stop them from insulting us in the future.

Where do mean insults come from? People who are upset with their own life, who are negative, who are jealous, who are selfish, who are unhappy will generate the most mean comments. Just as good smells come from flowers and bad smells from rotten garbage. Good words come from good souls and bad words from rotting souls. Our choice then is whether or not to let an unhappy person make us miserable. Life is too short to spend time being miserable so it makes no sense to let the words of an unhappy person make us miserable.

We have probably said to our friends, don't listen to her, she is just trying to be mean. This is good thinking. On the other hand we have probably heard people say, "Don't let him talk to you like that, 'diss' (say disrespectful things) him back." This is evil thinking because it creates importance for the mean words and tells us to focus our personal energy on feeling miserable and getting even.

It is illogical to think that you can get even for a comment that has been made. Even if the person apologizes, the words have been said. If you say a very mean thing about the other person, it will not erase the words you have heard. So it is useless to say mean things back or to try to get even. In fact, the only intelligent option is to refuse to allow the words of another to upset you.

#### 5. Words that represent the positive thinking

- a) I know you are just trying to be mean
- b) I know I can't stop you from thinking something, but I disagree with you
- c) I'm sorry you feel being mean is how you have to relate
- d) I'm having a good day, your words won't change that
- e) My focus is my reality. I will not focus on those words.

#### 6. Benefits for following the positive path

By learning to correctly position and deflect the mean intentions of others, we will spend more time being happy, we will have fewer wasted arguments, prevent conflicts and violence, and enjoy a peaceful spirit.

#### 7. Role Plays and their use

Use the role play to reveal how the evil thinking promotes "hurt feelings" while the good conscience explains the mean motivation of others.

#### 8. How to encourage the Good Path in parents and in children

For children, use the bucket of water exercise explained in the following page.

For parents, focus on the logic of this lesson, because it is opposite to what many of them think to be true.

#### 9. Blocks to following positive thinking

For parents, the major stumbling block may be the many years they have lived with this false belief. It may be useful to have the parents who can see the difference help to explain it to the other parents.

For children, it will be difficult for them to change because their parents will keep saying that people hurt their feelings and because their peers will tell them that you can't let other people 'diss' you.

#### 10. Activity: Bucket, Water, Rocks Activity

Objective: To teach students to develop a personal strategy to cope with name calling.

Timing: From 30 minutes to 60 minutes

Materials: Bucket with water, small rocks, waterproof marker, table, chair, towel, chalkboard, chalk, safety glasses

Name Calling: Area of Fit- Learning Skills, Report card, Choices into action, Guidance

L Write poem on board or overhead. Have everyone read aloud, "Let's all read this together."

then ask, "Is this true?" (Record number who say true. Compare at end of lesson for assessment)

"Sticks and stones will break my bones but names will never hurt me."

2. Say, "Think of some names that students call each other, that they say to be mean. I will write them on the board." Write these names on board.

3. Say, "What are the reasons students call others names?" Write the reasons on the board.

4. Say, "In partners, I want you to tell the other person that you are going to give them a wildly extravagant gift, like cars, sailing boats, trips etc. and describe the gift in enough detail to convince them of your sincerity. Both partners are to take turns doing this."

5. Say, "Put your hand up if you believe that your partner will actually give you that gift."

"Will you spend more time today waiting for this gift to arrive?"

"Will you tell your friends about this coming gift?"

The answers will be no, (except for the fooling boys who have to talk about the cars)

6. Say, "What was your response to the extravagant offer?" Field many responses.

7. Say, "If you ignore an expensive, valuable, free gift, why are you so willing to believe, or accept the negative, worthless name calling?"

8. Bucket Lesson A) How to reposition the intent to hurt our feelings.

Sit one student, a pre-arranged volunteer, at a desk with a bucket of water in front of their face.

Write the names of insults on the rocks with a permanent marker. Put towel around the shoulders.

Have different students drop in rocks so that the water will splash the face of the student. Do this

3 or more times. Say, "How can (the student) prevent the water from hitting his face?" One correct answer: 'Put his hands up to deflect the water.' Later link this physical protection with a

mental strategy that can protect feelings from meanly intentioned words. Some students may want

to use their hands in a symbolic gesture of hands deflecting the splash (mean names). Eg.

Linked

thumbs, 'Talk to the hand- I'm not listening', holding the thumb and baby finger to make the sign

for water 'W'. Say, "Let's create a hand motion that helps us to refuse or deflect the mean words."

9. Bucket Lesson B) How to avoid getting more upset

Arrange for the student to take the stones out of the water and drop them in himself over and

over while saying, "He called me -----." Say, "What is happening here?" ... ; Yes he is getting

wetter and more upset, is this a good thing for him to be doing?"

Say: "Insults are like stones thrown in the water near us. We can either let them alone to stay at

the bottom or we can keep bringing them out again and throw them in ourselves, splashing us and

making us wetter, and more upset."

10. Say, "Let's read the poem again .... How many of you can honestly say that you have learned

a better way to handle being called a bad name either by using your hand motion or refusing to

throw the stone in over and over." Say, "Now, is this poem true or false?" Record # Trues

The Kourage Code©

Well-meaning adults have created some of the violence and misery for children by saying, “Don’t say mean things to other children because you can hurt their feelings.”

This approach produces two terrible results:

1. The child believes that the words of others will actually hurt their feelings,
2. The child thinks, “If I want to hurt someone, I just have to say mean things about or to them.”

1. Identifying words of destructive thinking

- a) He hurt my feelings
- b) She made me feel worthless
- c) I hate her for what she said
- d) I can never forgive you for saying that
- e) You don’t know how much those words hurt me

2. What makes it destructive?

The concept that someone can hurt your feelings, becomes a self-fulfilling prophecy. We have heard it so often that we believe it without questioning. This concept however is a lie, because people can learn to refuse to allow mean words to bother them. There will be adults who will have trouble with this concept because they have lived their life with hurt feelings.

None of us like to be insulted, put down, made to feel insignificant or lied about. Often, when we receive a put down, our first reaction is to put down the other person. Somehow, we think this is a way to defend ourselves. Somehow, we think that the other person will stop because we have put them down as well. In reality however, the put down payback simply increases in intensity and frequency.

3. Why is this bad for parents and children?

Should parents and children expect to go through life without anyone saying a mean thing towards them. Is everything that someone says about us true? If it is true does it make any difference if they are saying it? If it is a lie, then the truth will come out and they’ll be shown to be wrong. For words to hurt us we must give them permission to enter into our mind and heart and we must put our focus on them. These are two separate steps. As individuals in control of our minds, we do not have to allow the words of another to either enter into our world of importance or be the focus of our attention.

If a person, insults us in the words of another language, the insult means nothing to us. We may know the person was being mean, but their meanness was neither registered nor became a focus for us.

If a person, who we know is upset with other people, insults us, we can ignore it because we know that they are more upset with other people than us. We realize that we do not have to become upset.

If a person, insults us on purpose, we know that these words represent the meanness they have inside. We either deserve this mean treatment or we do not. In the person’s mind, he believes that the best way for him to find happiness and to express himself is to insult us. This is his choice in life. We do not have to agree with his choice. The reality however, is that the person has said the words. We cannot expect to go through life without people saying mean and rude things to us. Sometimes they will be deserved, other times these insults will be terrible injustices to us. In either case, we have the power to choose to either ignore or refuse to focus our attention on the words.

4. How to recognize positive thinking When we look at insults through our positive thinking, we realize that we cannot stop someone from thinking something, nor can we stop someone from saying something.



Being rude back to someone who has insulted us, will not change their thinking nor will it stop them from insulting us in the future.

Where do mean insults come from? People who are upset with their own life, who are negative, who are jealous, who are selfish, who are unhappy will generate the most mean comments. Just as good smells come from flowers and bad smells from rotten garbage. Good words come from good souls and bad words from rotting souls. Our choice then is whether or not to let an unhappy person make us miserable. Life is too short to spend time being miserable so it makes no sense to let the words of an unhappy person make us miserable.

We have probably said to our friends, don't listen to her, she is just trying to be mean. This is good thinking. On the other hand we have probably heard people say, "Don't let him talk to you like that, 'diss' (say disrespectful things) him back." This is evil thinking because it creates importance for the mean words and tells us to focus our personal energy on feeling miserable and getting even.

It is illogical to think that you can get even for a comment that has been made. Even if the person apologizes, the words have been said. If you say a very mean thing about the other person, it will not erase the words you have heard. So it is useless to say mean things back or to try to get even. In fact, the only intelligent option is to refuse to allow the words of another to upset you.

#### 5. Words that represent the positive thinking

- a) I know you are just trying to be mean
- b) I know I can't stop you from thinking something, but I disagree with you
- c) I'm sorry you feel being mean is how you have to relate
- d) I'm having a good day, your words won't change that
- e) My focus is my reality. I will not focus on those words.

#### 6. Benefits for following the positive path

By learning to correctly position and deflect the mean intentions of others, we will spend more time being happy, we will have fewer wasted arguments, prevent conflicts and violence, and enjoy a peaceful spirit.

#### 7. Role Plays and their use

Use the role play to reveal how the evil thinking promotes "hurt feelings" while the good conscience explains the mean motivation of others.

#### 8. How to encourage the Good Path in parents and in children

For children, use the bucket of water exercise explained in the following page.

For parents, focus on the logic of this lesson, because it is opposite to what many of them think to be true.

#### 9. Blocks to following positive thinking

For parents, the major stumbling block may be the many years they have lived with this false belief. It may be useful to have the parents who can see the difference help to explain it to the other parents.

For children, it will be difficult for them to change because their parents will keep saying that people hurt their feelings and because their peers will tell them that you can't let other people 'diss' you.

10. Activity: Bucket, Water, Rocks Activity

What is Hate vs. Love as found in The Kourage Code©

Hate is focusing our negative energy to wish death, destruction or alienation on another person.

Love is focusing our positive energy to wish life, health, happiness and brotherhood on another person.

### 1. Identifying words of destructive thinking

- a) I wish you were dead
- b) I can't stand him
- c) I vote you off the island
- d) I never want to see you again
- e) unless you ... I won't talk with you again
- f) I will never forgive you

### 2. What makes Hate destructive?

Most of us have experienced pain from an injustice, caused by someone else, and our reaction is to hate the other person. We want them to feel the pain that we felt. We feel that we need to get even. We feel we need to protect ourselves by hating that person. We often enlist the help of others to focus their hatred on our target.

Hate steals our energy which we could have used for some good things. Hate requires a daily amount of energy expended towards it to keep the hatred alive. Hatred uses up our energy and does nothing to the other person. Hatred keeps us hurting on the inside, while the other person is not suffering at all. No amount of hate can even up the pain that we have felt. Hatred cannot take away our past pain and cannot erase the fact that something awful happened. What is done in the past is done. Hate is like killing someone. Inside, we wish they were dead.

However, it is not our right to kill someone.

Hating someone is to live in the past. Hating eats away at the person doing the hating. To hate someone for a long period of time makes us a slave to our hatred. While we are hating, we are not rebuilding a relationship or making a new one. While we are hating we are using precious energy that we could be using to experience positive joy in the world.

Hating is giving control of our energy to another person who probably does not care nor is hurt by it. In order to hate effectively, we have to constantly remember and think about the other person, and remind ourselves of the injustice. This is a complete waste of our energy. What is done is done. Hating another person sucks the life out of us, and robs us of our joy. Our task as care givers is to help our young people see the truth about hating.

### 3. Why is this bad for parents and children?

When children hate their parents, they do things they think will hurt their parents. More often than not the actions of the children create negative consequences and wreck the relationship they had with their parents.

Hatred among siblings stops the joy of having brothers and sisters.

When children hate their teachers, they may stop doing homework, may stop studying and may stop paying attention in class, but all they are doing is hurting themselves.

If we hit our friends over an injustice, we eventually will have no friends. Often, the injustices we experience may be imagined, and a heart-to-heart conversation with a friend would eliminate the perception of the problem.



## Hate is Easy /Not Healthy

### **How to recognize Positive thinking**

The opposite of hating is loving. We all have some understanding of love, but real love, allows the other person to be themselves, even if it is hurtful to us. Real love recognizes that other people will do things that hurt us, either intentionally or unintentionally. Real love can forgive both motivations. Real love uses our positive energy, unconditionally. Unconditional, real love means that no matter how many times we are hurt by another person, we still want what is best for them. Unconditional real love means that the other person's happiness is still equal to our own. Unconditional real love takes less and less energy as we grow into it.

#### 5. Words that represent positive thinking. (have youth give scenarios for these)

- a) I forgive you, even if you don't ask forgiveness
- b) I am sorry
- c) I would like you to know, I felt betrayed when you did that, but I am getting over it
- d) I know you didn't mean to be that way
- e) I know you meant to hurt me, but I would have done the same. I forgive you

#### 6. Benefits for following the positive path

Unconditional real love creates a peaceful place for our soul. In this peaceful place, we become immune to the intentional and unintentional injustices of others. Our world is based on our continuous stream of love towards others. Therefore, we will no longer react to every insult and injustice with negative energy. Rather, others will feel acceptance and understanding in our presence. We will have learned to absorb the pains of living and to focus our positive energy on caring for others.

#### 7. Role Plays and their use

Have the young people explore their need for retaliation, their need to get even, their need to produce pain in others. In small groups have them discuss why they believe hatred seems to be powerful and why this is an illusion. Then, have them discuss unconditional real love, and how it might be a better way to survive. Then, have them share with the rest of the class their findings. Use the internet to find examples of real love.

#### 8. How to encourage the Good Path in parents and in children

Parents will need to demonstrate forgiveness of others in front of their children, Parents need to learn that hate is not powerful but a life-sucking trap.

This lesson becomes more difficult for children of parents who hate, but not impossible. Children need to make up their own mind about the difference between loving and hating. As care givers, we need to help parents and young people avoid the hatred trap and to learn the benefits of unconditional love.

#### 9. Blocks to following positive thinking

When we experience pain, our automatic reaction is to lash out and inflict pain in the other person. It takes considerable personal power and growth to forgive and absorb the pain into our being. One's being has to be secure enough and large enough to absorb pain. Small minded

people find hatred to be powerful and loving to be wimpy. If you are having trouble teaching someone to stop hating, the answer may be found in helping them grow in the understanding of themselves and others.

**Objective:** To demonstrate how the emotional brain processes events.  
When the participant realizes how much energy the brain uses to hold onto old hurts, s/he may be motivated to forgive, let go, and or seek counseling to free up more energy.

**Timing:** About 10 - 20 minutes, then discussion

**Materials:** 35 or more small balls (about 3 inches in diameter work well, or bean bags, or other items that are easy to catch)  
(You will need 3 times more balls than participants)  
Chairs for each participant, Chalkboard, white board or newsprint, markers

Area of Program Fit- Learning Skills, Choices into Action, Guidance,

1. Draw on the board a large circle, but don't make the ends meet. (It looks like a "c" with the ends closer) Print on the board; limbic, emotional brain, labeler, negative = keep catching the ball yourself, positive = set the ball down behind you on the chair. (These are words you will use in the demonstration.)

2. Then draw small circles just inside the circle, one for each participant (and their chair) touching the line; write in their names. (Participants are more likely to stay in their position if it is on the board.)

3. Facilitator's Words:

Let's name 30, 40 or more life events such as- winning an important game, finding a 'toonie,' being pushed by a peer, getting a good mark on an exam, being insulted, not invited to a party you wanted to go to, (any event that happens to you) Write them on the board or a pad.

4. Facilitator's Words:

Today we are going to create an emotional brain using ourselves, some balls and some chairs. We will demonstrate to ourselves what goes on inside our head. I will need your complete cooperation and undivided attention for about 15 minutes. Do I have your commitment? Look at me and nod or say yes. (Look at each participant, smile)

5. Facilitator's Words:

When I am finished talking, move yourselves and your chair to the location represented by the drawing on the board, then sit on your chair and listen.

6. Facilitator's Words:

(Choose one of the participants sitting closest to the opening) \_\_\_\_\_ will be the labeler of our emotional brain. I will hand him one ball at a time, which will represent one the events that we wrote on the board. S/he will label it as a negative, very negative, neutral or positive event. S/he may label a neutral event as negative

even when it is really neither, example: it rained on him/her. She may interpret tiny negative events as hugely negative, example: he bumped into me, she gave me a dirty look.



#### 7. Facilitator's Words:

(To all participants) Please stand up in front of your chairs. After labeling each event, \_\_\_\_\_ will toss the ball gently to one of you in our circle. Upon receiving a good or neutral ball, place it on the chair behind you. Upon receiving a negative ball (event) you are to toss it up about a foot or two and catch it again continually, like this (toss and catch the ball yourself).

#### 8. Facilitators Words:

Observe what is happening, many of you are busy catching a ball and only a few are available to get new ones. What do you think is going on in your brain at this time? (Possible answers- frustrated, annoyed, getting impatient with life and others)

Let's keep going and see if your ideas are working.

Look around every one, you are all busy juggling a ball. There are no more receivers for events. What do you think our labeler is going to do when the next life event happens? Who can guess what we call this state of mind, or emotional state? (overwhelmed, frazzled, stressed out, upset, distressed, troubled) In this emotional state we don't want to try anything new, see anyone, set any goals, nor make new friends. Sometimes we just go to sleep. Sometimes we turn to alcohol, drugs, escape activities, skip school, drop out of school, quit jobs etc.

Everything that we face is too much to handle, (no place to put the event) so we shut down our real self, anticipate every future event will be too much (even if it were to be a good event, eg. a lonely person refusing an invite to a party she expects would be fun, if her life weren't so messed up, so there is no point in attending)

Please sit down in your chairs and I will collect the balls. Thanks.

What message will \_\_\_\_\_ our labeler send to the brain when it is in this state? (stop, no more events, I can't handle anymore- positive or negative.

Do you think there is any way out of this situation? Is our person hopeless?

Where will our person get the strength to carry on? Please share your ideas. There are no wrong answers.

(Ideas: choosing to be positive, talking with a friend or counselor, learning to forgive, choosing a positive activity that brings enjoyment)

How do you see life differently after seeing this demonstration of your emotional brain?

Blaming others is a trap that prevents us from taking responsibility for our own behavior and personal growth. Blaming appears to be a legitimate response from us to the errors of others, but it is not.

### 1. Identifying words of destructive thinking

- a) I am miserable because of what ..... did
- b) If .....had done his part, I wouldn't be in this mess
- c) You were rude first, so I will be ruder
- d) If my parents weren't so mean, I would be happier
- e) I don't have to listen to you
- f) I can interrupt if I want, you are boring

### 2. What makes it destructive?

Blaming others is a serious illness that can inhibit our growth emotionally. Blaming lets us avoid taking responsibility for our behavior and allows us to disrespect other people.

Let's see what blaming looks like-

Rude: when someone is rude to you, you can be ruder, because they started it.

Criticizing: you are free to find fault with others without having to do anything yourself

Disrupting: you are free to disrupt friends or classes if you want to talk to someone because you find it boring, and your needs come first before all the others

Fighting: if the other person deserves a beating, you just have to give it to them

If we say that another person "deserves to be miserable" because of what they said or did, we are saying the other person is not equal to us. If they are equal to us, we could forgive and work things out with them. We are all capable of doing bad and mean things and we all need others to forgive us.

### 3. Why is this bad for parents and children?

Some parents blame their bosses, the government, other folks for their situation. Parents need to learn to stop doing this in front of the children. Parents need to stop blaming their children for behavior which is normal children behavior. Parents need to guide their children to be respectful and responsible and not to allow them to pass off their responsibilities because of the behavior of other people.

### 4. How to recognize positive thinking

The behavior of others does not cause us to behave in a certain way. If we observe good behavior we do not run out and do good things. just as if we observe bad behavior in others we do not run out and do those bad things. If someone is rude to us, we do not have to be rude in return. If we hope to solve a problem with another person, two very rude people are less likely to get a solution than if one is respectful and kind.

It is so easy to criticize others: appearance, weight, style etc. to make yourself feel superior. As a society we need to learn to stop comparing ourselves to others because the behavior of others or the look of others does not make us a greater or lesser person. Criticizing others is a cowardly way of making small talk with another person. Criticizing others stops us from having relationship with that person. Disrupting a class or group of people, places our need to talk above the rights of all the others. Our excuse is to say someone or the teacher is boring, so

(CONTINUED)we can do whatever we want. If we are participating 100% in our mind, we will be trying to help the class and the teacher get the most out of this time together so much so that we will not be bored nor interrupting.

5. Words that represent the positive thinking

- a) John just did what he thought was best
- b) no matter how rude someone is to me I will not be ruder back
- c) Nobody's perfect
- d) I don't criticize other people's appearance or style
- e) I'm working on becoming the best I can be, I don't have time to criticize others

6. Benefits for following the positive path

If we stop blaming others we can focus on being responsible for our own growth, (which will take all of our life-time, so we should not waste time.)

If we choose to stop being rude to others, no matter how rude they are to us, we will enjoy other people more. If we can stop criticizing the efforts of others, and focus on creating our own efforts we will improve ourselves. If we can see the value in cooperation we will stop disrupting our groups of friends or our classes. If we can understand others as well as ourselves we can forgive them without having to beat them up.

7. Role Plays and their use

After discussing these concepts, assign to different groups, the topics of rudeness, criticizing, disrupting, fighting. Use the role-play method in which there is a good conscience and an evil thinking role to convey these points of view.

8. How to encourage the Good Path in parents and in children

Make sure parents and children understand how easy it is to blame others and avoid real growth. Get both parents and children to role play within their own groups, how to stop blaming and accept growth.

9. Blocks to following positive thinking

Our society encourages a "victim" mentality. Recall the lady who bought a cup of coffee at a drive thru window, placed it between her legs, it spilled: and she successfully sued the coffee company, because it burned her legs! (Over a million dollars) We have a big job to do on this one. It may take a number of sessions to get the concept across in all areas but it is worth it. The younger the children, the fewer blaming habits they will have developed. The key to reducing blaming is to encourage a passion for personal growth.

10. Appropriate Visuals, Posters, etc.

Disrespecting authority occurs when a (young) person does the opposite of the behavior needed for cooperation with a parent, teacher, adult, or police officer.

1. Identifying words of destructive thinking

- a) you are not my boss
- b) I don't have to listen to you
- c) you can't make me do that
- d) you can't tell me what to do
- e) I don't have to do what everybody else does

2. What makes it destructive?

Every society has people in authority who have certain responsibilities for other people. Parents have the responsibility to raise children, teachers have a responsibility to teach children and police have the responsibility to protect everyone. Whenever a child chooses not to cooperate with authorities, he or she is preventing the positive benefits that should be available in this situation.

3. Why is this bad for parents and children?

When children disobey their parents, they not only put themselves at risk, but break the trust between parent and child. Instead of growing closer in their relationship, the disobedient child feels separation from their parent. The more acting out by the child the more alone he or she feels.

When children disobey teachers, they disrupt the learning for other students, they stop their own learning and waste valuable time for themselves, the other students, and the teachers.

When children disobey police officers, they waste valuable time for themselves and the officers, and destroy the positive relationships that could have been developed.

4. How to recognize positive thinking

A responsible young person recognizes that it is their place to cooperate with parents, teachers, police. Positive thinking sees that the roles of each of us are clear, and that cooperation is the best way to survive. When we argue and resist authority we demonstrate our immaturity and insecurity. Secure children are happy to cooperate because they see that the parents, teachers and police are there to give them a better life. Insecure children resist authority because they are unhappy inside. Insecure children feel the need to prove to themselves that they have power. Since adults have power, they reason that to resist adults must show that they have power. Unfortunately, disrespect to adults usually causes one's freedom and personal power to be reduced. This position sets up an ongoing battle between the insecure child and adults.

Opposition to authority becomes a child's way of coping with the world. The reason it is so difficult to change the young person is that the child does not want to cooperate with adults because he thinks it makes him weak. Only by cooperating with adults will a child learn that it's OK to cooperate with adults. So the child shuts off this option. The Kourage Code approach helps the young person to see that their disrespect for authority is really a symptom of their insecurity and need for power.



5. Words that represent the positive thinking

- a) I follow the rules because the rules keep us safe
- b) I cooperate with my parents because I know they care
- c) I cooperate with my teachers because I want to learn
- d) I cooperate with the police because they are there to protect me
- e) I feel secure inside myself

6. Benefits for following the positive path

Young people who cooperate with adults and show respect enjoy life more, have more energy, see how they fit into the world in a positive way, have fewer hassles and learn more.

7. Role Plays and their use

Use role plays to show what goes on in the mind of the adult who is dealing with a disrespectful child, youth, or teen.

8. How to encourage the Good Path in parents and in children

Some parents verbally abuse their children which creates a lack of mutual respect. It is important to help parents use positive language with their children, and to set reasonable limits and expectations or behavior.

9. Blocks to following positive thinking

Some children have spent their whole life resisting authority. It has become a habit and a comfortable way of relating. It appeals to the child because it helps them to avoid responsibility, learning, and maturing. Opposition to authority gives the illusion of power to the child. It is important to talk to the child during a quiet time and not just after he or she has acted out.

Young people who have been abused by adults in the past, find themselves continually resisting authority. These young people need to be helped to see how these old hurts are stopping them from having a positive relationship with the adults around them.

10. Appropriate Visuals, Posters, etc.



Despair represents a negative vision. The positive side of despair is hope.

### **1. Identifying words of destructive thinking**

- a) nothing I do turns out
- b) why bother
- c) my life is out of my control
- d) I never get a break
- e) this is boring
- f) setting goals is useless
- g) my future sucks

### **2. What makes it destructive**

Despair is a state of mind that tricks us into believing that any present efforts will end in failure, thereby promoting a poor me, do nothing approach to life. Despair represents a negative vision. The positive side of despair is hope. Hope provides energy and direction, which motivate us to take action. Only by taking action, will we begin to control our life and to change our circumstances for the better. The person who despairs, will waste their personal energy on complaining about their circumstances and worrying about the terrible things that will happen to them. Continued despair and its state of inaction, creates a downward spiral in which the despairing mind will undoubtedly experience some of the difficulties that were once mere worries.

### **3. Why is this bad for parents and children?**

If parents don't realize that their children are in despair, they may try to put pressure on the child to perform. This external pressure, simply creates more worry for the child, who expects to fail and disappoint his parents.

For the child in despair, he or she is doing nothing at the most critical time of their life. Childhood is a time for hope and for using one's energy to try new things and discover the gifts and talents that are within. A child in despair does not want to think about the future, nor do anything about it. A child in despair will not want to set goals even when given the opportunity. A child in despair will adopt the role of a victim. A child in despair, often looks for injustices around him and begins to identify other people as the enemy.

### **4. How to recognize positive thinking and move out of despair.**

It is possible to "feel hopeless" yet choose to embrace Hope as one's attitude. When a child starts to set goals for the future, even if they're only for one day in the future, then hope is growing.

### **5. Words that represent the positive thinking**

- a) I don't know the future but I'll try my best
- b) I can control this one thing and I will
- c) Maybe I'll like it, if I try it
- d) I am responsible for my future
- e) If I do nothing, I will get nothing
- f) My life is valuable, I don't want to waste it

### **6. Benefits for following the positive path**

We all act to either bring pleasure to ourselves or to avoid pain. By choosing hope we anticipate more pleasure in our lives, and therefore do more actions which will bring us more pleasure. Choosing to hope means that we are deciding to put our personal energy into a positive activity, even if we “feel” hopeless.

### **7. Role Plays and their use**

After you have discussed these concepts with young people, you could have them role-play the self talk necessary to move one from despair to hope.

You could explore the effect of one hopeful person in a group of four versus three hopeful people in a group of four.

In pairs young people can take turns acting the role of hopeless or hopeful. Using these approaches will make sure that they understand the concepts and the language that represents each.

### **8. How to encourage the Good Path in parents and in children**

Parents need to see when their child’s apathy or “laziness” is not normal but rather a symptom of despair. Care givers realize that we don’t just tell a youth that they are in despair and here is how you fix it. Helping a young person to see the difference in the fruits of Despair and the fruits of Hope is a good start in building Hope.

Parents need to be in touch with their levels of expectations for their children. Some children are overwhelmed by their parents expectations and do not believe they will ever live up to them. Other children do not want to follow their parents expectations but have their own expectations, which they hide from their parents because they don’t want to disappoint them.

Children need to realize that the concept of hope, is a choice of the mind and the heart. Hope is the choice that we can focus on which helps in turn helps us to focus on action. Children need to be able to realize that their life could have been worse; at least they are alive. Children need to learn that they are the creators of their future and not passive victims of a hopeless destiny.

One activity is to plant a flower seed with the young person. And ask them what they expect to get in a few months from that seed, if it is watered and given sunlight. Then take another pot of Earth and plant a seed in it. Ask the child, what they expect to get in a few months from that pot, if it is kept in the closet and not watered nor given sunlight. Ask the child how he or she might be similar to the seed.

Another activity is to discuss the list of goals that John Goddard set for his life at the age of 15. He went on to accomplish most of them and have a fabulous life.

### **9. Blocks to following positive thinking, HOPE**

Some people have a terrible past, with many injustices, abuse, and loneliness. Some people cannot shake their past to believe they can have a better future.

Some people don’t think they are good at anything. We are all good at something.

Our present actions will create all of our future consequences. But we must act.

The future holds great blessings for each of us if we do enough of the right things.

Everyone’s past could have been worse. If we live in our past in a state of despair we are unlikely to embrace all of the world has to offer us. Hope is a choice, it is not a state or an

emotion given to you. Hope is something we claim. We can claim hope as our own vision. And we have to keep claiming Hope as our vision or we will, in moments of exhaustion in frustration, fall back into the depths of despair. It is from this state, that we have to claw our way back to the surface and make a conscious claim that hope will be our state of mind and our vision

**10. Appropriate Visuals, Posters, etc.**

- a) John Goddard's list of goals
- b) Two small pots of earth, two seeds
- c) Share the story of twin sons of a man in jail, One ended up in jail, the other a successful, honest businessman. "How could I have turned out any other way?!" each said at the age of 20.



Respect, Solve, Peace are The Kourage Code's three strategic words for de-escalating a conflict or argument.

1. Identifying words of destructive thinking

- a) nobody talks to me that way
- b) you want to say that to my face
- c) take that back bitch
- d) I'll drop you right now
- e) shut the F\*#@ up
- f) whatever a##hole

2. What makes it destructive?

The above responses challenge to the other person to retaliate and escalate the argument.

3. Why is this bad for parents and children?

These responses creates stress, anger, violence, and hassles, which are totally unnecessary and a waste of energy and time.

4. How to recognize positive thinking

Arguments or conflicts can be handled effectively if we watch what we say and stay in control of the situation. Our positive thinking will include fairness to ourselves and the other person. Positive thinking requires that we maintain our own self-control and especially control over our tongue. Our positive thinking shows us that there are many options for solutions or actions even though the other person may only see one. We realize that insults will not harm us and are not an excuse to fight. 'Other people cannot make me fight, it is a choice I have.' When it's necessary I can say, "I was wrong. I am sorry. Please forgive me."

5. Words that represent the positive thinking

**Respect**

- a) I will talk respectfully even if the other person is rude to me
- b) I will listen to what they have to say
- c) I will tell them I understand how they feel
- d) I will tell them how I feel
- e) I will not repay evil with evil

**Solve**

- e) I will explore peaceful options that are acceptable to both of us

**Peace**

- f) I will try for a win-win solution that we both can live with

6. Benefits for following the positive path

By following the Respect, Solve, Peace approach, we save valuable time and energy in reaching a satisfactory conclusion. We also don't destroy any relationship we might have had, and we set a foundation for a possible future friend.



7. Role Plays and their use

Use group role plays until every child can use the Respect, Solve, Peace approach with confidence.

8. How to encourage the Good Path in parents and in children

Show how simple the Respect, Solve, Peace approach is. Make sure they can identify escalating words and can avoid them.

9. Blocks to following positive thinking

Some parents use escalating language with their children, and their children think this is perfectly normal language. When you hear escalating language during a role play, stop the action, and ask the class if they recognized words which they think might not be helping to solve the situation.

10. Make your own Kourage Code Respect, Solve, Peace Poster