

*“When it was dark,
you always carried the sun
in your hand for me.”*

~Sean O’ Casey, Three More Plays:
The Silver Tassie, Purple Dust, Red Roses for Me

Lesson #11: Challenges to Hope



Topic: Using our hope tools when life brings unexpected events. Finding and identifying a person who will support you and your hope.

Lesson Objective

Students will learn effective hope tools to rely on during unexpected events that can be especially difficult or painful. All students will identify a person of support.

Teacher Notes

Materials needed

Hope Sunflower Individual Student Worksheet

Hope Network Worksheet

What to Do If You or Know Someone You Know Are Being Bullied Worksheet¹

Lesson Eleven Quiz: Challenges to Hope

Step by Step teaching guide

Pre-questions

- 1) Have you ever had a time in your life when something unexpected happened? Did it change your plans? What did you do? Did someone help you?
- 2) When in your life have you helped someone else? How did you help them? Do you know how your help impacted that person?

Lesson Steps

- 1) In our last lesson, we discussed what we can do to overcome obstacles as we progress toward our goals. These are challenges that we can think about or know ahead of time and find ways of solving.

- 2) Sometimes life brings unexpected things that we have not planned for, that may be painful or especially difficult, which will challenge our hope. This is when it is so important to remember that we can *always use our hope tools* to help us no matter what comes our way.

One tool that is especially helpful during these challenging times, is to connect with something sacred. Sacred things are so important because they help us see the world outside of ourselves. They help us remember there is a community of people like us who appreciate and believe in the same things that we do, and that we are not alone.

People can find sacredness in nature, animals, religion, or the feeling we are a part of the never ending and connected universe. It is sometimes important to release challenging in life, understanding that sometimes we can't accomplish goals or aren't able to do it all by ourselves. Taking this burden off ourselves and finding connection to something deeper and sacred, is helpful for creating a hopeful mindset, especially when life is feeling too challenging.

- 3) Another critical tool for maintaining a hopeful mindset, is having at least one person we can turn to when feeling hopeless. Someone who we absolutely trust that has our best interest in mind, and who we can go to with any issue knowing they will simply listen. We call this a "Hope Supporter".
- 4) **A Hope Supporter is someone who knows and appreciates you, sees your strengths, and helps you keep a hopeful mind. They are imperative to our hope. It's always important to *ask for help*.**
- 5) We can ***ask someone*** to be our supporter, so if we don't have one yet, that's okay.

Story

Kendra's Unexpected Challenge

In lesson 8, we learned that Kendra was successful in finding a way to travel to her community center to keep her action steps in place for her running goal. Kendra was proud of herself for finding a way to solve this expected challenge. However, after her arrival on Saturday, she encountered something she had not anticipated.

Once Kendra got there, she was very excited to be with other kids who enjoyed running as much as she did. Immediately, she approached a group of students to say hello and introduce herself. They glanced briefly at her, but quickly turned back to their own conversation.

When it was time to run, Kendra was amazed at how fast they could go. She tried desperately to keep up, but it was clear that the other students were much faster than her.

After practice, she told them how impressed she was with their pace. The group exchanged knowing looks and rolled their eyes. Then, one of the students replied, “Yeah, you’re really slow. We don’t think you’re good enough to run with us. You’re never going to keep up and you run funny.” The group laughed and walked away. Kendra felt embarrassed, hurt, and defeated.

Teacher Prompt: This was an unexpected challenge for Kendra. Discuss now with your students what Kendra should do. Should she give up? How can she find hope in this situation?

Some ideas for Kendra may include:

Having a Hope Supporter: Finding another student at the community center separate from this group to become friends with and run together. Tell a trusted adult and ask for guidance. Focus on what she finds sacred to bring comfort and support. (Please reference Bullying Prevention Worksheet at the end of this lesson for further discussion and guidance.)

She may think and remind herself about how far she has come with her running goals. She may not be as fast as the other kids, but she is running farther than she had been when she first started. She has created her own success. Her enjoyment of running does not have to change because she may not be as fast of a runner.

Kendra’s Solution

Kendra went home that afternoon and told her aunt what happened. Her aunt gave her a big hug and reminded her of how hard she had been working and the progress she had made. She encouraged her to try the group again and see if there was another student who may be interested in running with her.

Kendra had been so impressed with the group running fast the first day, she didn’t pay attention to some of the other kids at the center. She agreed to try again the following Saturday.

When Kendra returned, she avoided the mean kids and focused on finding another friend. She found another girl Emma who was quiet at first, but after talking they realized they had a lot in common. They enjoyed running at a slower pace and complimented one another as they improved each Saturday.

Kendra and Emma stuck together and acted by informing their coach about any bullying behavior they witnessed.

Teacher Prompt: What could they do if the group continued to be mean to them? What if the bullying got worse? How could Kendra and Emma help the new person being teased? (See Bullying Prevention Worksheet at the end of this lesson for discussion and guidance.)

Post Questions:

- 1) What hope tools would you use during an unexpected event in your life?
- 2) Is there anything you believe in that brings you hope?
- 3) Who can you help have hope?
- 4) How can you support someone?

Activity

Please have students identify or ask someone to be a Hope Supporter for them. Please have students complete the Hope Network Worksheet to aid in choosing a support person. Students are encouraged to keep their worksheet in a safe place for reference.

Teacher Prompt: At this time, you may offer to be a Hope Supporter for students.

Administer Lesson Eleven Quiz: Challenges to Hope

1. In the story, Kendra encountered an unexpected challenge. She handled the situation by:
 - a. keeping the problem to herself.
 - b. telling her parents and coming up with a solution together.
 - c. working hard to run fast.
 - d. none of the above.

2. Our hope tools can be used no matter what challenges we face whether expected or unexpected.
 - a. True
 - b. False

3. Sacred things are important because they remind us:
 - a. that we are never alone.
 - b. to help us see the world outside of ourselves.
 - c. that we can find a community of people who follow our same beliefs and appreciate them.
 - d. all the above

4. Which one does NOT define a Hope Supporter?
- a. Someone who sees your strengths and encourages your dreams and goals.
 - b. Someone who is always there if you ask for help.
 - c. Someone who is there for you if they have time.
 - d. Someone who knows you and appreciates you and helps you keep a hopeful mind.

Additional Teaching Tools for Lesson 9

*The following list of stories and activities are recommended to enhance student learning, experience, and to encourage and promote further discussions related to each lesson's content. Please choose what fits best for you, your students, and classroom environment. You may locate the resources listed below from the provided book *Chicken Soup for the Soul in the Classroom*.

Stories

p. 125 *Ask, Ask, Ask*

p. 283 *I Like Myself Now*

Activities

p. 367 *Five People Who Like Me as I Am*





Friends on whom I can count:

Family members with whom I feel comfortable sharing my feelings:

Relative (e.g., aunt, uncle, cousin, grandparent) with whom I can talk:

Faculty and staff (e.g., teacher, counselor, coach) I can go to for support:

Someone I might be able to count on even though we are not always close:

Something sacred to me (pets, nature, music):

¹ Adapted from the Student Personal Resource Survey Opalewski and Robertson (2007), p. 13



What to Do If You or Someone You Know is Being Bullied

What is Bullying?

Bullying is defined as unwanted aggressive behavior whether verbally, physically or socially directed that involves a real or perceived imbalance of power. The bully uses physical strength, access to embarrassing information or popularity to control or harm others. The behavior is repeated or has the potential to be repeated.

*There are three types of bullying to watch for¹:

- **Verbal bullying** is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- **Social bullying**, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing

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- Taking or breaking someone's things
 - Making mean or rude hand gestures

Steps to Take If You Are Being Bullied¹

1. Look at and tell the person in a calm and clear voice to stop. If this is too difficult or is not safe, walk away and stay away. Find a trusted adult and tell them as soon as possible. It is important to share this information, so that you do not feel alone. Adults can help make decisions on how to handle the situation immediately and in the future.
2. In the future, stay near adults and other kids. Most bullying happens when adults are not present.
3. If you have done everything you can to resolve the situation and nothing has worked, or someone is in immediate danger, there are ways to [get help¹](#).

What You Can Do If You See or Know Someone is Being Bullied

1. There are a few safe things you can do to help. Tell a trusted adult whether that is a teacher, parent, coach or other school staff member immediately or as soon as possible. Remember, not saying anything could make it worse for the person being bullied, or for other kids in the future who may be bullied as well. Tell a trusted adult.
2. Be kind and include the student who is being bullied. Perhaps, invite him or her to hang out on the playground, sit with you at lunch or on the school bus. Talking to the person will help him or her feel less alone.

Cyberbullying

Cyberbullying involves bullying that occurs online via social media, text messages or email. Here are a few things you can do to stay safe.

1. Think about what you post or share. Make sure it is not anything that can be hurtful or embarrassing to others or used against you by someone else.
2. Who will see what you post? Be aware of your privacy settings to control who and what others can see. Ask an adult for help if needed.
3. Have your parents "friend" or "follow you" on social media. Let them know who you are talking to and what you are viewing online. Let others know your parents watch your social media pages. This may prevent others from posting or sharing mean or inappropriate content with you.
4. If you see anything that bothers you, makes you feel uncomfortable, scared or sad, let a trusted adult know.
5. [Report cyberbullying.](#)ⁱ

For a full list of helpful resources on bullying, prevention and research, please visit:

<https://www.stopbullying.gov/>

For Educators and Schools.

6+ Steps to Take to Addressing Bullying When It Occurs

<https://www.teacher.org/daily/6-steps-to-addressing-bullying-when-it-occurs/>

For parents, educators, or if you are concerned about someone being bullied, visit:

10 Steps to Stop and Prevent Bullying from the National Education Association

<http://www.nea.org/home/72595.htm>

¹ What is Bullying? <https://www.stopbullying.gov/what-is-bullying/index.html>

¹ What Kids Can Do. <https://www.stopbullying.gov/kids/what-you-can-do/index.html>

¹ Get Help Now. <https://www.stopbullying.gov/get-help-now/index.html>

¹ Report Cyberbullying. <https://www.stopbullying.gov/cyberbullying/how-to-report/index.html>