

Hopeful Minds

an [iFred.org](https://www.ifred.org) Project

Teaching Tool

HOPE is
teachable.


SHINE A LIGHT ON DEPRESSION
International Foundation
for Research and Education
on Depression (iFred)

*"Once you choose Hope,
anything's possible."*
~ Christopher Reeve

Lesson #1: What is Hope?



Topic: Define Hope

Lesson Objective

To define a personal and classroom definition of hope.

Teacher Notes

Materials needed

Classroom Hope Sunflower Center

Hope Sunflower Individual Student Worksheet

Sunflowers ready to be harvested (see NOTE)

Notecards from previous year (see NOTE)

Lesson One Quiz: What is Hope?

Step by Step teaching guide

Pre-questions

- 1) What is something that might happen soon that you're excited for and hopeful about?
What is something that might happen in one or two years that you are hopeful about?
- 2) What does it feel like for you to be hopeful?
- 3) Can you think of a special person in your life that gives you hope?
- 4) Can you think of a time when you were scared or angry? What did you do to help yourself feel better?
- 5) Do you have an activity that makes you feel happy and why?

Lesson Steps

- 1) We are going to begin this unit on hope because having hope is a very important skill that you can learn. You can use it every day in whatever you do.

You can think of hope like running or any other sport or hobby. The more you run, the better you get at it. The better you are at running, the better you are at other activities such as baseball, soccer, hockey, dance, or gymnastics. The more you practice your hope skills, the better they become. The better your hope skills are, the better you are at living your life.

- 2) Let's think more about what the word "hope" means. There are various definitions of hope. We are going to read some of them now. In addition, you may wish to write them in front of the class for a visual aid.

*Dr. Anthony Scioli explains that hope is a part of a person's character or personality. You are not born with hope. Hope must be developed, like a set of muscles. There are four kinds of hope: attachment, mastery, survival, and spiritual. Each type of hope, just like each muscle, has a special purpose.

1. **Attachment hope** is used to build and keep trusting relationships, have a sense of connection to others, and have strong survival skills.
2. **Mastery hope** is used to become strong and successful, supported in your efforts, and inspired by good role models.
3. **Survival hope** is used to stay calm and find ways out of trouble or difficult situations. It allows you to manage your fears.
4. **Spiritual hope** is used to feel close to nature and all human beings and to draw extra strength and protection.

***Dr. Shane Lopez**, a hope expert, says that hope is the feeling you have when you have a goal, are excited about achieving that goal, and then you figure out how you achieve your goal.¹

***The Merriam Webster Dictionary** says that hope is the feeling of wanting something to happen and thinking that it can happen².

¹ See *University of Minnesota (2013), video interview with Dr. Lopez*

² See *Merriam-Webster*

- 3) What do you agree with from these definitions? What do you disagree with? What would you add?

Teacher Prompt:

1. Summarize the responses from students in order to create a new hope definition for your classroom. You can write this definition in the center of your classroom Hope Sunflower and then place the flower on your wall.
2. Have each student write their own personal definition of hope on their individual sunflower sheet in the center of their flower.

"Every friend is to the other a sun and a sunflower also. He attracts and follows." Jean Paul Richter

Activity

Last spring, other students planted these sunflowers for you and wrote you hope messages. Sunflowers are our symbol for hope. A symbol is usually a picture that reminds us of something.

By planting these flowers for you, the previous students are reminding you to always have hope. Sunflowers=Hope. Sunflowers grow from a seed into a beautiful flower. Each flower gives new seeds to plant more sunflowers.

We can be reminded of hope when we see them, and we can share our hope with others. We are going to harvest the sunflowers and read our messages from the previous students now. Please see Curriculum/Teacher Resources on www.hopefulminds.org for instructions on "Harvesting Sunflowers".

Teacher Prompt:

1. Hand out notecards from previous year for students to read if available.
2. Harvest sunflower seeds and place in plastic bag. Store in a cool, dry place for spring planting.

If the sunflowers bloomed, have the class pick the blooms and harvest the seeds from the sunflowers. They can store these sunflowers in an airtight container for planting in the spring, thus completing the cycle of life. If not, simply use it as a discussion point as described in the note below.

NOTE: If you did NOT plant sunflowers the previous year, or do not have cards from the previous year, simply use this time for further discussion on HOPE. You can also share a

message for Hope provided by celebrities from our website at ifred.org or go into the activity in greater depth.

If you did plant, and the sunflowers from the previous year died, it is a chance to bring up why you are teaching hope in the first place; that learning how to deal with loss (sunflowers dying), finding solutions to challenges (planting seeds to harvest), and generating messages of Hope (sometimes must come from within) are all important factors in having and maintaining hope. It can also lead to additional points throughout the lesson plans as you see applicable.

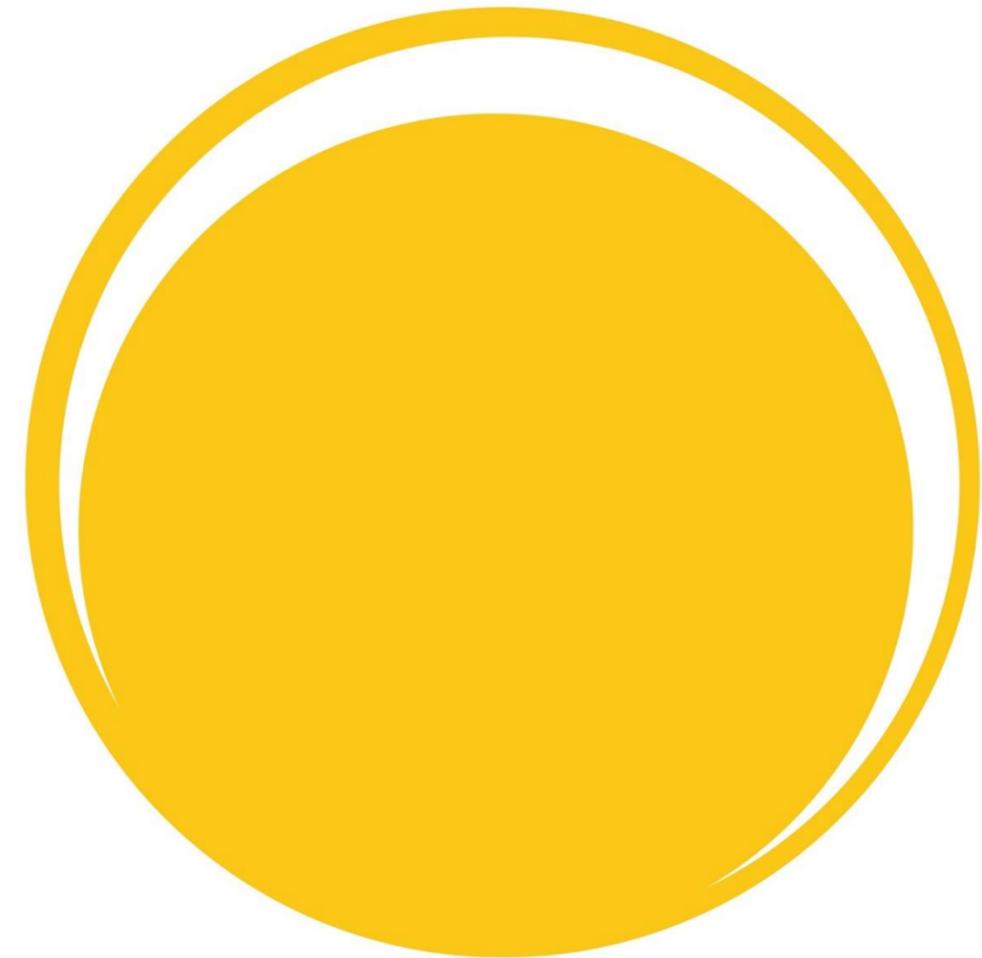
☀️ Administer Lesson One Quiz: What is Hope?

1. Research suggests that a greater level of hope results in:
 - a) Greater emotional and psychological well-being
 - b) Enhanced personal relationships
 - c) Better academic performance
 - d) All of the above
2. _____ is used to stay calm and find ways out of trouble or difficult situations. It allows you to manage your fears.
 - a) Attachment Hope
 - b) Mastery Hope
 - c) Survival Hope
 - d) Spiritual Hope
3. Dr. Shane Lopez says that hope is a feeling you have:
 - a) When you have a goal, are excited about achieving that goal, and then you figure out how you achieve your goal.
 - b) All of the time.
 - c) When you are in a good mood.
 - d) When surrounded by people you care about.

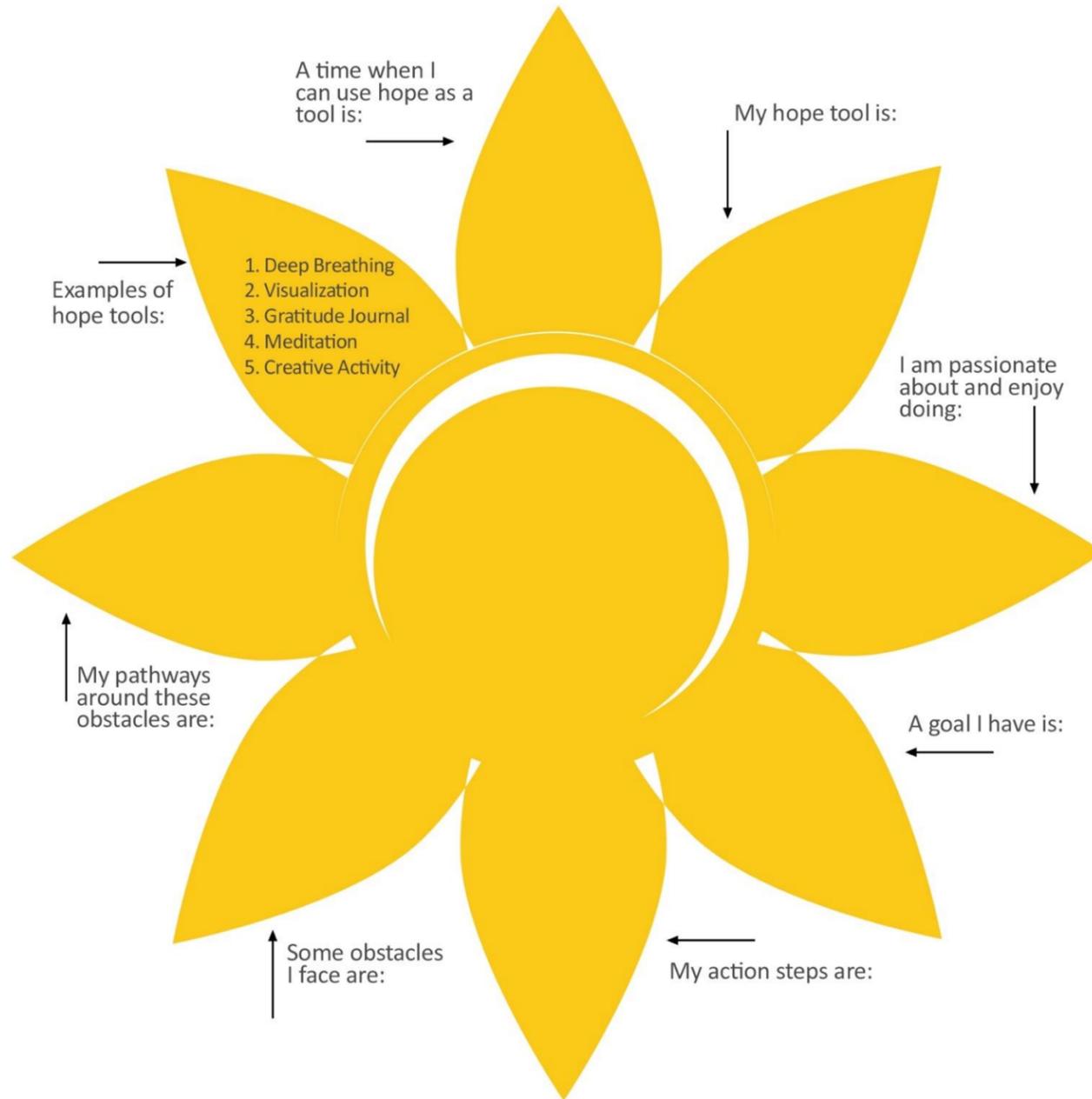
4. According to the Association of Physicians, hopelessness is a leading predictor of suicide.
 - a) True
 - b) False

☀️ Center of Classroom Hope Sunflower, Lesson #1

Our Classroom Definition of Hope:



Hope Sunflower



Lesson #2: Why is hope important?



*“Success is liking yourself,
liking what you do,
and liking how you do it.”*
~ Maya Angelou

Topic: **Hopeful people live more fulfilling and successful lives.**

Lesson Objectives

To develop and practice hope skills to be equipped with tools for success.

Articulate one thing to be hopeful for in the coming year.

Teacher Notes

Materials:

Petals for your Classroom Hope Sunflower
Lesson Two Quiz: Why Is Hope Important?

Step by Step teaching guide

Pre-Questions

- 1) Who are some people you think are successful? Why do you think that?
- 2) Do you want to be successful? What does success mean to you?
- 3) Can success mean more than just having nice things or lots of money?

❖ Students may journal their responses.

Lesson Steps

1) In the last lesson we explored the different definitions of hope. This was the definition we all agreed on (**Teacher Prompt:** Read your classroom’s hope definition). Today we are going to discuss why it is important to be hopeful.

2) Did you know that people who have hope do better in their life? Hopeful people have better grades, they do better in their jobs, and they have closer relationships with friends and family.¹

¹ See Lopez (2013), p. 53-61

Hope makes us strong emotionally. No matter what you face in life, you can overcome these challenges and achieve your goals.

3) The good news is that hope is a characteristic that we can learn and develop. It's not optimism or positivity, hope is a set of skills and a foundation that we can take with us anywhere. By working on our hope tools, we will become more hopeful and then more successful, too.

4) Hope is an equal opportunity resource². The amount of money you have, how many friends you have, what your family is like, or where you live does not determine if you are hopeful. You can build hope yourself no matter what, and then once you have it, hope will help you thrive in your life.



Resilient Tia

Tia lived with her big family, in a small apartment, in a neighborhood in town where it was dangerous to wander the sidewalks or play outside after school. Tia's parents worked hard, but there were always many children, aunts, uncles and grandparents to take care of, so Tia's family often struggled financially.

Although some of these things were challenges for Tia, Tia had hope.

Tia first learned about hope from her grandmother. Tia's grandmother would tell stories about the cultures and traditions from other parts of the world, about her friends from Puerto Rico who worked as professors, anthropologists, bakers, and artists. She also told stories that showed the importance of family, traditions and dedication.

After telling these stories, the grandmother would ask the children about what they wanted for their own future. Then, the grandmother would encourage each child to go after these dreams. No matter what, they should always remember how much hard work is necessary for dreams to become reality.

Through these stories and her encouragement, Tia's grandmother taught Tia that she could overcome the challenges she faced. Knowing that she could change her situation and create a good life, Tia was given great hope. She learned that even though she didn't have everything as a young girl, she could dream big for her life and invest in her future.

² See Lopez (2013), p. 13

This hope allowed Tia to keep working hard against the challenges she faced.

When she got older, Tia traveled all around the world, graduated from medical school, and worked in a hospital taking care of infants and saving lives. Hope made Tia resilient to the arising challenges in her life and continued to work toward her future.

By finding hope like Tia, and like Tia's grandmother, you can create a good life for yourself, too.

Post questions

- 1) How did hope impact Tia's life?
- 2) What do you think Tia's life would have been like if she didn't have hope?

“Three grand essentials to happiness in this life are something to do, something to love, and something to hope for.” Joseph Addison



We are going to continue working on this Sunflower of Hope for our classroom. Everyone can write one thing they are hopeful for this school year on a sunflower petal. We will put all these petals together to make a flower and keep the Hope Sunflower on our wall throughout the year. (**Teacher Prompt:** pass out petals to each student for the classroom Hope Sunflower. After students write on the petals, attach petals to flower center and place on the wall. Keep the flower up all year to remind students about their hope.)

Administer Lesson Two Quiz: Why is Hope Important?

1. The amount of money you have, how many friends you have, what your family is like, or where you live determines if you are hopeful.
 - a) True
 - b) False

2. Hope helps us feel:

- a) Strong emotionally
- b) Too optimistic
- c) Positive ALL of the time
- d) Like we can overcome challenges in our lives and achieve our goals.
- e) a and d

3. Hope is a characteristic that we can learn and develop.

- a) True
- b) False

Additional Teaching Tools for Lesson 2

*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. 63 *A Good Reason to Look Up*
- p. 66 *School-Moving Up*
- p. 114-115 *Rest in Peace: The "I Can't" Funeral*
- p. 273-277 *Consider This...*

Classroom Flower Petal, Lesson #2

This year in our
classroom, I am
hopeful:

This year in our
classroom, I am
hopeful:

Lesson #3: The Brain & Hope



*"We are what our thoughts have made us,
so take care about what you think.
Words are secondary. Thoughts live; they travel far."*
~ Unknown

Topic: **Hope happens in the 'upstairs' brain**⁹. See diagram in attached handouts.

Lesson Objectives

Describe the upstairs and downstairs brain parts and functions.

Practice assessing emotions and distress level.

Apply self-regulating techniques to bring thoughts and physical reactions back to a calm and relaxed state.

Teacher Notes

Draw a diagram of the brain in a visible place when talking about the different parts of the brain and how they work. See the attached brain handout for use during the activity as a guide for this diagram.

Materials needed

Brain Diagram

Pencils

Lesson Three Quiz: The Brain and Hope.

Step by Step teaching guide

Pre-questions

- 1) How does someone behave when they are calm? How does someone behave when they are scared or angry?
 - Students may journal their responses.

Lesson Steps

- 1) Like we learned in the last lesson, people who are hopeful are also more successful. This is partly because tools that keep us hopeful improve brain functioning. We are going to learn more about how the brain works.
- 2) We have two different parts of the brain: the upstairs brain and the downstairs brain.

The upstairs brain controls more complicated actions and emotions like good decision making, self-understanding, and empathy. We use our upstairs brain to learn new things and when we feel hope.

The downstairs brain controls our survival instincts. In our downstairs brain, we feel strong emotions like anger and fear.

Have you ever heard of fight or flight? Fight or flight is our body's reaction to danger or a threat. The reaction of fight or flight is our body's way to protect us from danger and it is controlled by our downstairs brain. It can be a great tool our body has to help us if we are in trouble.

For example, if a lion were going to attack a zebra. The zebra must act quickly to fight the lion, or it may flee as quickly as possible to escape the danger. The zebra cannot spend much time thinking about what to do. It must just react to survive.

- 3) Inside the downstairs brain, there is something called the amygdala. This is an almond shaped part of the brain that is very powerful. The amygdala can take control of our whole body if it senses a dangerous situation. It does this by going upstairs and knocking on the upstairs brain's door, and letting the upstairs brain know that the downstairs brain suspects danger and is about to react. When the almond reacts, we go into fight or flight mode.

When the amygdala almond and downstairs brain take over, our upstairs brain shuts down completely. Our body shifts into instinct mode. After the amygdala almond decides the fear or anger is over, we are often exhausted and it's hard to focus or pay attention.

- 4) This means that if we are very angry, upset, scared, or frustrated, it can be difficult to learn and retain information. It's also hard to make good choices and it is challenging to see our hope.
- 5) In order to have hope, we need to stay in our upstairs brain rather than letting our downstairs brain take over.

The good news is that there are tools we can use to calm down our downstairs brain. These tools will help us cultivate hope inside of ourselves and be better learners, friends, family members, and successful in the future. We will be ending our lesson today by practicing one of the ways we can calm our fight or flight response. It is a deep

breathing exercise.

Can you remember times where you were angry, upset or frustrated and it seemed as if you couldn't control how you acted? (Teacher prompt: by learning hope skills, we will figure out some skills we can use when this happens to us)

When was a time when you were able to really focus on something and remember what you learned? Do you remember what you did before that experience that may have primed your brain?

Activity

How are you feeling?

Distress Assessment Scale¹:

The following tool is provided to help students identify their emotions and stress level. Distress is any emotion that you do not want such as fear, anger, sadness, frustration...

1) Have each student rate how they are feeling on a scale of 0-10.

0 is not feeling any: fear, anger, sadness, and frustration

10 is feeling intense feelings of: fear, anger, sadness, and frustration

When our distress level reaches a 7 or higher, we tend to not think clearly or act in ways that are consistent with our true selves. Students may use this tool anytime to connect with how they are feeling. When our distress reaches high numbers, this may be an indicator that self-regulation techniques would be helpful. We will be covering some of these exercises in Lesson 4 How to Create a Hopeful Mind. One way we can calm our mind and body is by deep breathing.

¹ Scale provided by Dr. Elizabeth Lombardo

Deep Breathing Exercise:

When you take a deep breath, it calms your nervous system and your downstairs brain. Anytime you feel angry, overwhelmed or stressed, taking some deep breaths can help you calm down. Even if you can't control your reactions at the time because your downstairs brain is in charge, you can remember to breathe deeply. This will help you get back into your upstairs brain.

Let's practice.

(Teacher Prompt: demonstrate deep breathing and then ask students to join you.)

Sit in a comfortable position with your back as flat as possible or lie on a comfortable flat surface.

Take a few seconds to just relax. Your neck, shoulders, arms, legs, and feet. Try a few big exhales.

When ready, place one hand on your chest and the other on your stomach (right below the rib cage).

Now take a long, slow deep breath in through your nose for a count of 10 if you are able but do what is comfortable. Make sure as you breathe in, you breathe all the way to your belly. You should feel the hand on your belly rise, while the hand on your chest remains still.

Take a second at the count of ten, purse your lips and slowly exhale out. Feel the muscles on your stomach tighten and hand lower.

Repeat this for 5 to 10 minutes, whatever is comfortable and build in the timing as you are able.

Notice how you feel after taking some deep breaths? Do you feel any different?

We encourage you to practice as you are able 2-3 times a day, strengthening your diaphragm. We also recommend using it when you notice your stress levels rising, or anxiety increasing. We often take very shallow breaths, especially when in a stress response, so just learning the simple art of deep breathing can have a positive impact on health.

Administer Lesson Three Quiz: The Brain and Hope

- 1) The two parts of our brain that impact our hope are:
 - a) the upstairs and downstairs brain
 - b) the hippocampus and cerebellum
 - c) the upper and lower brain
 - d) the brainstem and amygdala
- 2) The amygdala:
 - a) is in the upstairs brain.
 - b) is responsible for the fight or flight response.
 - c) helps us feel calm.
 - d) regulates emotion.

- 3) Deep breathing is a tool that helps us cultivate hope by calming down our mind and body. It can be used:
- when any emotions that we do not want, take over and affect how we feel.
 - anywhere.
 - to bring us back to our upstairs brain.
 - when our distress level reaches a 7 or higher.
 - all the above

Additional Teaching Tools for Lesson 3

*The following list of stories and activities are recommended to enhance student learning, 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*.

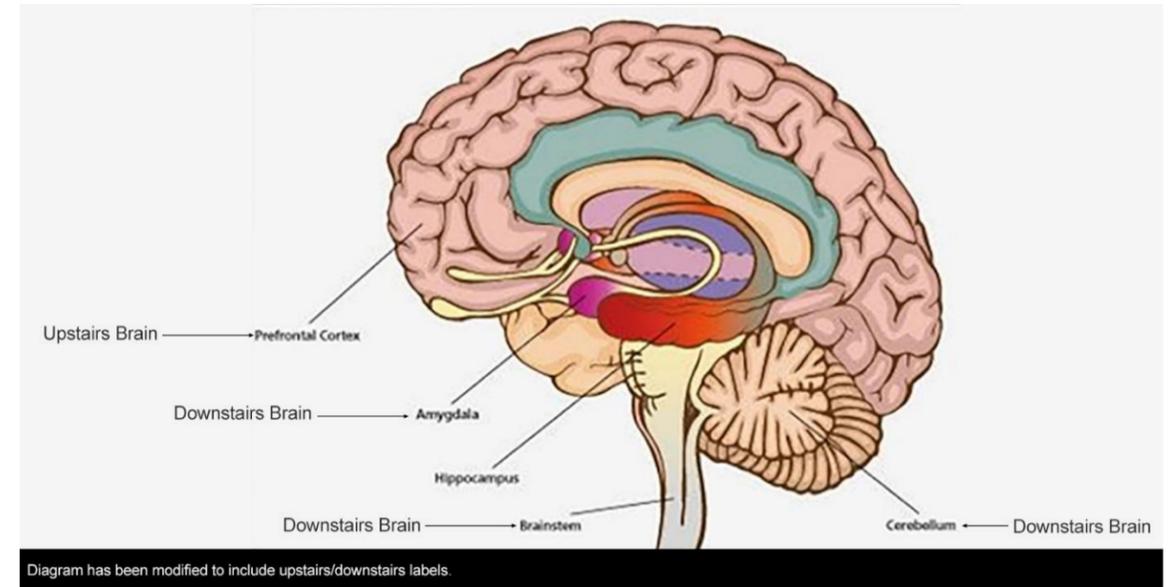
Stories

p. 99 *Did the Earth Move for You?* (may also be used with Lesson 4 *How to Create a Hopeful Mind*)

Activities

p. 325 *Good Boy/Bad Boy Kinesiology Demo*

p. 331 *Inner Smile Visualization*



 **Downstairs Brain:** Includes the limbic region and brainstem. It is the more primitive part of the brain and is responsible for:

Basic functions such as breathing, blinking, and heart rate

Fight or Flight Reaction (amygdala)

Strong emotions such as anger or fear

 **Upstairs Brain:** Includes the cerebral cortex. This is where thinking, imagining, and learning occurs. This part of the brain is responsible for the development of:

Sound decision making and planning

Control over emotions and body

Self-understanding

Empathy

Adapted from Siegel, D.J., & Bryson, T.P. (2011). *The whole-brain child: Twelve revolutionary strategies to nurture your child's developing mind*. New York: Random House.

New Directions. Integrating the Upstairs and Downstairs Brain: Teaching how to make good decisions in high-emotion situations. <http://www.newdirections.mb.ca/services/traumaresources/11%20-%20Upstairs%20downstairs%20brain%20%20teaching%20how.pdf>

Diagram. (2014) <http://www.rediscoveringancestralwisdom.com/wp-content/uploads/2014/08/parts-of-the-brainhippocampus.jpg>

“Hope is a waking dream.”
~Aristotle

Lesson #4: Creating a Hopeful Mindset



Topic: Self-Regulation.

Lesson Objective

Practice self-regulating techniques including meditation, visualization, practicing gratitude, journaling positive thoughts and using creativity for a hopeful state of mind.

Teacher Notes

As we go through this lesson, we will practice many of the tools we can use for hope. You may need to select which activities you practice and which you skip if you have time constraints. We would highly encourage you to teach each of the tips to your students.

Materials needed

Student's Hope Sunflower

Lesson Four Quiz: Creating a Hopeful Mindset

Step by Step teaching guide

Pre questions

- 1) Can someone explain what the downstairs brain controls and what happens when it knocks on the upstairs brain's door?

Lesson Steps

- 1) In the last lesson, we learned that we need to stay in the upstairs brain and that we need to nourish our brains in order to have hope. In this lesson, we will learn tools try to keep ourselves in the hopeful upstairs brain.
- 2) The first activities are ones we can do almost anywhere and anytime. Incorporating them into our daily lives will make us more balanced and hopeful. Some of these tools you can use in the moment when your downstairs brain is knocking or has already taken over. Some tools you can use daily to stay hopeful overtime.

- 3) **Deep Breathing Exercise** Review from Lesson 3.

- 4) **Meditation.** You can meditate in many ways. Meditation has been found to improve memory, increase creativity, reduce anxiety, help us relax, get better sleep, and is good for our emotional well-being.ⁱ There are many great apps for meditation, and sources on the website. We are sharing the basic practice, yet if you search online, you will find many options. Feel free to explore and get more advanced. **Teacher Prompt:** Have students get as comfortable as possible. It is okay if students remain in their seats/desks for this activity. The classroom needs to be as quiet as possible. Have students close their eyes, keep their bodies still, and focus only on breathing. As you breathe in and out, through your nose when possible; focus only on how the breath coming and going feels on your skin. Anytime your mind wanders, focus back on the breath and the sensation right below your nose. Practice this meditation for five minutes. If it is helpful when they are beginning, students may count to five in their head as they inhale and count to five again as they exhale. The goal is to quiet their mind/thoughts, be still, and focus only on each breath.

- 5) **Visualization.** Close your eyes and focus on an image that makes you feel good. Think about this image for 30 seconds (or for a few minutes, as long as possible), and notice the sensations you feel in your body. Breathe deeply and continue appreciating and experiencing how this image makes you feel. Then take that new outlook into your day.

- 6) **Practicing Gratitude.** Another technique you may use to calm down if you're feeling stressed, angry, scared, or frustrated over days, weeks, or months; is to show **gratitude**. If you pay attention to three things a day toward which you are grateful, you are focusing on what is good in your life. This gratitude helps you stay hopeful even if there are events out of your control that challenge your hope.
 - What are some things you are grateful for?

- 7) **Journaling.** There are many forms of journaling, but a very simple one is simply writing down positive things that happened throughout your day. No matter how big or small, find something that makes you smile. If you can't think of anything, try to remember the last time you felt joy and write about it.

- 8) **Creative Activity.** Finally, you can relax your emotions and prepare your brain for hope by doing **activities that are creative**. Playing, using your imagination to make up skits or stories, coloring, drawing, or designing other art projects (or any other activity where you use your creativity), can help you release tension, anger, stress, and frustration in order to prepare your mind for hope.



How Joseph Calms Down

Joseph often got very frustrated with his little brother Tomas. Tomas always wanted to do the exact same things that Joseph was doing. When Joseph got home from school, Tomas would follow him all around the house. He would sit right next to him when he watched TV, lie next to him when Joseph read his homework assignments, and even walked behind Joseph all the way to the mailbox when Joseph retrieved the mail; one of his daily chores.

Often times after school, Joseph's mother would ask Joseph to do something for her, like take out the trash. Joseph was always so frustrated about Tomas following him everywhere that he frequently did not hear his mother or remember what she asked him to do. This often got Joseph in trouble.

Joseph learned the hope tools about how to create a hopeful mind, and liked the idea of taking deep breaths and being grateful for three things a day. Joseph started to use these tools in order to relax his mind and body when Tomas irritated him.

First, Joseph would take a few deep breaths every day before walking inside his house after getting off of the school bus. This really helped him settle down before seeing his younger brother.

Joseph also started to practice gratitude. In the morning, during lunch, and at dinner, Joseph would stop and write down one thing he was grateful for in the back of a notebook he used for school. Joseph tried to focus on reasons he was grateful for Tomas at least once a day.

Joseph found that after using these tools, he did a better job at hearing and remembering what his mother asked him to do. Joseph was nicer to Tomas too, which also kept him out of trouble.

By using the hope tools for calming your mind, you can work to reduce the frustration you have the same way that Joseph does.

Post questions

- 1) Are any of these tools for creating a hopeful mind tools you already use?
- 2) Do you think one or a few of these tools can help you?
- 3) How can you use these hope tools every day?



On your Hope Sunflower, write a reminder to yourself about when you want to use one of these hope tools and which tool you want to use.

Teacher Prompt: Please pass out a Journal Question sheet to each student. Students should hold on to these sheets to reference for lessons 4-6. You may also write the journal questions in front of the class. Students may use a spiral notebook or other sheet of paper to write down their responses.

Use Journal Questions sheet to write about three things you are grateful for and three positive events that have happened in your day.

Administer Lesson Four Quiz: Creating a Hopeful Mindset

1. Which tool is not used for creating a hopeful mind?
 - a) Meditation
 - b) Deep Breathing
 - c) Visualization
 - d) Practicing Gratitude
 - e) Ignoring Bad Feelings
2. Do you think one or a few of these tools can help you?
 - a) Yes
 - b) No
3. Self-Regulating Exercises should be practiced:
 - a) Once a month.
 - b) Every day.
 - c) Only when needed.
 - d) Twice a week.

4. What hope tools did Joseph practice to create a hopeful mind?

- a) Meditation and Visualization
- b) Deep Breathing and Practicing Gratitude
- c) Journaling and Doing Something Creative
- d) Practicing Gratitude and Meditation

Additional Teaching Tools for Lesson 4

*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. 99 *Did the Earth Move for You?*

p. 111 *The Power of Attitude*

Activities

p. 15-17 *Creative Activities*

p. 41 *Things I'm Thankful For*

p. 185-186 *Here I Am*

p. 315-316 *Mirror Exercise*

Journal Questions

Students may use a spiral notebook to write down their journal responses to the following questions.

Lesson Four: How to Create a Hopeful Mind

What are three things you are grateful for?

What are three positive things that have happened in your day?

Lesson Five: Hopeful Purpose

Different paths I could take in my life based on what I love to do are:

What it might be like to live out my passions:

The way I might feel pursuing my purpose and passion is:

Where I might live if I pursue my purpose and passion is:

I would be surrounded by:

*“What really matters to you?
This question reminds you of what is
important to you and what you have
to offer the world.”*
~Dr. Shane Lopez

Topic: **Connecting Passion and Purpose.**

 **Lesson Objectives**

Identify and write their passion and purpose
Journal different path choices in life based on what they love doing.

 **Teacher Notes**

Materials needed

- Hope Sunflower Individual Student Worksheet
- Hope Journal
- Lesson Five Quiz: Having a Hopeful Purpose.

 **Step by Step teaching guide**

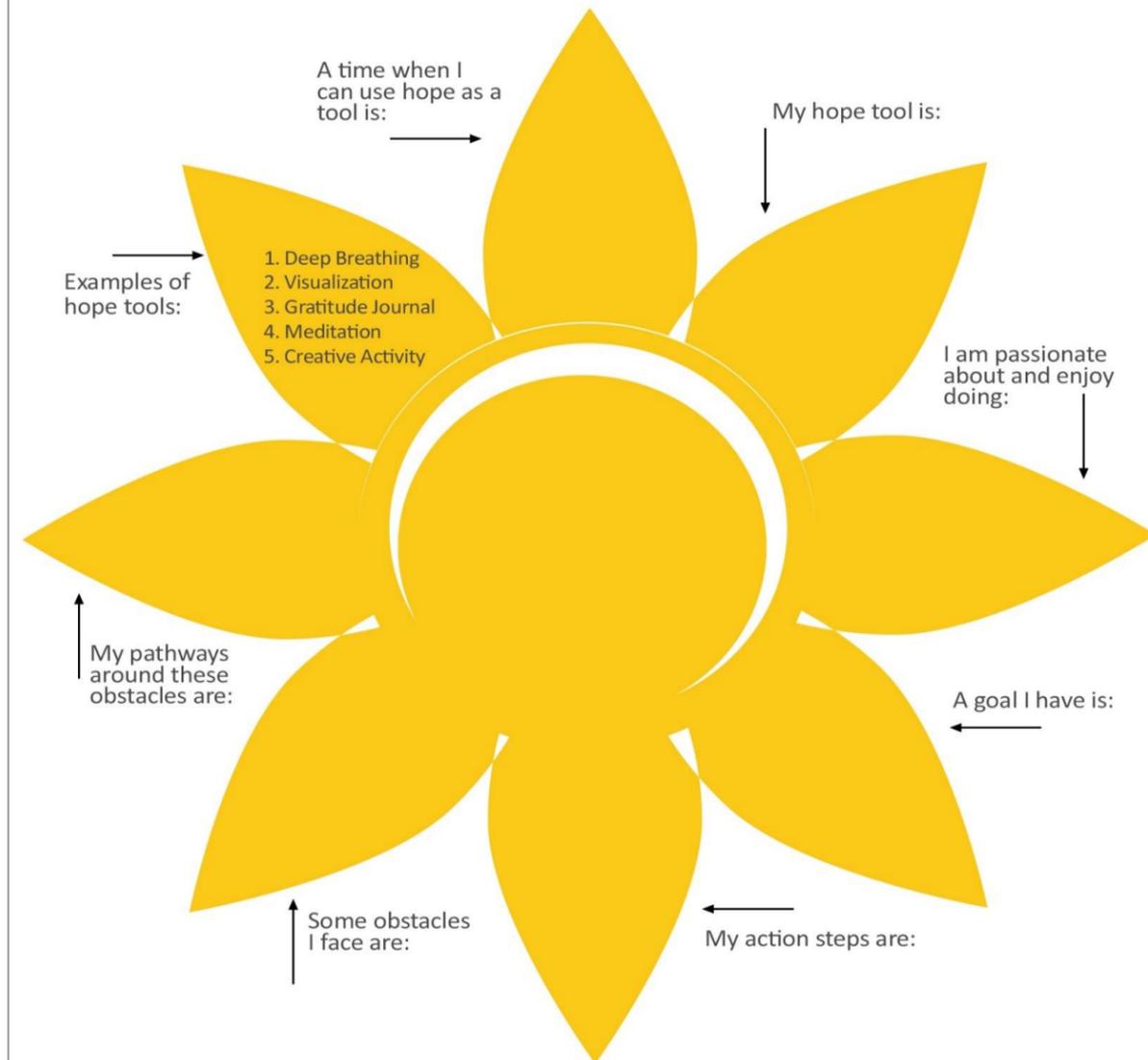
Pre-Questions

- 1) What does it mean to you to have a purpose?

 **Lesson Steps**

- 1) We all are important and add great value to the world. An important aspect of a strong hope foundation is knowing that you have a purpose and are an important person. People who uncover their passions and purpose are often happy and fulfilled. Pursuing your purpose makes you more hopeful.
- 2) You can begin to uncover your purpose by recognizing what you like to do. Our purpose is often something we are passionate about (something you love or find meaning in doing).
 - a. What do you love to do?
 - b. What is one thing that you know you enjoy doing?
 - c. What is your purpose?

Hope Sunflower



- 3) Your purpose can be in any area such as art, friendship, taking care of animals, writing stories, running a business, or building things. There is no purpose that is better than another. What is important is that you think about what you like and what you are good at, and you pursue these things.



Story

Charles the Comic

Charles was a smart boy who was always placed in advanced math class. Charles' parents and family were very proud of these math skills and told everyone about them. The neighbors, their friends, and even the people who worked at the grocery store knew Charles was good at math.

Even though Charles was good at it, math did not make him happy. Charles showed up every day to math class dreading the work.

One day at lunch, Charles sat next to a girl, Jasmine, who was drawing lots of small pictures in a row.

"What are you doing?" Charles asked.

"Making comics," Jasmine responded.

Charles watched Jasmine draw comics all lunch period. He was fascinated with how much detail she put into her characters and the funny things she had them say.

"Come back tomorrow and I'll teach you how to make your own comics," Jasmine told Charles.

The next day, Charles came to lunch prepared with some blank paper and a pencil. Jasmine taught Charles tips on drawing comics, shared some books with him about making comics, and introduced Charles to a few other friends who drew comics too.

Charles learned that he loved drawing. He liked that there were lines and boxes in the comics that reminded him of sequences and patterns in math that he already knew well. What he really loved was that he could make worlds come to life on his page.

Whenever Charles has spare time, he now draws comics. He shares them with friends and family and everyone enjoys reading his stories. This makes Charles feel like there is meaning in his life and he feels special. When he sees other people laugh and learn from his drawings, Charles feels they are not just his passion, but also his purpose.

Post Questions:

- 1) How does your passion (love or enjoyment of something) give you a sense of purpose?

Activity

- 1) Write some of the things you are passionate about on your Hope Sunflower.
- 2) Journal about different paths you could take in your life based on what you love to do. Dream about how it might be to pursue these passions. Think about how it would feel, where you would live, and who you would be surrounded by.

Questions for Students

- 1) What hope tools have you tried out so far? How did they help you?
- 2) Why is hope important for us?
- 3) In what part of the brain does hope happen?
- 4) Does thinking about what you enjoy help guide you in deciding what your purpose is?

Administer Lesson Five Quiz: Having a Hopeful Purpose

1. What was Charles passion in the story?
 - a) Math.
 - b) Comics.
 - c) Talking with friends.
 - d) Working at the grocery store.
2. When Charles sees other people laugh and learn from his passion, he not only feels it is something he loves to do, but it gives him:
 - a) Purpose
 - b) Responsibility
 - c) Work
 - d) Money

3. An important aspect of a strong hope foundation is:
 - a) Making lots of money.
 - b) Receiving compliments from others.
 - c) Knowing that you have a purpose and are an important person.
 - d) Having lots of friends.
4. One purpose is better than another.
 - a) True
 - b) False

Additional Teaching Tools for Lesson 5

*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. 270 *Be Yourself*

Activities

p. 39 *Three Wishes*

p. 40 *Winning a Million Dollars*

p. 368-369 *Things You Like About Yourself and Things You Like to Do*

p. 374-375 *Self-Awareness Activities*

p. 376-377 *What Do You Think?*

p. 378 *Who Am I?*

p. 382 *Sample Time-Line for What You Want to Do in Your Life*

p. 384 *Treasure Map of What You Want to Have, Do, or Be*

Lesson #6: Hopeful Goals and Pathways

*"I will prepare
and someday my chance will come."*
~ Abraham Lincoln



Topic: **Setting goals and creating realistic action steps to reach your goals.**

Lesson Objectives

Identify realistic goals.

Be able to define S.M.A.R.T. Goals (Specific, Measurable, Achievable, Relevant, Time-Bound).

Set small goals and celebrate each step achieved along the way.

Write at least one goal and list action steps aimed to achieve that goal.

Teacher Notes

Materials:

Student sunflower

Pencil

Lesson Six Quiz: Hopeful Goals and Pathways

Step by Step teaching guide:

Pre-Questions

- 1) Have you ever set a goal to achieve something and then met your goal? How did you get there? How did it feel along the way?

Lesson Steps

- 1) The next hope tool we will learn is the importance of setting goals and ways we can enjoy the journey as we move closer to our goals.

Goals are tools for having hope because they give us something to look forward to and encourage us to work toward our future. We can enjoy the steps we take to get there

and feel a sense of accomplishment along the way.

Our goals may change over time and the good news is you can always set new ones.

- 2) In order to use goals as hope tools, we must set realistic goals.

We can make sure our goals are realistic by outlining all the specific action steps we need to take in order to help ourselves move forward toward that goal. **Action steps are pathways that help take us to our goal.** With each step, we can feel a sense of fulfillment and enjoy each success along the way.

One way we can achieve this is by creating a S.M.A.R.T. goal. This is a tool we can use to create a plan to improve our chances to reach our goals and feel a sense of accomplishment.

S.M.A.R.T. stands for:

S Specific Be specific and think about the following questions when creating your goal. Who needs to be involved? What are you trying to accomplish? When is your time-frame? Where and if there is a location? Which requirements may be involved? Why do you want this goal?

M Measurable Do you have a way to measure your progress? Perhaps, set some milestones if it is a goal that may take a period of time to reach.

A Achievable Does your goal inspire motivation within you? Do you have the tools or skills you need? If not, do you know how to attain them?

R Relevant Does your goal make sense with what you are trying to achieve?

T Time-Bound Is your timing realistic? Can you achieve your goal in the time period set? Think about what you may want to achieve at the halfway point.

- 3) For example, if someone wants to be an athlete in high school, there are specific steps they can take now and soon in order to get to that goal.

- a) They can practice the sport they enjoy three days a week after school.

If their goal is to practice every day, this might not be realistic. This student also has homework and chores to complete after school. By knowing that they have certain obligations, they can plan around these commitments when they map out their pathways. It might be better to choose to practice three days instead of five days. Setting a realistic action step makes that goal attainable.

- a) What are other action steps the student can take to be an athlete in high school? (Instructor may provide examples)

“It doesn’t matter how slow you go as long as you don’t stop.” Unknown

- 4) In order to use your goals as hope tools, it is okay to set small goals and work toward them slowly. Every goal you achieve helps you stay hopeful. Setting big goals is exciting, but accomplishing the steps along the way is just as important. **Celebrate each step.**

You can set goals around anything that you want to do in order to continue to have hope.



Story

Kendra’s Realistic Goals

Kendra always dreamed of running in the Olympics, but Kendra had never run a single race.

One day, Kendra’s Aunt asked what Kendra wanted to be when she grew up.

“An Olympic runner,” Kendra told her Aunt.

“Well, have you ever run even a mile?” the Aunt asked.

“No,” Kendra responded, feeling defeated.

“I heard that the community center in town has a running club for middle school students on the weekends. What do you think about you and me going over there one Saturday?” the Aunt proposed. “Why don’t we start small, Kendra? Let’s get you running half a mile, then one mile, and then if that goes well, maybe we can make it a goal for you to go out for the track team next year. Let’s take it one step at a time and worry about the Olympics in a few years.”

The plan her aunt proposed gave Kendra hope. She had established concrete action steps that were attainable and that she could begin immediately.

Kendra created additional pathways to her goal by continuing to make new and realistic action steps. By the time she was in 8th grade, Kendra was able to run 10 miles.

Having running goals gave Kendra hope. The goals were something Kendra looked forward to, could plan on, and were ones she felt successful about achieving. These goals are an important part of Kendra’s hope foundation.

Post Question:

- 1) If Kendra’s aunt had not made a plan for Kendra, how else could Kendra have made realistic action steps toward her goal?

Activity

Think of a goal you would like to reach. Write it on your hope sunflower. List the action steps you need to take to get to that goal.

Administer Lesson Six Quiz: Hopeful Goals and Pathways

1. In order to use goals as hope tools, we must set
 - a) high goals
 - b) many goals
 - c) realistic goals
2. Action steps are _____ that help take us to our goal.
 - a) Pathways
 - b) Shortcuts
 - c) Lists
3. With each action step we take, we can feel a sense of fulfillment and enjoy each success along the way.
 - a) True
 - b) False
4. Setting small goals is not necessary.
 - a) True
 - b) False

Additional Teaching Tools for Lesson 7

*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 *Chicken Soup for the Soul in the Classroom*.

Stories

p. 53 *Bopsy*

p. 56 *Follow Your Dream*

p. 59 *The Power to Shine*

p. 125 *Ask, Ask, Ask (may also fit in Lesson 9 Hopeful Community)*

p. 238 *Winning Isn't Everything*

Activities

p. 313-314 *99% is Tough, 100% is Easy*

p. 332-334 *Writing Affirmations*

p. 361-362 *Setting Goals/Creating a Goal Book or Poster*

“Hope can be a powerful force. Maybe there’s no actual magic in it, but when you know what you hope for most and hold it like a light within you, you can make things happen, almost like magic.”

~ Laina Taylor, Daughter of Smoke and Bone

Lesson #7: Reviewing Hope



Topic: Review of Introduction on Hope

Lesson Objectives

Part A: Recap and Review to ensure students have a full and complete understanding of Lessons 1-6.

Part B: Spring Curriculum Start Only. Students will have a modified introduction on hope and the components taught in Lesson 1-6.

Teacher Notes

Materials needed

Hope Sunflower Individual Student Worksheet (may be obtained from Lesson One)

Hope Journal

Step by Step teaching guide

Teacher Prompt:

- 1) Part A: Classrooms that received Fall Lessons 1-6 will use Part A: Hope Review during Lesson 7 Instruction Time
- 2) Part B: Classrooms who are beginning Hope curriculum in the spring will use Part B: Introduction on Hope during Lesson 7 Instruction Time

Part A: Hope Review: A Recap of Fall Lessons 1-6 (Only use for students and classrooms who have received fall instruction)

In the fall, we had a unit on Hope. We are now going to start our spring unit on Hope. First, let’s review what we learned in the fall.

Lesson One Review: What is Hope?

We began our lessons talking about hope and discovered that having hope is a very important skill you can learn and use every day. The more you practice your hope skills, the better you are at living your life.

We learned about various definitions of hope and then created our own definition of hope on our sunflower displayed in our classroom.

- a) Read classroom hope definition.
- b) Did you look to the classroom sunflower to remind you of hope? Was the reminder helpful?

Next, you each created your own definition of hope and placed it on your own sunflower worksheet.

- a) Do you remember what hope means to you?

Teacher Prompt: Students may share their own definition if they would like to with the class.

- If you harvested sunflowers as an activity and received messages of hope you may also ask the following questions.

1. Do you remember harvesting the sunflowers the other students had planted for you? Do you remember their messages of hope? How did that make you feel to receive those messages?

Lesson Two Review: Why Is Hope Important?

We also talked about success and why hope is important.

- a) Can success mean more than just having nice things or lots of money?

The amount of money you have, how many friends you have, what your family is like, or where you live does not determine if you are hopeful. You can build hope within yourself no matter what, and then once you have it, hope will help you thrive in your life.

- b) Why do you think hope is important? (Possible answers: Hope makes us emotionally strong, connects us with others, overcome challenging situations, keep moving forward)

Lesson Three Review: The Brain and Hope

- a) Does anyone remember what part of the brain that helps us learn and be hopeful?
(Answer: upstairs brain)
The upstairs brain controls more complicated actions and emotions like good decision making, self-understanding, and empathy. We use our upstairs brain to learn new things and when we feel hope.
- b) What does the downstairs brain control?
- 1) The downstairs brain controls our survival instincts. It is here where our body has the fight or flight reaction to a danger or threat.
 - 2) When the downstairs brain takes over, our upstairs brain shuts down. This means that if we are angry, upset, scared, or frustrated, it can really be difficult to learn and retain information. It's also hard to make good choices and it is challenging to see our hope.

Remember: We can use a tool to help identify our distress level to help us know when our downstairs brain may be taking over, and we need to take action to help ourselves. Distress is any emotion/feeling that you **do not** want such as fear, anger, sadness, or frustration. On a scale of 1-10, rate how you are feeling. 0 is not feeling any distress and 10 is feeling intense or strong feelings of distress. When we reach a 7 or higher, this is when we want to practice our hope tools.

Lesson Four Review: How to Create a Hopeful Mind

In the fall, we practiced some exercises that can help us stay in our upstairs brain and remain hopeful. Most we can practice anywhere and at any time.

- a) Do you remember a tool you may use to help you find your hope?
- Examples may be deep breathing, visualization, meditation, or journaling positive things.

Lesson Five Review: Hopeful Purpose

An important aspect of a strong hope foundation is knowing that you have a purpose and are an important person. Recognizing what you like to do helps discover your purpose. There is no purpose better than another.

- a) What do you love doing? Art, sports, being with friends, writing stories, playing an instrument? Has pursuing your passion given you a sense of purpose? Review your answer on your sunflower. Have you discovered something new you enjoy? Sometimes our passions may change or we may have more than one. The most important thing to remember is to pursue them.

Part B: Introduction on Hope (Only students and classrooms who are beginning the Hopeful Minds Program who have not had lessons 1-6)

Note: This introduction is taken and modified from Lessons 1-6. This introduction may take longer than the 30-minute allotted time frame depending on discussion length of each lesson step. Recommended time for instruction is one hour.

Lesson Steps

- 1) Today we are going to begin lessons on hope because hope is a very important skill that you can learn. You can use it every day in whatever you do.

Hope is like running. The more you run, the better you get at it. The better you are at running, the better you are at other activities such as baseball, soccer, hockey, dance, or gymnastics. The more you practice your hope skills, the better they become. The better your hope skills are, the better you are at living your life.

- a) What does it feel like for you to be hopeful? Is there something happening soon that you are excited for and hopeful about?

Here are some ways people describe what hope means.

*Dr. Shane Lopez, a hope expert, says that hope is the feeling you have when you have a goal, are excited about achieving that goal, and then you figure out how you achieve your goal.ⁱ

*The Merriam Webster Dictionary says that hope is a feeling of wanting something to happen and thinking that it can happen.ⁱⁱ

*Dr. Anthony Scioli explains that hope is a part of a person's character or personality. You are not born with hope. Hope must be developed, like a set of muscles. There are types of hope that have special purposes. Hope can be used to build and keep trusting relationships, help us stay calm and find ways out of difficult situations, support us in becoming strong and successful and give us a sense of extra protection when we need it.

Activity

Pass out an individual student sunflower worksheet. Please have students write their own definition of hope in the center of their sunflower.

1) Why is Hope Important?

Why do you think hope is important? (Some examples: Hope makes us emotionally strong, connects us with others, helps us overcome challenging situations, keeps us moving forward).

Did you know that people who have hope do better in life? Hopeful people have better grades, they do better in their jobs, and they have closer relationships with friends and family.ⁱⁱⁱ

Hope is a characteristic we can learn and develop. The amount of money you have, how many friends you have, what your family is like, or where you live does not determine if you are hopeful. You can build hope yourself no matter what, and then once you have it, hope will thrive in your life.

We will be learning some skills and tools to help us have hope that we can take with us anywhere. The more we practice these skills, the more hopeful we will become, and then more successful too.

2) How to Create a Hopeful Mind

Did you know there are different parts of our brain that affect our thoughts and feelings?

- Can you remember times when you were angry, upset or frustrated and it seemed you couldn't control how you acted?
- Can you think of a time when you were focused and remember what you learned?

There are two areas of the brain called the upstairs and downstairs brain.

Upstairs brain: Helps us make good decisions, gives us control over our feelings/emotions and our body, and helps us understand the feelings of others (empathy). We use it to learn new things and when we feel hope. We want to stay in the upstairs brain.

Downstairs brain: Controls our survivor instincts. This part of the brain is important to keep us safe when we are in danger and helps us react if we are in trouble. We feel strong emotions like anger and fear.

For example, if a lion were attacking a zebra, the zebra must react quickly to fight the lion or run away to escape the danger. The zebra cannot spend much time thinking about what to do. It must just react to survive.

This means when we are in the downstairs brain if we feel angry, upset, scared or frustrated, it can be difficult to learn and remember information. It's hard to make good choices and have hope.

In order to have hope, we need to stay in our upstairs brain rather than letting our downstairs brain take over.

Tools We Can Use to Help Us Stay Hopeful

There are tools we can use to help us calm down when we are feeling intense emotions like fear and anger.

- Deep Breathing.** This calms our body and nervous system down. Breathe in deeply and breathe out so that you hear the air coming out. This helps get us back in the upstairs brain. (Reference Lesson 3 for full instruction.)
- Visualization.** Close your eyes and think of one thing that makes you feel good. Try to hold this image in your mind for at least 30 seconds (or for a few minutes, as long as possible), and notice the sensations you feel in your body. Breathe deeply and continue appreciating and experiencing how this image makes you feel. Take that new outlook into your day. (Reference Lesson 4 for full instruction.)
- Practicing Gratitude.** Writing down what you are thankful for or keeping a **gratitude journal**. When you pay attention to 3 things a day you are grateful for, you are focusing on what is good in your life. This helps us stay hopeful even if there are events out of our control that challenge our hope.
- Meditation.** Find a quiet place, keep your body still, and focus only on breathing. As you breathe in and out, through your nose if possible, focus only on how the breath is coming and going feels on your skin. Anytime your mind wanders, focus back on the breath and the sensation right below your nose. If it helps when you are beginning, you can count to five in your head as you breathe in, and count to five in your head as you breathe out. The goal is to quiet your mind/thoughts. Meditating helps our memory, relaxes us, improves our sleep, increases our creativity, and is good for our emotional well-being. (Reference Lesson 4 for full instruction.)
- Creative activities.** Playing, using your imagination to make up stories, art projects, or playing a musical instrument or just some creative ways to help release our tension and stress.

Activity

On student sunflower, have students look at the examples of tools they may use to help calm down, stay in their upstairs brain, and remain hopeful.

- On the designated petal, have them write one tool they will use to have hope.
- Next, have them write a time that they can use their hope tool.

3) Hopeful Purpose

An important aspect of a strong hope foundation is knowing that you have a purpose and are an important person. Recognizing what you like to do helps discover your purpose. There is no purpose better than another.

Activity

Have students write down one activity that they enjoy doing and are passionate about on their student sunflower.

Administer Fall Post Test for Part A Participants (Lessons One-Six completed)

ⁱ See University of Minnesota (2013), video interview with Dr. Lopez

ⁱⁱ See Merriam-Webster

ⁱⁱⁱ See Lopez (2013), p. 53-61

"You may not always have a comfortable life and you will not always be able to solve all of the world's problems at once but don't ever underestimate the importance you can have because history has shown us that courage can be contagious and hope can take on a life of its own."

~ Michelle Obama

Lesson #8: A Hopeful approach to change



Topic: **It is important to anticipate obstacles and create plans ahead of time to overcome them.**

Lesson Objective

Write three anticipated obstacles and a plan to overcome them to achieve a set goal.

Teacher Notes

Materials needed

Lesson Eight Quiz: A Hopeful Approach to Change

Step by Step teaching guide

Pre-questions

- 1) How do you feel about hope so far? Is there anything you are worried about doing?

Lesson Steps

- 1) In order to keep ourselves hopeful (along with all of our hope tools), we have to approach life knowing that obstacles will arise. Obstacles are challenges we can overcome. Once we overcome them, we have more wisdom, tools, and the capacity to be hopeful.
- 2) When we set our goals or consider our passion and purpose, we also need to envision what might get in the way.
- 3) Let's think about an example together. Sara wants to go to a good college.

What might be some challenges Sara faces in her plan to go to college?

Examples: She needs to get good grades, she needs to apply and be accepted, and she needs to find the money to pay for school.

By thinking ahead about the problems she might face, Sara can create solutions ahead of time for potential challenges.

What are some ways Sara can overcome the obstacles she might face when trying to get into a good college?

Examples: Asking for help from school counselors, practicing deep breathing when she feels overwhelmed, or having a fundraiser at her church.

- 4) With our own goals, we want to envision the obstacles that might come along so that we can also think about solutions to these obstacles. Then we are prepared for challenges. This preparation will keep us hopeful because we don't feel defeated when obstacles arise. Instead, we are prepared to overcome them.



Story

Kendra's Obstacle

We are going to revisit Kendra's story about the girl who set running goals.

Although we learned that Kendra eventually ran 10 miles in 8th grade, what we didn't learn was that Kendra faced some obstacles to her goals that she had not planned for at first.

For example, part of Kendra's plan was to join the group of middle school students who ran at the community center in her town. The center was three miles away. For the first few weeks, Kendra's aunt took her to the center, but eventually, her aunt got busy and couldn't always drive Kendra to the center.

Kendra knew that she had to keep up her running schedule in order to keep her lungs and legs strong. Not having a ride to the community center made it hard for Kendra to work toward her goals.

Kendra had a choice to make.

1. Stay home on Saturdays and feel sad or disappointed.
2. Find a way around this obstacle. **Teacher Prompt:** Instructor may pause here and ask students for ideas on how she could make it to the center.

Kendra asked everyone she knew for a ride to the center. This worked for a while, but eventually she was back to square one without a ride to her running group.

At that point, Kendra started walking to the center on Saturday mornings. Kendra was dedicated and was not going to let this obstacle interfere with her goal.

Through this experience, Kendra realized that for any goal she set, including her running goals for the future, obstacles were going to arise.

Learning how to overcome her obstacle of getting to the community center gave Kendra hope. It taught Kendra that she could be creative and resourceful and find ways around obstacles. It also taught her that we can keep moving toward our goals if we anticipate obstacles and figure out how to overcome them.

Post comment:

Obstacles are bound to cross our paths. No matter what is going on for you now, your past does not determine your future. You can use all of our hope tools, along with thinking ahead about obstacles and planning potential solutions, in order to create a successful life for yourself. Hope is fundamental to your happiness. By using these tools to anticipate and overcome obstacles, you can create hope for yourself.

"You may have to fight the battle more than once to win it." Margaret Thatcher



Activity

May work with a partner

For the goal that you identified in the last lesson, brainstorm three potential obstacles you might face trying to achieve this goal. What are some pathways around that obstacle? Write these obstacles and pathways on your hope sunflower.

Administer Lesson Eight Quiz: A Hopeful Approach to Change

1. Obstacles will always prevent us from reaching our goals.
 - a) True
 - b) False
2. When we envision challenges to our goal:
 - a) we see it is not worth pursuing.
 - b) we will always overcome them.
 - c) should feel defeated.
 - d) we can think about solutions and prepare ourselves.

Lesson #9: Finding Hope After Failure

“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



Topic: Using detective skills to find the clues to why we’ve failed so we can solve the mystery and succeed going forward.

3. In the story, Kendra:
 - a) found one solution and it worked successfully in getting her to the community center.
 - b) needed to think of multiple ways to solve her problem of getting to the community center.
 - c) stopped running because she no longer had a ride to the community center.
 - d) none of the above.

Additional Teaching Tools for Lesson 8

*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 *Chicken Soup for the Soul in the Classroom*.

Stories
p. 87 *Just Ben*
p. 90 *The Power of Determination*
p. 253 *Abraham Lincoln Didn’t Quit*

Lesson Objective

Identify study habits by answering questions on suggested checklist to determine possible reasons for past failure and solutions to succeed going forward.

Teacher Notes

Materials needed

Handout

Lesson Nine Quiz: Finding Hope After Failure

Step by Step teaching guide

Pre-questions

- 1) Last week, we learned that we must approach life knowing that obstacles will arise. Obstacles are challenges we can overcome. Once we overcome them, we have more wisdom, tools, and the capacity to be. This week we are going to look at our understanding of failure and how we can use our hope tools to learn from our failures.
- 2) How do you feel when you do poorly in class, on a test or an assignment? Do you feel disappointed and discouraged? Do you feel hopeful and motivated? What do you say to yourself in your head about your abilities? What do you say to yourself about why you didn’t do well?
- 3) When you do poorly on one test or assignment do you try harder the next time or put in the same effort? Other than your effort, do you change *how* you prepare or study?

Lesson Steps

- 1) When we do badly on a test or an assignment, what does it say about us? Invite the children to give some responses...

The answer might surprise you—absolutely nothing. It says absolutely nothing about us. The reason we fail at things has very little to do with **who we are or how smart we are but instead, it has to do with how we go about it** (studying and working.)

So, when we fail or do poorly, it isn't because there's something wrong with us, it's because there's something wrong with our method of preparing and studying. However, in order to improve our methods, we first must overcome a tricky reality—we're likely to feel discouraged and even helpless.

There are many reactions to failing or doing poorly— can you give me examples? We feel disappointed, discouraged, annoyed, and even helpless. We worry we're not smart enough or good enough to succeed, and we feel like giving up. In other words, we lose hope.

But here's the interesting thing—although these feelings can be quite strong, they're also incorrect, at least when it comes to school. Sure, some of us might need to put in more effort or do things differently than others but every one of us can do well—we just need to figure out how.

To succeed and do better, we first need to get over the bad feelings that are giving us incorrect messages and taking away our hope. These strong, but incorrect feelings are coming from our brain, but which part of our brain?

Teacher prompt:

- 1) Ask class if the messages and bad feelings are coming from our upstairs brain or our downstairs brain?

We use our upstairs brain to regain our hope. The best way to do that is to make upstairs brain feel more in control of the situation—and we can help our upstairs brain feel more in control by taking action. As a rule, when we take action, we feel more in control. But what action should we take?

- 2) Remember, the reason we failed was not because we aren't smart enough or good enough but because we need to change our system of studying—*how* we go about preparing and learning at home. Let's look at some of the reasons someone might do poorly on a test or assignment:

Teacher prompt: Accept only answers related to study habits and methods. If a student suggests a trait such as *not smart enough* or *too lazy*, remind them that people do poorly because of how they study not because of who they are. Generalize the suggestions into the following list of answers. Add in missing answers if the class does not suggest them.

- a) We didn't give ourselves enough time to study or prepare, or we didn't keep up with homework and reading which meant we had too much to learn in the time we had left.
- b) We gave ourselves enough time, but we got distracted and didn't use the time well.
- c) Our method of studying wasn't effective enough (e.g., we read the chapter in our math book but didn't do practice problems).
- d) We didn't understand the material well enough.
- e) We got nervous and worried and had trouble concentrating during the exam/project.

Activity

Once we've identified the reasons we might have done poorly, we must figure out what we do about them. How we can approach things differently going forward? Let's go through these reasons one by one and see what solutions we can come up with that might help us do better in the future.

A. Not allotting enough time for study/preparation:

Teacher prompt: Ask class what they might change going forward if they didn't give themselves enough time to study. Responses can include the following time management tips: Allot more time than you have previously to homework, study/exam or assignment prep, set a clear start time (the day or hour), make a schedule of when to study and check with parents to make sure you don't have conflicting obligations (like a family event on a weekend), add a cushion of time for unexpected developments.

B. Getting distracted:

Teacher prompt: Ask class to list possible distractions such as screens (phones, gaming systems, TVs, tablets and laptops), friends (friends dropping by or friend came to study and you ended up talking or playing instead), TV, sleep, siblings, noise, lack of privacy, lack of room/space to study, being hungry or tired, daydreaming, games.

Then ask class to identify solutions to each of the distractions listed, such as, turn off screens, when you're studying/working, find a quiet space, make agreement with yourself to only watch TV after studying for X hours, grab a small snack or nap if you're tired but

make sure to set the alarm clock to wake up, make deal with friend to study first and talk/play only after you study.

C. Finding more effective study methods:

Teacher prompt: Elicit and list study methods for preparing for exams, writing papers, or doing projects such as: Rereading text, highlighting text, summarizing text, memorizing facts or spelling, doing practice questions/problems, talking about topic with friend/family, explaining topic to someone else, flashcards, internet research, and others.

Then take a poll about how many students use each method in order to make the point that we all use different methods and each person needs to figure out which methods work best for them. Explain that we need to try different methods in order to find the one that is more effective for us—the one that helps us learn best. For example, some of us work best alone and others work best with a friend or parent.

We also must consider that a method that works best for one topic might not work best for another. For example, we might do best memorizing history facts alone but figuring out math problems with a friend. We should be prepared to try different methods until we find the one that is most effective for us.

D. Not understanding/grasping material well:

Teacher prompt: Explain that in most classes there is often more than one person who didn't fully understand the material even if nobody asks questions. The problem is it can feel awkward to ask questions, especially if we think we're the only person who didn't understand something. And then when we see no one else asks questions we feel as though we're the only ones who didn't understand the material. Of course, that can make us feel even less confident and hopeful about succeeding. So, in order to overcome that feeling and get our hope back we must act by asking for help after class. The question is, who should we ask?

Ask class: What can we do once class is over, and we realize we don't fully understand the material? Elicit suggestions like: Ask a friend who does well in this subject, approach the teacher in between classes and ask for help, search for YouTube videos that explain the topic (e.g., Khan Academy: <https://www.khanacademy.org/>), or reread the textbook.

E. Getting anxious/nervous and having trouble concentrating:

Teacher prompt: Explain that it is common to get nervous before exams, or to get distracted with a troubling thought. The problem is worrisome and troubling thoughts make it hard to concentrate and focus. The first thing we need to do is clear our mind, so we can focus on the task at hand. This would be a great time to utilize one or more self-regulating techniques, like diaphragmatic breathing.



Story

Ryan's History Problem

Ryan wasn't good at history. There were just too many people and events to remember and too many dates to learn. He did his homework every week and he studied as hard as he could for tests, but he just kept doing poorly. So, when the teacher announced there would be another test the next week, he felt quite hopeless about his chances of doing well.

His friends Ivan and Shawn realized there was something wrong when Ryan was quiet at lunch.

"I hate history tests," Ryan admitted. "They make me feel stupid."

"You just have to try harder," Shawn responded.

"I have tried harder," Ryan insisted. "And I still do badly."

"Then don't study harder," Ivan suggested, "study differently."

"What do you mean?" Ryan asked, confused.

"How do you study for history tests?" Ivan asked.

"I read the chapter in the book," Ryan said, "twice, sometimes three times."

"That's not what I do," Ivan said.

Ivan was good in history, so Ryan was curious. "What do you do?" he asked Ivan.

"First, I read the chapter. Then, I tell my mom the story of what happened in it."

"You remember things that well from reading the chapter only once?" Ryan asked.

"No, I sit with the book open, read a bit and then tell her about the events. But I try to make it like a real story. Remembering facts is difficult. Remembering stories is much easier. And telling stories helps me remember the facts in the story I told."

Ryan decided that he would try studying Ivan's way and something interesting happened the moment he made that decision. He began to feel hopeful again.

Post Questions:

1. Why did Ryan dread the upcoming history test at the start of the story?

Teacher prompt: Elicit responses about believing he was bad in history and that he felt hopeless about being able to improve.

2. Why did Ivan's suggestion make him feel more hopeful?

Teacher prompt: Elicit responses about how figuring out what you can do differently makes you feel more hopeful. If not mentioned, note to students that just having a specific plan of what you can do differently makes you feel more hopeful, even before you know if it's going to work!

3. What should Ryan do if he tries Ivan's way of studying but still doesn't improve enough?

Teacher prompt: Elicit and list responses about Ryan needing to find another approach to studying history such as: writing out summaries, creating flashcards of key events and dates, studying with a friend, focusing on narrative first and adding in dates later, watching films or TV episodes about the events that make them easier to remember. The key is to keep trying new approaches or combinations of approaches until you figure out what works best for you.

Getting Our Hope Back by Changing How We Study/Prepare

When you are not doing as well as you would like in a subject, the following checklist will help you figure out what to change about how you study. You might have to do this exercise more than once to get the result you want.

A. Do I need to change how much time I put into studying?

I usually spend ____ hours to do (subject) _____ homework.

Instead, I should spend ____ hours.

I usually spend ____ hours to study for a (subject) _____ test.

Instead I should spend ____ hours.

I usually start working on a (subject) _____ project _____ before it is due.

Instead, I should start ____ before it is due.

I usually start doing school work:

- a. As soon as I get home.
- b. After I nap or relax but before dinner.
- c. After dinner before bed.
- d. In the morning of the day it's due.

Instead I should do my schoolwork: _____

B. The distractions I need to avoid are:

C. The other methods of studying (subject) _____ I can try if my method isn't working well enough are (ask friends and teachers for suggestions if you cannot think of any):

D. The people I can ask for help in (subject) _____ if I don't understand the material are:

E. If I get nervous or worried about a test or project and have trouble concentrating I can:

Administer Lesson Nine Quiz: Finding Hope After Failure

1. Why did Ryan dread the upcoming history test at the start of the story?

- a) He believed he was bad in history and felt hopeless about being able to improve.
- b) He had something else scheduled that day.
- c) He thought the teacher made it impossible to pass.
- d) He never studied.

2. Why did Ivan's suggestion make him feel more hopeful?

- a) It proved he wasn't good at history, so he decided he would focus on other subjects.
- b) Figuring out what he could do differently made him feel more hopeful.
- c) He knew it would 100% work!

3. If Ryan doesn't improve after trying Ivan's way of studying, he should:
 - a) give up.
 - b) never talk to Ivan again.
 - c) try a new approach or a combination of approaches until he finds what works best for him.

4. When we fail or do poorly, it must mean there is something wrong with us.
 - a) True
 - b) False

5. When we fail, it is common for us to feel disappointed, helpless or annoyed and lose our hope. Which of the following ways can we restore our hope and act:
 - a) Remembering why we failed was not because we are not good enough or smart enough.
 - b) Finding how we can approach the situation differently.
 - c) Identifying the reason or reasons we might have done poorly.
 - d) Figuring out solutions that will help us do better in the future.
 - e) All the above.

Lesson #10: Shifting Rumination through Hope



"It seems quite clear that one cannot solve the problem with the same kind of thinking that has created the problem."
~ Berg and de Shazer

Topic: **Using your hope tools to change the channel.**

Lesson Objective

Define rumination.

Draw a picture about a problem in your life on included program activity.

Create a new life channel and describe what that channel would look like using learned hope tools.

Students will learn about rumination and the effective steps we can take to distract ourselves can keep us from our hope.

Teacher Notes

Materials

Markers

Pens

Hand out of the television outline and story page

Lesson Ten Quiz: Shifting Rumination through Hope

Step by Step teaching guide

Pre-questions

Last week, we looked at failure and now we know the reasons we fail have little to do with who we are or how smart we are, but how we go about reaching our goal. Sometimes we hold on to the feeling of failure or disappointment. We go over and over them in our head and it interferes with our hope tools. By letting the problem replay over and over in your mind you are engaging in a process which is called "rumination."

Imagine the following scenario: You're at school, the day seems to be going smoothly, and you're looking forward to a relaxing evening at home. Then, with 15 minutes left, your teacher approaches you and informs you that you have done badly on a test. You apologize

and try to explain what happened, but all your teacher tells you is that you need to get your act together.

Everyone must deal with situations like this from time to time and it would put most people in a bad mood. You have two options in how to deal with the situation:

Try to guess what the hope response is.

1. Go home and spend 15 minutes problem solving about what you need to change in how you study and what you will tell the teacher the next day, and then put it aside and enjoy the evening.
2. Let the problem eat away at you all evening and think about how unfair the world can be.

Rumination, or dwelling repeatedly on negative thoughts about the past, can make things worse.

Basically, rumination means that you continuously think about the various aspects of situations that are upsetting. Think about what you do. When something upsets you, do you tend to mull on it and keep going over the problem again and again? If so, then you are probably a ruminator.

Sometimes people will ruminate or have unhealthy thinking about the problem; they never even develop a solution to the problem. This is where rumination becomes a big problem.

If the situation has you in a bad mood, rumination will keep that bad mood alive, and you will feel upset for as long as you ruminate. If you ruminate on the problem for days, chances are you'll remain upset for days. Rumination is also connected to many different forms of self-sabotage. For example, if you ruminate on something upsetting a friend did, it's going to take longer to forgive that friend and get back to enjoying time spent with him or her. If you hold a grudge and constantly ruminate on what that friend did you may lose their friendship completely.

There are many activities that can be used to distract from rumination, and the best one to use is one that works for you.

For example, some good activities include reading a book, playing a game, exercising, talking to a friend or watching a movie. Of course, you are only limited by your creativity and access to different activities. Importantly, you must enjoy what you are doing for it to work. If you hate watching a movie you will get bored and start thinking about the problem again - so watching a movie that you don't like may not be the best choice. Rumination is a bad habit, so you will need to work on distracting activities on a regular basis if you want to break that habit.

Lesson Steps

To help us understand how negative thinking can affect us and hold us back and lead us to believe we have lost our HOPE,

- 1) Let's see if we can use your hope tools to design a new program. Have you ever heard the phrase, "get your mind off the problem?" We're going to change the channel and create a new program.

Ask the child to draw on/around the picture of the television. Or, children can be encouraged to draw their own screen. (See example at bottom of page.) If we could change a channel in your life, so that things were better for you, what channel would you switch to?

- 2) Draw or create the name of your new program and come up with a story that will tell us what it is about. Include the following:
 - What might other people see happening in your new program?
 - If there was one small thing that would be different about you, what would that be?

Suggestion: This would be more effective if they were shown two screens or had to draw two screens. On the first, the teacher should ask each student to draw an upsetting thing they ruminated about recently. It can be something that happened at school or an argument with a friend; anything they spent a long time going over and over in their head.

1. The teacher should explain that when we ruminate, the only program on our screen is the one that upset us. The teacher can ask the class if they would ever go home and watch only the same upsetting program repeatedly? The idea is to elicit that they would never do that because that would not be fun. The teacher can point out that this is what they are doing when they are ruminating about something upsetting that happened.
2. Remind students they can change the channel because there are many other programs they can watch (i.e., think about) that would make them feel better and more hopeful. Ask students to draw in the second screen, an example of a thought (or show) they could change the channel to when they find themselves stuck on the rumination channel. What could they think about instead that would make them feel more hopeful? Please provide examples to students of possible distraction options or problem-solving options.

Teacher tips

Give children time to work on their project and leave time for feedback. Invite them to share what they have learned during this exercise. Reinforce the message about the upstairs and downstairs brain. Ask what tools they are using most in changing their channel and creating their new program.

Remind them that they have the tools now to catch those unhelpful thoughts that cause us to ruminate and get stuck. By using their hope tools, they now can **catch them, pause them,**

challenge them and then **change them**. Remember, practice make it easier and the more you practice the better you will get at achieving your goals.

References

Berg and de Shazer, 1993, p.9. *Solution-Focused Practice Tool Kit*.

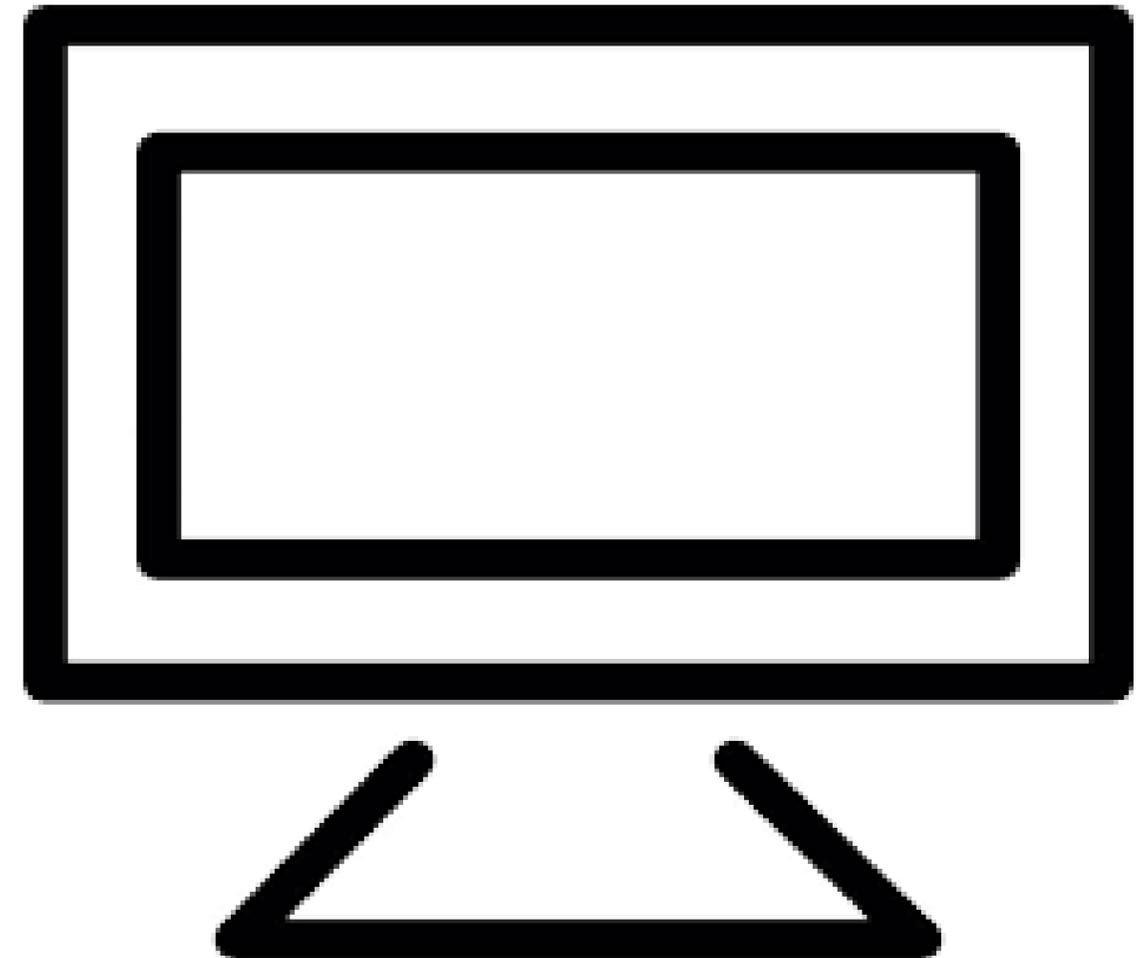
Tartakovsky, M. (2011). *Why Ruminating is Unhealthy and How to Stop*. Psych Central. Retrieved on August 23, 2017, from <https://psychcentral.com/blog/archives/2011/01/20/why-ruminating-is-unhealthy-and-how-to-stop>

Chapter on rumination in Guy Winch, Ph.D. *Emotional First Aid: Healing Rejection, Guilt, Failure and Other Everyday Hurts* (Plume, 2014)

Administer Lesson Ten Quiz: Shifting Rumination Through Hope

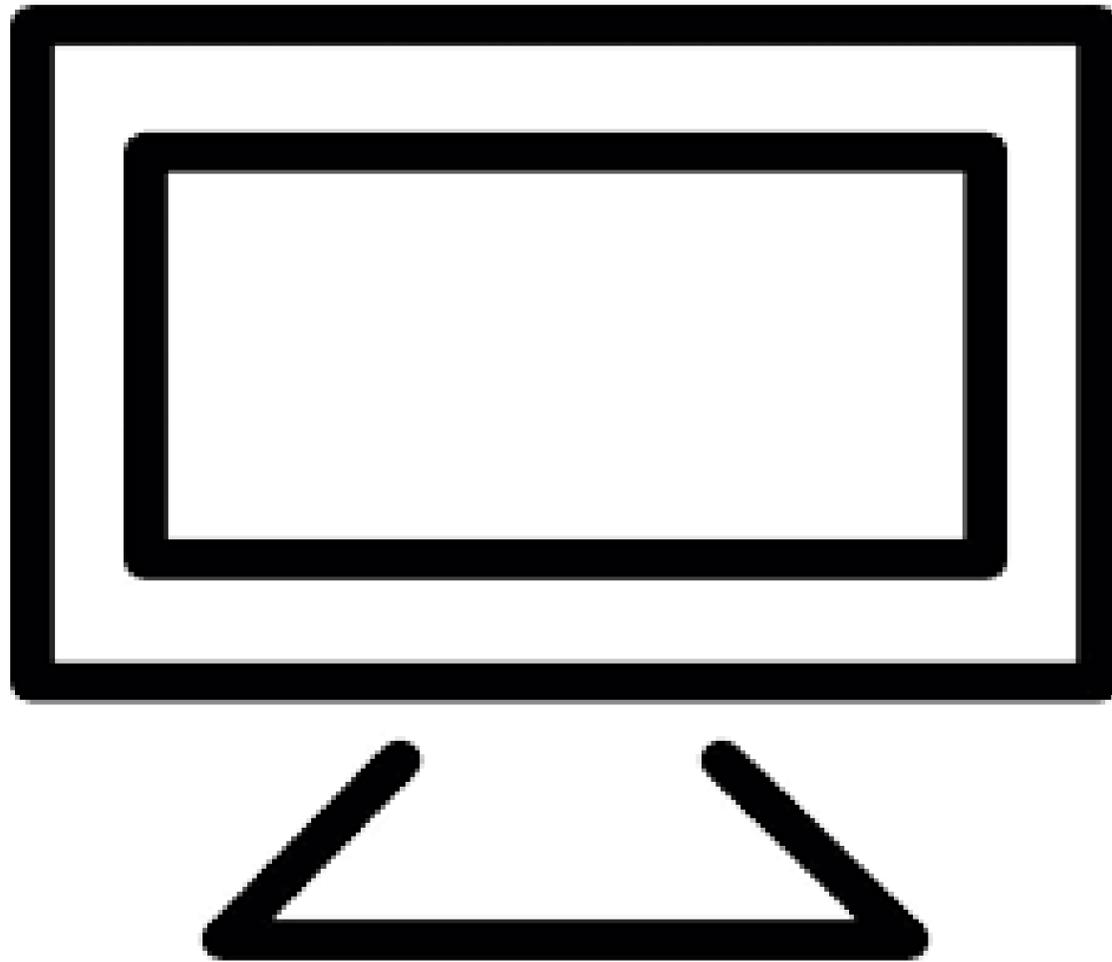
- 1) By letting a problem replay over and over in your mind, you are engaging in a process called:
 - a) Rumination
 - b) Repetition
 - c) Contemplation
 - d) Decision-making
- 2) Rumination helps us stay hopeful.
 - a) True
 - b) False
- 3) Your teacher tells you that she would like to talk to you tomorrow morning at school about a poor grade you received on your last test. You can't get this out of your mind on your way home and feel worried. What can you do to help yourself feel better after school?
 - a) Talk to your mom and dad, or another trusted adult about your concern.
 - b) Find an activity you enjoy helping yourself feel better, like talking to a friend or watching a movie.
 - c) Think about how angry you are at your teacher for making you worry the rest of the day.
 - d) a and b
4. Rumination and unhealthy thinking can prevent us from finding solutions and feeling better.
 - a) True
 - b) False

YOUR FIRST PROGRAM



Draw an upsetting thing you ruminated about recently on the screen above.

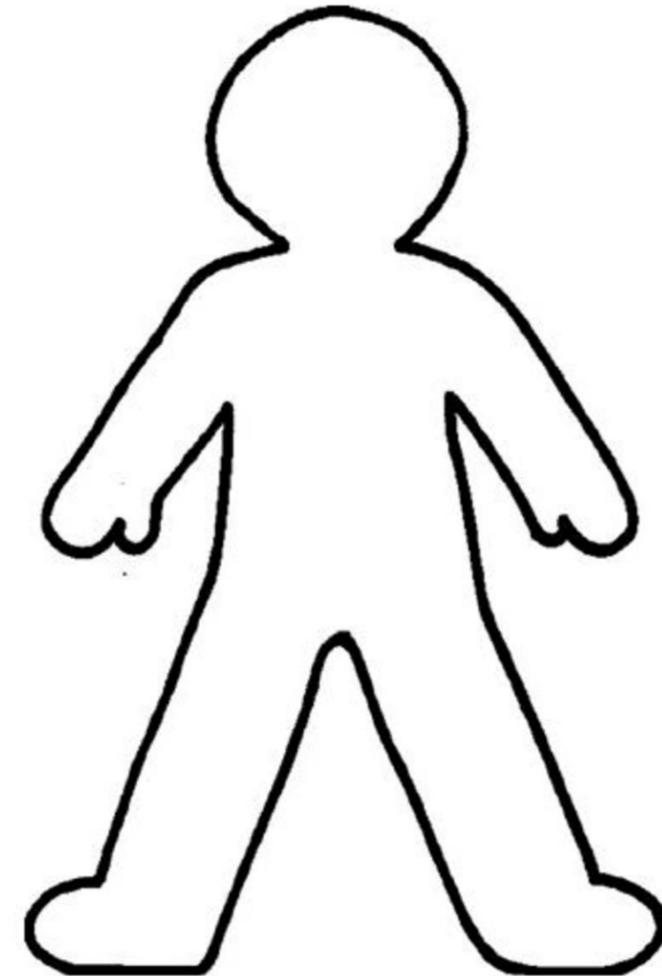
CHANGING THE CHANNEL



Change the channel in your life to make it better for you.

Write your story that will tell us what the program is about and include the following:

- ☀ What might other people see happening in your new program?
- ☀ What Hope tools are you using?
- ☀ If there was one small thing different about you, what would it be?



1

What is Different About You in Your New Program?

“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 event. Finding and identifying a person who will support you and your hope.

Lesson Objective

Identify a personal belief that brings hope in life.
Identify and write down names of available support using the Hope Network worksheet.

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”.
 - a. A person of support can be a peer and a great resource for promoting hope. The use of peer support has helped change the culture of mental health from illness and disability to health and ability (Mead et al., 2001).
- 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.



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?



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*

My Hope Network

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

☀ Steps to Take If You Are Being Bullied

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 help.

☀ 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.

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>

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

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

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

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

Lesson #12: Giving Hope

*“True Friends are like sunflowers
that never fade away, even over
distance and time.”*

~ Marie Williams Johnstone



Topic: **Giving Back.**

Lesson Objective

Identify ways of giving back and helping others.
Share how this tool keeps us connected, empathic and allows our own hope to grow within and thrive.

Teacher Notes

This lesson happens in conjunction with a planting of sunflower seeds and writing hope messages for the students who will go through this curriculum the following fall. If the sunflowers are cared for, the students in the fall can even harvest the sunflower seeds and use them for planting in the spring.

Materials needed:

Sunflower seeds

Designated area to plant sunflowers

Note cards to write hope messages. *Please keep messages for the following school year to be utilized with fall lessons.

Pencils

Lesson Twelve Quiz: Giving Hope

Lesson Steps

Helping others and giving back is a very important part of staying hopeful. It feels good to support other people, reminds us that we are not alone, and allows us to feel compassion and empathy.

- 1) We are going to practice giving back today by planting sunflowers and writing messages of hope for next year's students.

Your messages of hope will be handed out to students entering class next fall. Those students will be harvesting the sunflowers you are planting right now. Harvesting will provide new sunflower seeds to plant next spring. Messages of hope will continue with every school year.

- 2) Why sunflowers?
 - a) After you plant a sunflower seed, what does it need in order to grow? (**Teacher prompt:** Sunlight, water)

In order to get these things, sunflowers must stretch their roots deep into the ground and grow wide leaves. Roots and leaves allow the flower to collect more water and continue growing toward the sunshine.

A sunflower seed is like your own hope.

Growing roots and leaves are like our tools for creating hope. Our tools allow our hope to grow the same way the roots and leaves allow the flower to grow.

- b) What were some of these hope tools? (**Teacher Prompt:** meditating, being grateful, and discovering our passion, setting goals and creating action steps, anticipating and overcoming obstacles, finding a hope supporter, giving back.)
- c) The flowers purpose is to provide food to humans and birds and bring joy to those that see it. One of the sunflowers goals is to grow toward the sunshine.

In order to do this, the flower must grow a strong stem. This stem supports the flower when it gets very tall and can reach all the sunlight it wants. The flower stem is similar to what happens for us when we rely on supporters to help us remain hopeful.

- d) The sunflower will have to overcome obstacles. What are some obstacles the flower might experience? (**Teacher Prompt:** Rocky soil, not enough sunlight, not enough rain, not enough space).
- e) After the sunflower grows, it gives back by turning into other products. Do you know anything made from sunflowers? (**Teacher prompt:** sunflower oil, sunflower seed butter, sunflower seeds for eating, other sunflowers)

This is how we can live our lives too. Now that we have learned all of these hope tools, we can encourage and support others to have hope.

“Walk on with hope in your heart and you’ll never walk alone.” Shah Rukh Khan

Activity

Plant sunflowers!

By planting, we are sharing our hope.

Write an encouraging note that will be given to a student in the fall. Tell them how to have hope and why to have hope. Say something that encourages them to use their hope tools.

By giving your message, you are helping someone else have hope and sending a reminder that there is another person who cares. Helping others makes us feel good about ourselves.

-  Giving to someone makes us feel happy.
-  Giving connects us with other people.
-  Giving often brings feelings of gratitude.

Your message and your sunflowers will bring joy, comfort, and HOPE to someone else.

Administer Lesson Twelve Quiz: Giving Hope

1. A very important part of being hopeful is:
 - a. Giving back and helping others.
 - b. Using our hope tools to take care of our emotional health and well-being.
 - c. Practicing our hope skills daily.
 - d. All the above.

2. Which of the following skills is not a hope tool?
- a. Asking for help and support.
 - b. Identifying your distress level and using a self-regulation exercise.
 - c. Rumination.
 - d. Celebrating each action step met along the journey toward your goals.

Additional Teaching Tools for Lesson 12

*The following list of stories and activities are recommended to enhance your student's learning and experience. 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*.

Activities

p. 360 *Warm Fuzzies*

p. 357-358 *Spreading Acts of Kindness*



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Student Workbook

HOPE is
teachable.

LESSON 1 WORKBOOK

Activity

Last spring, other students planted these sunflowers for you and wrote you hope messages. Sunflowers will be our symbol for hope. A symbol is usually a picture that reminds us of something.

By planting these flowers for you, the previous students are reminding you to always have hope. Sunflowers=Hope. Sunflowers grow from a seed into a beautiful flower. Each flower gives new seeds to plant more sunflowers.

We can be reminded of hope when we see them and we can share our hope with others. We are going to harvest the sunflowers and read our messages from the previous students now. Please see Curriculum/Teacher Resources on schoolsforhope.org for instructions on “Harvesting Sunflowers”.

Teacher Prompt:

1. Hand out notecards from previous year for students to read if available.
2. Harvest sunflower seeds and place in plastic bag. Store in a cool, dry place for spring planting.

If the sunflowers bloomed, have the class pick the blooms and harvest the seeds from the sunflowers. They can store these sunflowers in an airtight container for planting in the spring, thus completing the cycle of life. If not, simply use it as a discussion point as described in the note below.

NOTE: If you did NOT plant sunflowers the previous year, or do not have cards from the previous year, simply use this time for further discussion on HOPE. You can also share a message for Hope provided by celebrities from our website at ifred.org, or go into the activity in greater depth.

If you did plant, and the sunflowers from the previous year died, it is a chance to bring up why you are teaching hope in the first place; that learning how to deal with loss (sunflowers dying), finding solutions to challenges (planting seeds to harvest), and generating messages of Hope (sometimes must come from within) are all important factors in having and maintaining hope. It can also lead to additional points throughout the lesson plans as you see applicable.

Additional Teaching Tools for Lesson One

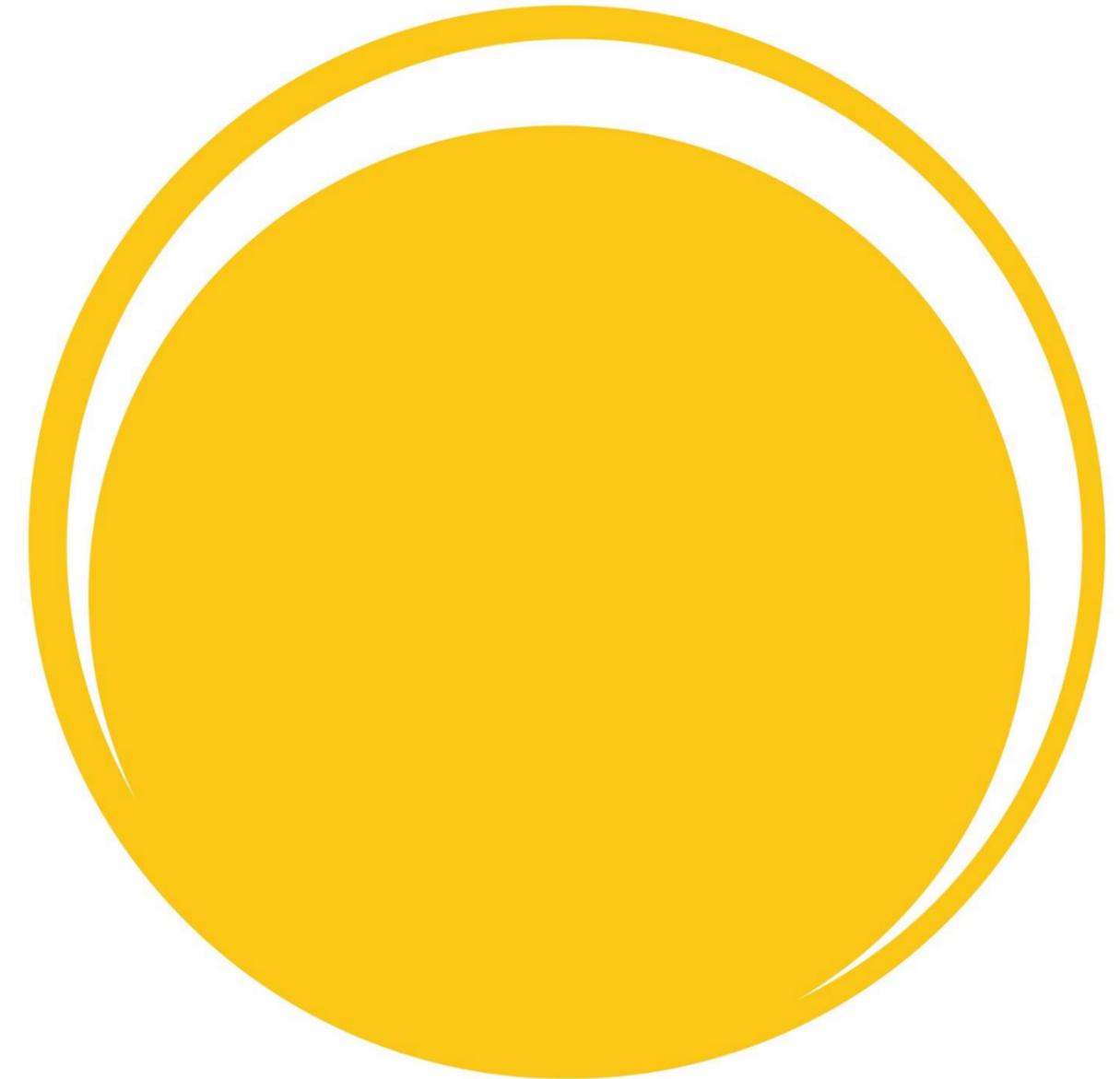
*The following list of stories and activities are recommended to enhance student learning, experience, and to encourage and promote further discussions related to each lesson's content. Please choose what fits best for you, your students, and classroom environment. You may locate the resources listed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

Stories

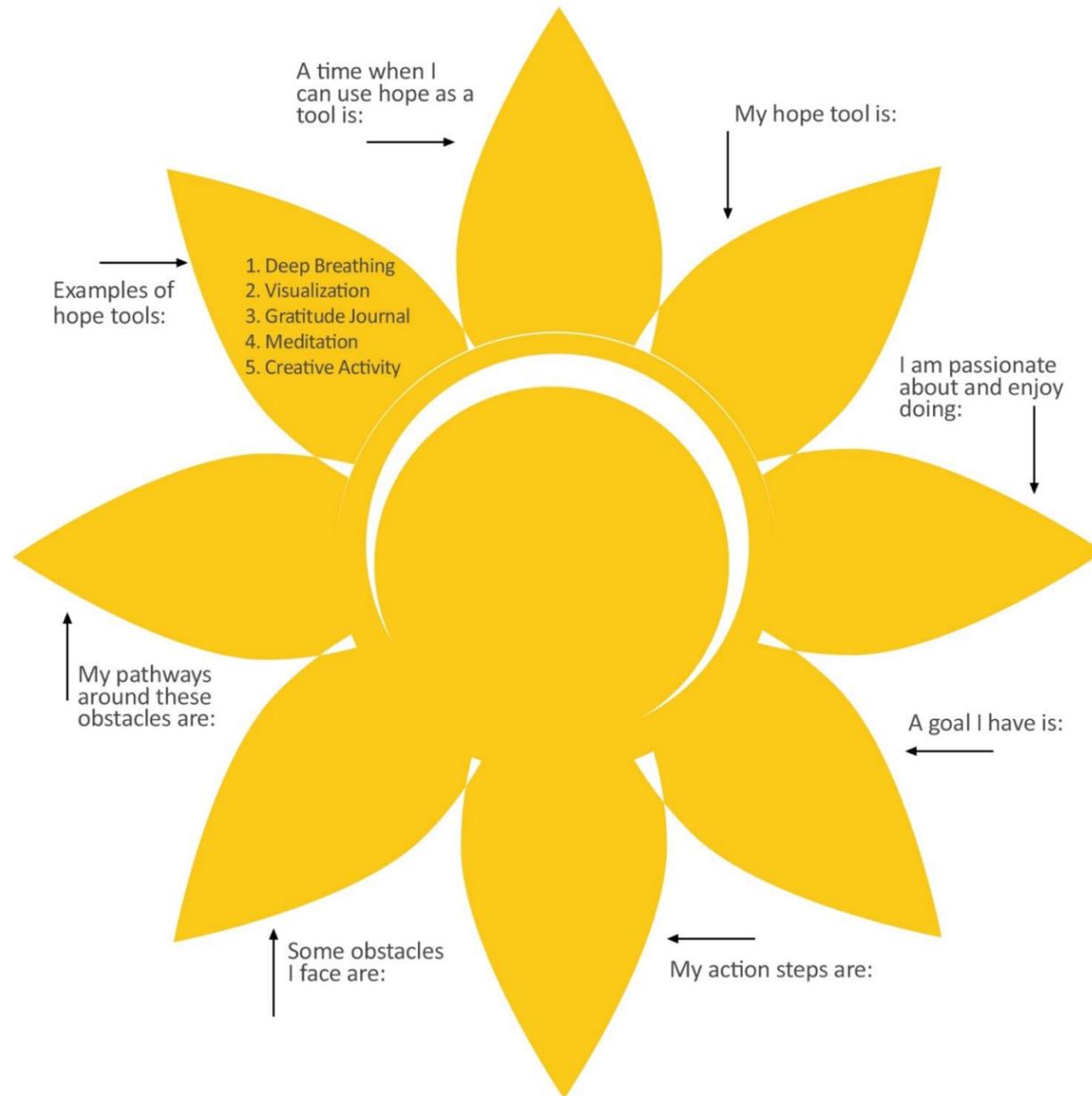
Discouraged? p. 263

Center of Classroom Hope Sunflower, Lesson #1

Our Classroom Definition of Hope:



Hope Sunflower



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LESSON 2 WORKBOOK

Activity

We are going to continue working on this Sunflower of Hope for our classroom. Everyone can write one thing they are hopeful for this school year on a sunflower petal. We will put all of these petals together to make a flower, and keep the Hope Sunflower on our wall throughout the year. (**Teacher Prompt:** pass out petals to each student for the classroom Hope Sunflower. After students write on the petals, attach petals to flower center and place on the wall. Keep the flower up all year to remind students about their hope.)

Additional Teaching Tools for Lesson 2

*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. 63 *A Good Reason to Look Up*

p. 66 *School-Moving Up*

p. 114-115 *Rest in Peace: The "I Can't" Funeral*

p. 273-277 *Consider This...*

This year in our classroom, I am hopeful:

This year in our classroom, I am hopeful:



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LESSON 3 WORKBOOK

Activity

How are you feeling?

Distress Assessment Scale¹:

The following tool is provided to help students identify their emotions and stress level. Distress is any emotion **that you do not want** such as fear, anger, sadness, frustration...

1.) Have each student rate how they are feeling on a scale of 0-10.

0 is not feeling any: fear, anger, sadness, and frustration

10 is feeling intense feelings of: fear, anger, sadness, and frustration

When our distress level reaches a 7 or higher, we tend to not think clearly or act in ways that are consistent with our true selves. Students may use this tool anytime to connect with how they are feeling. When our distress reaches high numbers, this may be an indicator that self-regulation techniques would be helpful. We will be covering some of these exercises in Lesson 4 How to Create a Hopeful Mind. One way we can calm our mind and body is by deep breathing.

¹ Scale provided by Dr. Elizabeth Lombardo

Deep Breathing Exercise:

When you take a deep breath, it calms your nervous system and your downstairs brain. Anytime you feel angry, overwhelmed or stressed, taking some deep breaths can help you calm down. Even if you can't control your reactions at the time because your downstairs brain is in charge, you can remember to breathe deeply. This will help you get back into your upstairs brain.

Let's practice. (**Teacher Prompt:** demonstrate deep breathing and then ask students to join you.)

Inhale really deep breaths and exhale all of the air so that the exhale is audible.)

2.) What do you think? Do you feel any different after some deep breaths?

Additional Teaching Tools for Lesson 3

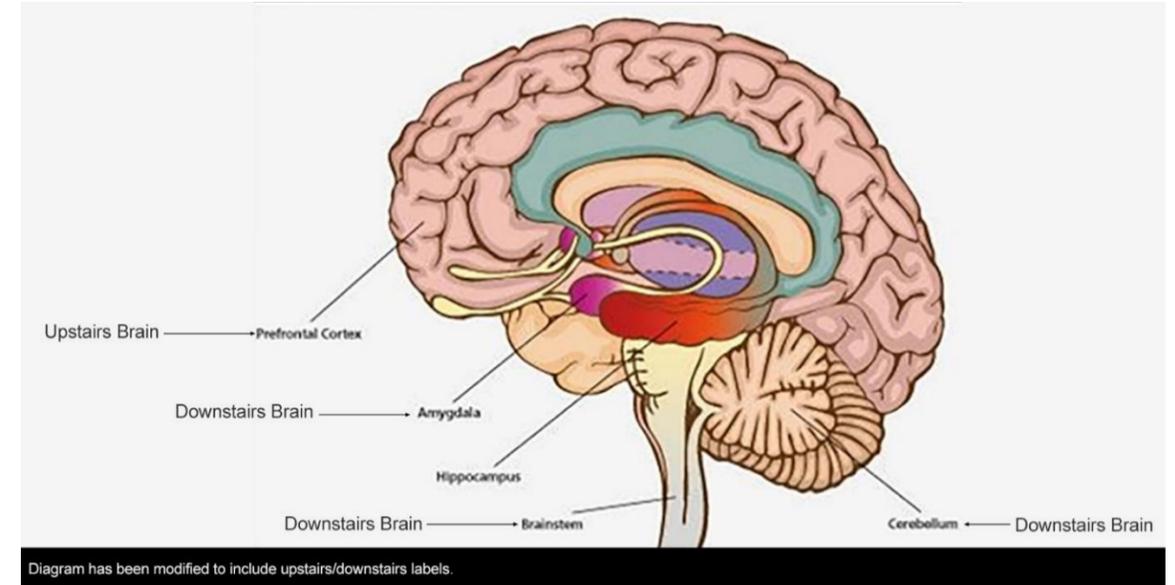
*The following list of stories and activities are recommended to enhance student learning, experience, and to encourage and promote further discussions related to each lesson's content. Please choose what fits best for you, your students, and classroom environment. You may locate the resources listed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

Stories

p. 99 *Did the Earth Move for You?* (may also be used with Lesson 4 *How to Create a Hopeful Mind*)

Activities

p. 325 *Good Boy/Bad Boy Kinesiology Demo* | p. 331 *Inner Smile Visualization*



Downstairs Brain: Includes the limbic region and brainstem. It is the more primitive part of the brain and is responsible for:

- Basic functions such as breathing, blinking, and heart rate
- Fight or Flight Reaction (Amygdala)
- Strong emotions such as anger or fear

Upstairs Brain: Includes the Cerebral cortex. This is where thinking, imagining, and learning occurs. This part of the brain is responsible for the development of:

- Sound decision making and planning
- Control over emotions and body
- Self-understanding
- Empathy

Adapted from Siegel, D.J., & Bryson, T.P. (2011). *The whole-brain child: Twelve revolutionary strategies to nurture your child's developing mind*. New York: Random House.

New Directions. Integrating the Upstairs and Downstairs Brain: Teaching how to make good decisions in high-emotion situations. <http://www.newdirections.mb.ca/services/traumaresources/11%20-%20Upstairs%20downstairs%20brain%20%20teaching%20how.pdf>

Diagram. (2014) <http://www.rediscoveringancestralwisdom.com/wp-content/uploads/2014/08/parts-of-the-brainhippocampus.jpg>



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LESSON 4 WORKBOOK

Activity

On your Hope Sunflower, write a reminder to yourself about when you want to use one of these hope tools and which tool you want to use.

Teacher Prompt: Please pass out a Journal Question sheet to each student. Students should hold on to these sheets to reference for lessons 4-6. You may also write the journal questions in front of the class. Students may use a spiral notebook or other sheet of paper to write down their responses.

Use Journal Questions sheet to write about three things you are grateful for and three positive events that have happened in your day.

Additional Teaching Tools for Lesson 4

*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. 99 *Did the Earth Move for You?*

p. 111 *The Power of Attitude*

Activities

p. 15-17 *Creative Activities*

p. 41 *Things I'm Thankful For*

p. 185-186 *Here I Am*

p. 315-316 *Mirror Exercise*

Journal Questions

Students may use a spiral notebook to write down their journal responses to the following questions.

Lesson Four: How to Create a Hopeful Mind

What are three things you are grateful for?

What are three positive things that have happened in your day?

Lesson Five: Hopeful Purpose

Different paths I could take in my life based on what I love to do are:

What it might be like to live out my passions:

The way I might feel pursuing my purpose and passion is:

Where I might live if I pursue my purpose and passion is:

I would be surrounded by:



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LESSON 5 WORKBOOK

Activity

- 1) Write some of the things you are passionate about on your Hope Sunflower.
- 2) Journal about different paths you could take in your life based on what you love to do. Dream about how it might be to pursue these passions. Think about how it would feel, where you would live, and who you would be surrounded by.

Questions for Students

- 1) What hope tools have you tried out so far? How did they help you?
- 2) Why is hope important for us?
- 3) In what part of the brain does hope happen?
- 4) Does thinking about what you enjoy help guide you in deciding what your purpose is?

Additional Teaching Tools for Lesson 5

*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. 270 *Be Yourself*

Activities

p. 39 *Three Wishes*

p. 40 *Winning a Million Dollars*

p. 368-369 *Things You Like About Yourself and Things You Like To Do*

p. 374-375 *Self-Awareness Activities*

p. 376-377 *What Do You Think?*

p. 378 *Who Am I?*

p. 382 *Sample Time-Line for What You Want to Do in Your Life*

p. 384 *Treasure Map of What You Want to Have, Do, or Be*

LESSON 6 WORKBOOK

Activity

Think of a goal you would like to reach. Write it on your hope sunflower. List the action steps you need to take to get to that goal.

Additional Teaching Tools for Lesson 7

*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 *Chicken Soup for the Soul in the Classroom*.

Stories

p. 53 *Bopsy*

p. 56 *Follow Your Dream*

p. 59 *The Power To Shine*

p. 125 *Ask, Ask, Ask* (may also fit in Lesson 9 Hopeful Community)

p. 238 *Winning Isn't Everything*

Activities

p. 313-314 99% is Tough, 100% is Easy

p. 332-334 Writing Affirmations

p. 361-362 Setting Goals/Creating a Goal Book or Poster

LESSON 7 WORKBOOK

Activity

Pass out an individual student sunflower worksheet. Please have students write their own definition of hope in the center of their sunflower.

1) Why is Hope Important?

Did you know that people who have hope do better in life? Hopeful people have better grades, they do better in their jobs, and they have closer relationships with friends and family.¹

Hope is a characteristic we can learn and develop. The amount of money you have, how many friends you have, what your family is like, or where you live does not determine if you are hopeful. You can build hope yourself no matter what, and then once you have it, hope will thrive in your life.

We will be learning some skills and tools to help us have hope that we can take with us anywhere. The more we practice these skills, the more hopeful we will become, and then more successful too.

2) How to Create a Hopeful Mind

Did you know there are different parts of our brain that affect our thoughts and feelings?

- a) Can you remember times when you were angry, upset or frustrated and it seemed you couldn't control how you acted?
- b) Can you think of a time when you were focused and remember what you learned?

There are two areas of the brain called the upstairs and downstairs brain.

Upstairs Brain: Helps us make good decisions, gives us control over our feelings/emotions and our body, and helps us understand the feelings of others (empathy). We use it to learn new things and when we feel hope. We want to stay in the upstairs brain.

Downstairs Brain: Controls our survivor instincts. This part of the brain is important to keep us safe when we are in danger and helps us react if we are in trouble. We feel strong emotions like anger and fear.

For example, if a lion were attacking a zebra, the zebra must react quickly to fight the lion or run away to escape the danger. The zebra cannot spend much time thinking about what to do. It must just react to survive.

This means when we are in the downstairs brain if we feel angry, upset, scared or frustrated, it can be really difficult to learn and remember information. It's hard to make good choices and have hope.

In order to have hope, we need to stay in our upstairs brain rather than letting our downstairs brain take over.

Tools We Can Use to Help Us Stay Hopeful

There are tools we can use to help us calm down when we are feeling intense emotions like fear and anger.

1. **Deep Breathing.** This calms our body and nervous system down. Breathe in deeply and breathe out so that you hear the air coming out. This helps get us back in the upstairs brain.
2. **Visualization.** Close your eyes and think of one thing that makes you happy. Try to hold this image in your mind for at least 30 seconds. This often helps us calm down, improve how we feel, and become more hopeful.
3. Writing down what you are thankful for or keeping a **gratitude journal.** When you pay attention to 3 things a day you are grateful for, you are focusing on what is good in your life. This helps us stay hopeful even if there are events out of our control that challenge our hope.
4. **Meditation.** Find a quiet place, keep your body still, and focus only on breathing. If it helps when you are beginning, you can count to five in your head as you breathe in, and count to five in your head as you breathe out. The goal is to quiet your mind/thoughts. Meditating helps our memory, relaxes us, improves our sleep, increases our creativity, and is good for our emotional well-being.
5. Doing **creative activities.** Playing, using your imagination to make up stories, art projects, or playing a musical instrument or just some creative ways to help release our tension and stress.

Activity

On student sunflower, have students look at the examples of tools they may use to help calm down, stay in their upstairs brain, and remain hopeful.

- a) On the designated petal, have them write one tool they will use to have hope.
- b) Next, have them write a time that they can use their hope tool.

3) Hopeful Purpose

An important aspect of a strong hope foundation is knowing that you have a purpose and are an important person. Recognizing what you like to do helps discover your purpose. There is no purpose better than another.

Activity

Have students write down one activity that they enjoy doing and are passionate about on their student sunflower.

ⁱ See Lopez (2013), p. 53-61

LESSON 8 WORKBOOK

Activity

May work with a partner

For the goal that you identified in the last lesson, brainstorm three potential obstacles you might face trying to achieve this goal. What are some pathways around that obstacle? Write these obstacles and pathways on your hope sunflower.

Additional Teaching Tools for Lesson 8

*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 *Chicken Soup for the Soul in the Classroom*.

Stories

p. 87 *Just Ben*

p. 90 *The Power of Determination*

p. 253 *Abraham Lincoln Didn't Quit*

LESSON 9 WORKBOOK

Activity

Once we've identified the reasons we might have done poorly, we have to figure out what we do about them. How we can approach things differently going forward? Let's go through these reasons one by one and see what solutions we can come up with that might help us do better in the future.

A. Not allotting enough time for study/preparation:

Teacher prompt: Ask class what they might change going forward if they didn't give themselves enough time to study. Responses can include the following time management tips: Allot more time than you have previously to homework, study/exam or assignment prep, set a clear start time (the day or hour), make a schedule of when to study and check with parents to make sure you don't have conflicting obligations (like a family event on a weekend), add a cushion of time for unexpected developments.

B. Getting distracted:

Teacher prompt: Ask class to list possible distractions such as screens (phones, gaming systems, TVs, tablets and laptops), friends (friends dropping by or friend came to study and you ended up talking or playing instead), TV, sleep, siblings, noise, lack of privacy, lack of room/space to study, being hungry or tired, daydreaming, games.

Then ask class to identify solutions to each of the distractions listed, such as, turn off screens, when you're studying/working, find a quiet space, make agreement with yourself to only watch TV after studying for X hours, grab a small snack or nap if you're tired but make sure to set the alarm clock to wake up, make deal with friend to study first and talk/play only after you study.

C. Finding more effective study methods:

Teacher prompt: Elicit and list study methods for preparing for exams, writing papers, or doing projects such as: Rereading text, highlighting text, summarizing text, memorizing facts or spelling, doing practice questions/problems, talking about topic with friend/family, explaining topic to someone else, flashcards, internet research, and others.

Then take a poll about how many students use each method in order to make the point that we all use different methods and each person needs to figure out which methods work best for them. Explain that we need to try different methods in order to find the one that is more effective for us—the one that helps us learn best. For example, some of us work best alone and others work best with a friend or parent.

We also have to consider that a method that works best for one topic might not work best for another. For example, we might do best memorizing history facts alone but figuring out math problems with a friend. We should be prepared to try different methods until we find the one that is most effective for us.

D. Not understanding/grasping material well:

Teacher prompt: Explain that in most classes there is often more than one person who didn't fully understand the material even if nobody asks questions. The problem is it can feel awkward to ask questions, especially if we think we're the only person who didn't understand something. And then when we see no one else asks questions we feel as though we're the only ones who didn't understand the material. Of course, that can make us feel even less confident and hopeful about succeeding. So, in order to overcome that feeling and get our hope back we have to take action by asking for help after class. The question is, who should we ask?

Ask class: What can we do once class is over and we realize we don't fully understand the material? Elicit suggestions like: Ask a friend who does well in this subject, approach the teacher in between classes and ask for help, search for youtube videos that explain the topic (e.g., Khan Academy: <https://www.khanacademy.org/>), or reread the textbook.

E. Getting anxious/nervous and having trouble concentrating:

Teacher prompt: Explain that it is common to get nervous before exams or to get distracted with a troubling thought. The problem is worry and troubling thoughts make it hard to concentrate and focus. The first thing we need to do is clear our mind so we can focus on the task at hand. Ask class what methods they might have learned that could be helpful. Elicit responses such as breathing exercise and calming the downstairs brain from lesson 3.



Story

Ryan's History Problem

Ryan wasn't good at history. There were just too many people and events to remember and too many dates to learn. He did his homework every week and he studied as hard as he could for tests but he just kept doing poorly. So when the teacher announced there would be another test the next week, he felt quite hopeless about his chances of doing well.

His friends Ivan and Shawn realized there was something wrong when Ryan was quiet at lunch.

"I hate history tests," Ryan admitted. "They make me feel stupid."

"You just have to try harder," Shawn responded.

"I have tried harder," Ryan insisted. "And I still do badly."

"Then don't study harder," Ivan suggested, "study differently."

"What do you mean?" Ryan asked, confused.

"How do you study for history tests?" Ivan asked.

"I read the chapter in the book," Ryan said, "twice, sometimes three times."

"That's not what I do," Ivan said.

Ivan was really good in history, so Ryan was curious. "What do you do?" he asked Ivan.

"First, I read the chapter. Then, I tell my mom the story of what happened in it."

"You remember things that well from reading the chapter only once?" Ryan asked.

"No, I sit with the book open, read a bit and then tell her about the events. But I try to make it like a real story. Remembering facts is difficult. Remembering stories is much easier. And telling stories helps me remember the facts in the story I told."

Ryan decided that he would try studying Ivan's way and something interesting happened the moment he made that decision. He began to feel hopeful again.

Post Questions:

1. Why did Ryan dread the upcoming history test at the start of the story?

Teacher prompt: Elicit responses about believing he was bad in history and that he felt hopeless about being able to improve.

2. Why did Ivan's suggestion make him feel more hopeful?

Teacher prompt: Elicit responses about how figuring out what you can do differently makes you feel more hopeful. If not mentioned, note to students that just having a specific plan of what you can do differently makes you feel more hopeful, even before you know if it's going to work!

3. What should Ryan do if he tries Ivan's way of studying but still doesn't improve enough?

Teacher prompt: Elicit and list responses about Ryan needing to find another approach to studying history such as: writing out summaries, creating flashcards of key events and dates, studying with a friend, focusing on narrative first and adding in dates later, watching films or TV episodes about the events that make them easier to remember. The key is to keep trying new approaches or combinations of approaches until you figure out what works best for you.

Getting Our Hope Back by Changing How We Study/Prepare

When you are not doing as well as you would like in a subject, the following checklist will help you figure out what to change about how you study. You might have to do this exercise more than once to get the result you want.

A. Do I need to change how much time I put into studying?

I usually spend ____ hours to do (subject) _____ homework.

Instead, I should spend ____ hours.

I usually spend ____ hours to study for a (subject) _____ test.

Instead I should spend ____ hours.

I usually start working on a (subject) _____ project _____ before it is due.

Instead, I should start ____ before it is due.

I usually start doing school work:

A. As soon as I get home.

B. After I nap or relax but before dinner.

C. After dinner before bed.

D. In the morning of the day it's due.

Instead I should do my schoolwork: _____

B. The distractions I need to avoid are:

C. The other methods of studying (subject) _____ I can try if my method isn't working well enough are (ask friends and teachers for suggestions if you cannot think of any):

D. The people I can ask for help in (subject) _____ if I don't understand the material are:

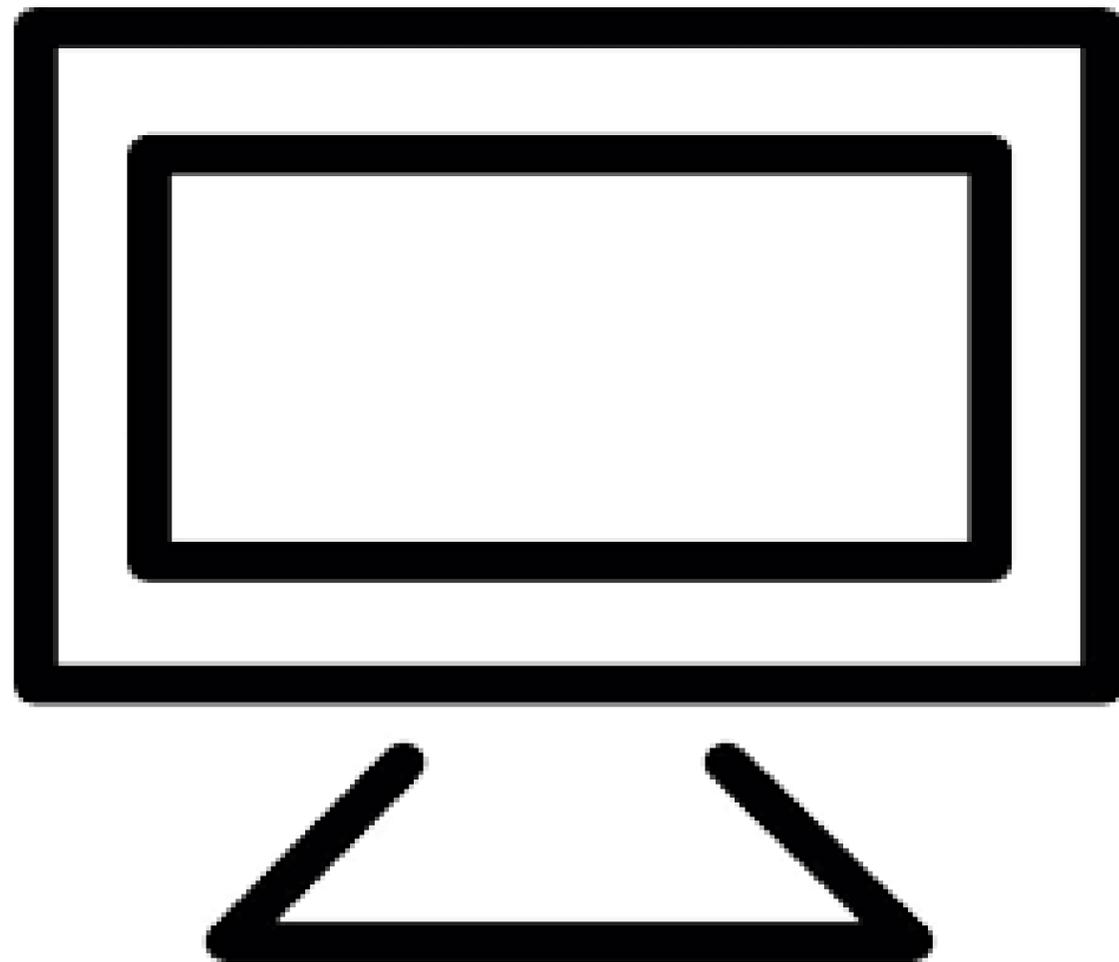
E. If I get nervous or worried about a test or project and have trouble concentrating I can:

Write your story that will tell us what programme is about and include the following:

☀ What might other people see happening in your new programme?

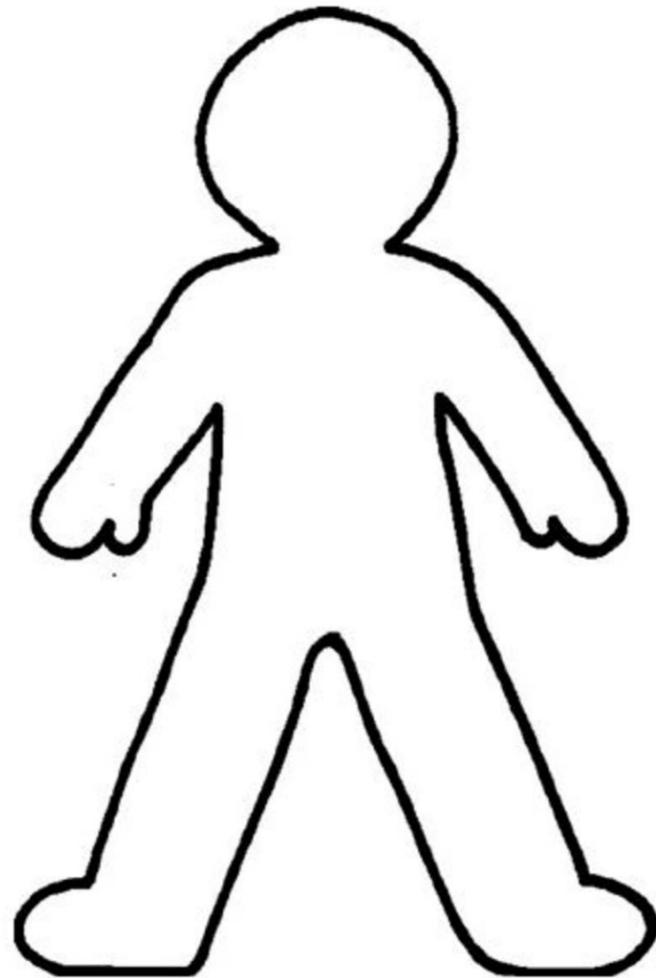
LESSON 10 WORKBOOK

CHANGING THE CHANNEL



☀ What Hope tools are you using?

Change the channel in your life to make it better for you.



1

LESSON 11 WORKBOOK

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.

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



LESSON 12 WORKBOOK

Activity

Plant sunflowers!

By planting, we are sharing our hope.

Write an encouraging note that will be given to a student in the fall. Tell them how to have hope and why to have hope. Say something that encourages them to use their hope tools.

By giving your message, you are helping someone else have hope and sending a reminder that there is another person who cares. Helping others makes us feel good about ourselves.

- Giving to someone makes us feel happy.
- Giving connects us with other people.
- Giving often brings feelings of gratitude.

Your message and your sunflowers will bring joy, comfort, and HOPE to someone else.

Additional Teaching Tools for Lesson 10

*The following list of stories and activities are recommended to enhance your student's learning and experience. 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*.

Activities

p. 360 Warm Fuzzies

p. 357-358 Spreading Acts of Kindness



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Supplemental Lessons

HOPE is
teachable.


SHINE A LIGHT ON DEPRESSION
International Foundation
for Research and Education
on Depression (iFred)

*“Hope” is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
Ang never stops - at all -*

Emily Dickenson



TEACHING TOOL

My Hero for HOPE Story

Introduction: We have had several lessons on hope. This report will give you a chance to think and write about a person that you feel is a hero for hope. Before writing, you may want to answer the following questions.

1. How do you define a hero?

2. What do you think are some of the qualities in a hero?

3. Review your definition of hope.
 - a. How does this person have hope?
 - b. How does this person make you feel hopeful?
 - c. How do you want to be like this person?

Teacher Resource Benefits of Creative Writing

In your report, please include the following items.

1. Introduction of your hero.
2. Share why this person is your hero for hope by writing about three of the following things:
 - a. What do you like about this person (list qualities that this person has that gives them hope or brings hope to others)? What makes them a hero for hope?
 - b. How does hope bring them success in life?
 - c. What is this person passionate about?
 - d. How did this person face a challenge or overcome an obstacle?
 - e. What steps did your hero take to reach his/her personal goal?
 - f. How does this person help others or help you?
3. Summary: What have you learned from your hero? How do you want to follow in his/her footsteps to have hope in your life?

*Reports should be at least one page in length, but not limited.

Ideas for researching: Search online, interview a family member/friend/teacher, or go to your school or community library.

Note to instructors: Students may share their reports with a partner, the class, or display them at school.

1. There are many benefits to children when they write. One benefit we may first think of is an improvement in writing skills. Children are gaining skills in:

- Vocabulary
- Sentence Structure
- Punctuation
- Language
- Improved memory

*All of these will aid in a child's success both during their time as a student and in their future.

2. Additionally, writing can provide many other emotional and social benefits to children:

- It is a safe outlet for expressing ideas and feelings.
- Boosts Creativity.
- Leads to an increased understanding of oneself and others.
- Opportunity to share opinions and learn that their thoughts have value.
- Increased self-esteem and self-worth.
- Increased empathy. Writing about another person or character provides insight into another individual's thoughts, feelings, and actions.
- Improved relationships. Children can take what they have learned and apply it in a positive way.

References: Mindful Parenting. Five Benefits of Creative Writing. <http://www.parents-space.com/5-benefits-of-creative-writing-for-children/>

NeuroNet (2014). Brain Exercises: Creative Writing Benefits the Brain. <http://neuronetlearning.com/blog/creative-writing-benefits-the-brain/>

Teacher Resource Positive Role Models

Role models can be incredibly influential in the lives of children. Most often role models are individuals who are involved in the child's daily life such as parents, caregivers, teachers, and coaches. At times, they can also be celebrities, athletes, and others in the public eye. "A 2009 study published in the Journal of Youth and Adolescence found that many youth who have access to a positive role model are able to avoid delinquent behaviors like assault, carrying a weapon, selling drugs, or getting into trouble with the police, even when they were exposed to adults who did these things."¹ When discussing role models, here are some suggestions to keep in mind:

- Discuss positive qualities of the individual.
- Give examples of individuals that you have found to be helpful or inspirational.
- Talk about how they influence and/or guide others in a good way.

Positive role models:

- Show respect for others.
- Promote self-esteem.
- Teach healthy habits.
- Show consistency in their actions.
- Share successes and failures. Every person faces challenges and it sets a good example for children to hear how to handle life stressors so they are prepared when they meet their own difficulties.
- Encourage children to participate in activities that reflect shared values.

¹Davidson, Jeremi (2014). What Are Some Benefits of Being a Positive Role Model? <http://everydaylife.globalpost.com/benefits-being-positive-role-model-19944.html>

Vargas-Benitez, Jaime (2014). Ways to Be a Positive Role Model. <https://howtoadult.com/three-qualities-good-parent-4306.html>

American Academy of Child & Adolescent Psychiatry (2011). Facts for Families. Children and Role Models. Reprinted with the permission from the American Academy of Child and Adolescent Psychiatry © 2014. All Rights Reserved. http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/Facts_for_Families_Pages/Children_and_Role_Models_99.aspx

"Creating art expands a child's ability to interact with the world around them, and provides a new set of skills for self-expression and communication. --Art matters the same way language matters... or the way breathing matters! It is a fundamental component of what makes us uniquely human."

MaryAnn F. Kohl

Facilitator Information and Guidelines for Artwork for Hope

Dear Instructor,

To inspire many ways of expressing hope through art, a list of ideas has been provided for your classroom and students. By offering different modes of creativity, each child will be empowered to choose from their favorite form of artistic expression and truly make it their own vision of hope! Art allows children the means to express themselves if or when they may have difficulty communicating with words alone.

If you have your own idea for an art project that inspires hope that is wonderful. Positive artwork cultivates feelings of joy, confidence, and creativity. Research has shown that when creating something in a positive way, individuals experience a greater improvement in mood.¹ There is an incredible wealth of information supporting the use of art in education and also as a means to promote mental health and well-being. According to MaryAnn F. Kohl, in her article, The Importance of Art in a Child's Development, it is stated:

"Creating art expands a child's ability to interact with the world around them, and provides a new set of skills for self-expression and communication. Not only does art help to develop the right side of the brain, it also cultivates important skills that benefit a child's development. But art goes far beyond the tangible statistics measured by studies; it can become a pivotal mode of uninhibited self-expression and amazement for a child. Art matters the same way language matters...or the way breathing matters! It is a fundamental component of what makes us uniquely human."

"Art fosters positive mental health by allowing a child to show individual uniqueness as well as success and accomplishment, all part of a positive self-concept."²

Here are some ways to honor and share classroom and student creativity:

1. Encourage students to share their projects with each other and with the class.
2. Display their artwork in the school hallway or have an Art Fair for Hope.
3. Invite families to participate in an open house or **Artwork for Hope Night**.
4. **Have fun, be inspired, and share Hope!**

Artwork for Hope

Ten Creative Ways to Visually Express Hope

1. Draw what you think Hope looks like. What do you picture in your mind when you think of Hope?
2. Create a cartoon about Hope. Who are the characters? Where are they? What would they like to share about hope?
3. Write a poem about Hope.
4. Create a Hope Recipe. What ingredients would you add if you were making a recipe of Hope?
5. Hope Fashion...if you were to wear Hope what do you think it would look like? What color, size, or material would it be?
6. Write a song about Hope. Use instruments if you would like to add music. What would your song sound like?
7. Create your own Hope Collage. Use photos, magazine clippings, or drawings.
8. Paint a Sunflower of Hope or have students paint a classroom field of sunflowers. What is their sunflowers message of hope?
9. Turn your classroom Hope sunflower into a piece of art. Add Hope Quotes, messages, poems, etc. to the seeds, stem, leaves, and petals.
10. Make up your own Hope commercial. What would your message be for your audience? If you were selling hope, how would you convince someone to buy it?

¹Dalebroux, Anne; Goldstein, Thalia R.; Winner, Ellen (2008). Short-term mood repair through art-making: Positive emotion is more effective than venting. <https://www2.bc.edu/~winner/pdf/shorttermmoodrepair.pdf>

²Kohl, MaryAnn. The Importance of Art in a Child's Development. www.barnesandnoble.com/u/maryann-kohl-importance-of-art/379002442/

Art Therapy. How Art Therapy for Children Can Help. http://www.arttherapyblog.com/child-art-therapy/how-art-therapy-for-children-works/#_U_JoH_IdW1g

*"A good movie can
take you out of -- the hopelessness -- a good movies
can make you feel alive again, in contact,
-- make you care, make you believe in possibilities again."*

Pauline Kael, For Keeps: 30 Years at the Movies

Hope Movie Project

We have compiled a list of several recommended videos/movies that focus on a story of hope. You may choose as many as you would like to share with your class.

This activity will provide your students with the opportunity to watch, think about and apply the tools of hope that they have learned. Before and after viewing your choice(s), please have students think about and answer the following questions.

We recommend having a classroom discussion to engage students in sharing their ideas and opinions with one another. You may also choose to have them journal their answers.

1. How does this person/character have hope or what is the story of hope?
2. Did this person have a passion in life? What was important to this person? Was it something they enjoyed doing?
3. Did this person have a goal and what specific steps did he/she take to achieve their goal?
4. Were there any challenges that existed for this person? How did they face their challenge and/or overcome it?
5. Who was there to help this person? Did they ask anyone for help?
6. How did this person spread hope to others?
7. Do you think this person recognized their negative emotions such as fear, anger, or sadness? How did he/she work through those emotions?
8. Did this person use any self-regulation tools/exercises to help them such as visualization, knowing what they were grateful for, deep breathing, or journaling? Was there anything else this person did to get through a difficult time?
9. How did this person hold on to hope?
10. Do you see this person as having success in life? List what has made them successful.

List of Hopeful Movies

Here is a listing of recommended movies you may choose from for the Hope Movie Project. They are separated into rated G for General Audience and PG for Parental Guidance. Please utilize your school guidelines when choosing a film. We encourage the project questions to be given to students ahead of viewing the film so they are prepared for any discussion on Hope that may follow.

General Audience (G)

Ratatouille
Tangled
Meet the Robinsons
Finding Nemo
Babe
Charlotte's Web
The Incredible Journey

Not Rated

Chrissa Stands Strong
Isabelle Dances Into the Spotlight

Parental Guidance (PG)

Rudy
Miracle
Nim's Island
Sky High
Dolphin Tale
Remember the Titans
October Sky
Cool Running
The Kid
Hook
Soul Surfer
Lilo and Stitch
Iron Will