

# The Roots Curriculum Part 1



For student-driven positive school climate  
Princeton University, 2013

Online archive and supporting materials for this  
curriculum can be found at:

<http://www.betsylevypaluck.com/roots-curriculum/>

This curriculum is open access: Free for all interested parties

Evidence demonstrating the positive effect of this curriculum is described in the following peer-reviewed publication, based on a 56-school randomized controlled trial run in public middle schools, grades 5-8, in the state of New Jersey in 2012-2013.

Paluck, E.L. Shepherd, H., & Aronow, P. (2016). [Changing climates of conflict: A social network driven experiment in 56 schools](#). *Proceedings of the National Academy of Sciences*. Download for free at:  
<http://www.pnas.org/content/early/2016/01/02/1514483113.full.pdf>

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*\*Authorship is in alphabetical order. Our gratitude to Izzy Gainsburg, Tamara Halperin, Monica Hannush, Alexandra Lieberman, and Rebecca Shaw for support of this curriculum development*

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*Subsequent meetings are continued in the Curriculum Part 2*

# Meeting 1: Introduction

**Goals:** Introduce Roots students to one another and begin to develop group trust; Understand what the Roots Program is about; Preview what student involvement will look like the rest of the year; Convey an identity for Roots students, in particular their influential status as Change Makers, their ability to cause behavior change among their peers, their understanding of the school, and the Roots facilitator’s belief that they can make change happen.

**Roots Bridge:** “Bridges” refer to the work that takes place in between meetings. Ideas created within meetings will be adapted and reintroduced as materials in later meetings, and students are asked to carry out challenges between meetings that will be incorporated as well. This curriculum is dynamic, and many materials are created based on student input. Therefore the Roots facilitator must do prep work between meetings to curate and adapt student work, collect ongoing student input, and create fresh materials.

These explanatory Roots Bridge blue boxes will reoccur throughout the curriculum materials to detail between-meeting work.

## At a Glance

### Schedule

- Welcome!
- Activity: Name Game
- Discussion: Why Are You Here?
- Activity: MakeChange
- Discussion: Website Overview & Challenge

*These orange boxes throughout the meeting plans offer helpful tips, flexibility options, explanations, and suggestions from the creators of the curriculum!*

### Materials

- Name tags and lanyards
- MakeChange paper slips (filename = MakeChange slips.doc)
- MakeChange box for collection
- “Sphere of Influence” Hoberman Sphere totem
- Challenge instructions (filename = Challenge 1.ppt)

*File names will be listed here so you can search among the curriculum materials*

### Digital Materials

- Introductory Video (example, filename = condensedRootsVideo.mp4)

- Roots website for demonstration
  - Gallery of school photos
  - Poll and private message button
  - Gallery for Make Change images
- Outro Video (example, filename = condensedRootsRemixVideo.mp4)

## Script

**Welcome!**  
(3 minutes)

*Our timing is based on 40 minute period.*

*Directions to the meeting facilitator ("Roots facilitator") are always italicized and in brackets. Words to read aloud to the students are in*

*[Have students take their nametag as they enter and sit where they like. Roots facilitator collects permission slips]*

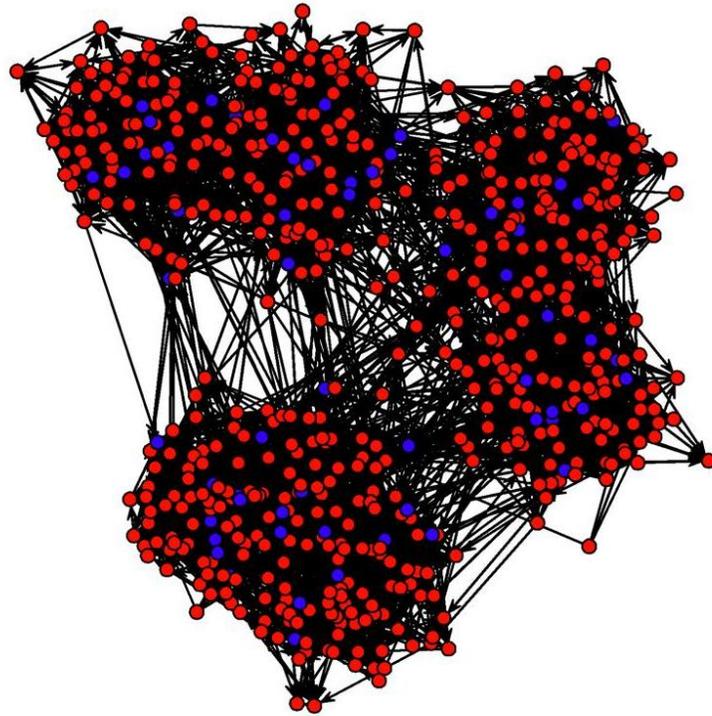
"Welcome to Roots! We'll talk about what Roots is, and why you're here, but first I'd like to show you a video."

*[Play introductory video and pause on last frame, which is a picture of the school network]*

*Students will be chosen from multiple grades and may not know each other. Using nametags for the first few meetings will help introduce them to each other. Stylized nametags on a lanyard were designed to create a visual brand for the group, but any nametag works.*



*Creating a video was a fun way to introduce the playful mood of the program, provide a brief overview of the year, and signal that this wasn't a typical class. For an example, see file "condensedRootsVideo.mp4"*



*Picture of School Social Network*

**Activity: Name Game**  
(15 minutes)

“Before we get started talking about why you were all pulled out of class, and what the Roots program is, I think we should get to know each other a bit better. Put on your

*This will be the first introduction to the larger group. With the back drop of the school’s network picture on the screen, students will share their name, grade, and in what area they are an expert.*

name tags. Now let’s quickly go around the room, and introduce ourselves. Say your name, your grade, and one thing that you’re an expert at—this means, just something you think you’re good at.”

“To make this a bit more fun, I’ve brought this [*hold up Hoberman Sphere*], which is called the Sphere of Influence, to pass around. There’s a reason why we’re using this sphere, which I’ll explain later this meeting.

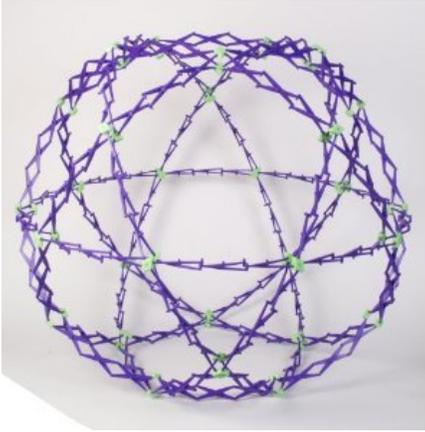
Only the person holding it should be speaking. When you’re finished, pass it to the person next to you. I’ll start!”

“I am X, and I’m an expert at the Roots approach. But I’m also an expert at eating pizza without a plate.”

*[Students pass Hoberman Sphere, along as they do this activity. Facilitator takes back the totem at the end of the introductions]*



Office Playground, Inc.



Top, a Hoberman Sphere; Bottom, "Sphere of Influence", a Hoberman Sphere expanded

*The Hoberman Sphere functions as both a toy and a visual reminder of social networks.*

*Having a totem—an object students can identify with the group and the goals of the group— like the "Sphere of Influence" can help with later discussions – try making a rule where only the person holding it is allowed to speak.*

"Now that we at least know each other's names, let's talk about what the Roots program is, and why we asked you to be a part of it."

### Discussion: Why Are You Here?

(10 minutes)

*There are several goals to this discussion:*

- 1. Make it clear that we care about the students' opinions, that we're really interested in their feedback to us, and that we're willing to listen*
- 2. Set the tone for future open discussions: make it clear that it's ok to speak openly about the school and to disagree, as long as it's done with respect*
- 3. Give the Roots facilitator a better sense of the individual students, group dynamic, and major concerns of the individual students and the group as a collective. By understanding student expectations and past experiences, the facilitator will be able to explain the goals of Roots and how it might differ from other programs.*

### *Basics & Voluntary Participation*

“Ok, so, I’m sure you’ve all heard something about why you think you’re here: maybe your guidance counselor told you, maybe you read the permission slip you had to take home for your parent’s to sign, maybe you’re just guessing from the video that was playing when you came in today. Some of you have already asked me, as soon as you walked in the door why you were brought here and what we’ll be doing today and throughout this year.

I first want to say: this program is completely voluntary. You do not have to be here if you don’t want to be here. You can stay for this meeting and see how you feel about it, whether you think it is your thing or not. I hope you’ll stay and participate for the whole year because we are doing something very new here, and I hope it will be fun for you.

*Because the program this year was part of research, we emphasized that participation was voluntary. We recommend this approach to you, as it has the effect of encouraging students to participate because they want to participate, and increases their ownership of the program and the activities of the program.*

**This program is all about making your school a better place to be for everyone,** helping all students to be more comfortable being who they are at school, and reducing

*“This program is about making your school a place where all students feel accepted” could be the tagline of the program. It’s the most straightforward way to describe it, and will come in handy during the Taboo game in a later meeting.*

the number of times students get into conflicts or drama with each other, or get into situations where one person is embarrassed, excluded, or feeling badly about themselves.

But here is the most important thing—we brought you here because we believe you’re the experts at your school, and this program is about you and what you think you can do to change your school. So before I say more, I want to know why you think you’re here. What are you expecting from me and from these meetings?

By the way, when you talk—and I invite everyone to talk in these meetings—I want you to know that our meetings are a safe space. That means it’s ok to say something negative about the school and it’s ok to disagree with each other as long as we all show respect. I’m asking for your cooperation in not spreading any sensitive things people might mention when they’re here.”

### *Gathering Perceptions & Questions*

“So tell me—what are you expecting from being a part of this program? Do you have any questions, or did you hear things about the program?”

*[Roots facilitator collects questions and comments, does not respond, and just says “we want to hear from everyone first.”]*

Possible Student Responses:

- Our guidance counselor said that we were chosen to be part of an anti-HIB program because we’re popular.
- We had to fill out that survey last month for Princeton, so I thought it was something do to with our answers to that. I thought it was all anonymous, but I guess it wasn’t?
- I thought this might be related to our [insert name of school’s other anti-HIB program/club], so I thought we’d be making posters and learning more about bullying and bystanders and things.

*These responses were not common, but we wanted to be prepared with the answers. Generally, students will be interested in what the program is about.*

“Have you been involved in those sorts of programs in the past? What do you think of them? When you hear that you’re doing an anti-HIB activity, what do you expect?”

Possible Student Responses:

- A lot of the time these things just exaggerate everything. Like there is serious bullying out there, but a lot of times people get in trouble just for jokes because people make such a big deal out of it.
- These things make it seem like there’s always bullying right around the corner, but it’s not much of a problem here.
- I think they tend to ignore some problems because they’re more complicated, or they make it seem like, as soon as an adult gets involved, they’ll solve the problem, when really that can just make everything worse.

*[Facilitator closes discussion after about 5 minutes]*

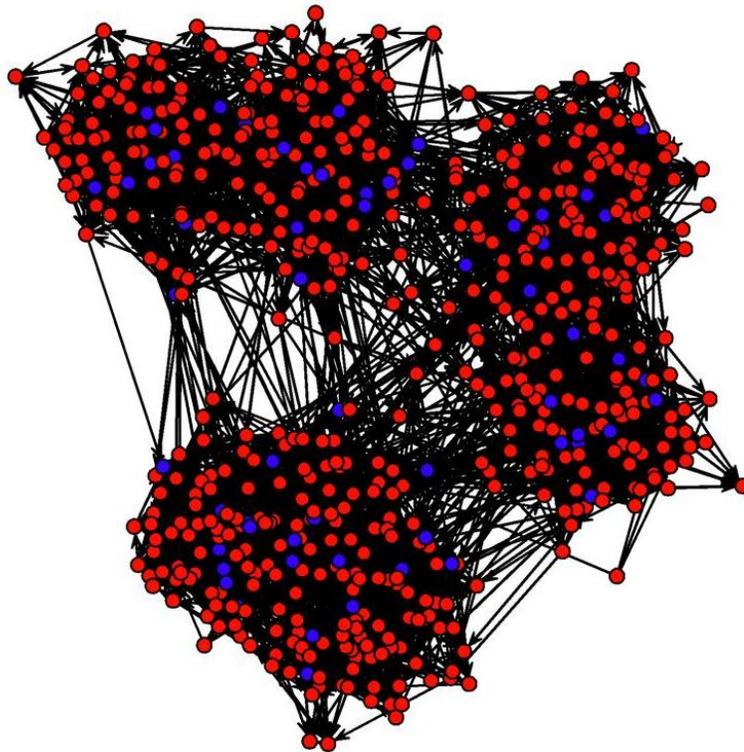
## **YOU are the Experts, the Influentials**

*This section explains how social networks operate and empowers the students. They will leave with an understanding that they are a keystone in their school’s social network, and a feeling that they are being trusted to explain things that adults don’t see or understand.*

**“So let me tell you the basics about our program.** The goal is simple—to make this school a better place for everyone to be. What is different about us is that we don’t think we have the answers, we think you do. We came to your school to find the experts who could tell us how to do it—and those experts are YOU.”

**“You were nominated by students at this school as people who spend time with a lot of different students, people who are noticed by a lot of people. That means you know a lot about this school, and it means that other students see and pay attention to what you do and what you say. You have a big influence on what other students at this school think.** Do you see this picture? [Point to network picture on video screen] This is a picture of all the relationships at your school. The circles are students. You are all the circles that are colored in. Can you see how you’re at the center of things?”

*This explanation can be adapted to the selection process of your school, but it is important to emphasize that the students were selected because of their influence over other students. It may be important to remind students that people can be influential in different ways, that not everyone in the group is influential in the same way.*



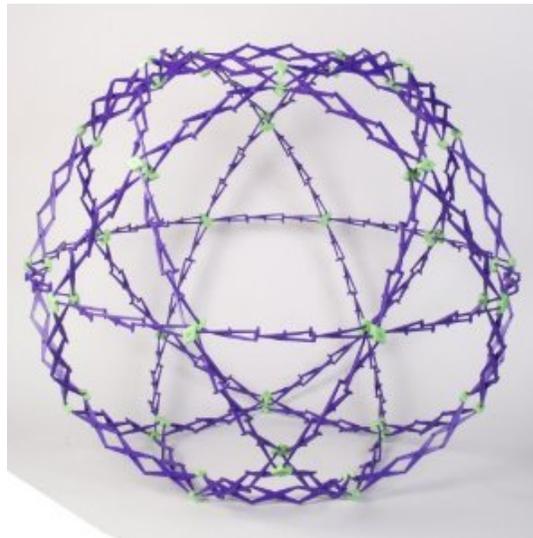
*Social Network Picture*

“So we believe that it is you, the group of people in this room, who can best understand what is going on at your school that makes people feel bad, angry, embarrassed, excluded. You also best understand what is going on here that makes students feel comfortable, like they belong, are accepted, and are respected. You are not just experts at the things you told us about [*use some examples from what they said in Name Game*]*—you are experts at your school!*”

### Network Explanation and Change Makers

“Part of being an expert at your school is that you can be a Change Maker. Take a look at the Sphere of Influence [*hold up Hoberman Sphere*]. Imagine these green spots are all students at this school, and they all know each other. One green spot is connected to five others. But each of those five others is connected to four more, and soon you see that even though two dots, like two students, may not now be connected to each other, the whole sphere is connected just like the whole school is.”

*This section explains that students have the power to make changes happen in their own friend groups that can spread throughout the school. This is key!*



*“Sphere of Influence”, Hoberman Sphere expanded*

“We believe that you are the experts, and that your behavior influences the behavior of your friends and their friends. You don’t have to be ‘popular’ to have this kind of effect. You just have to participate in what we’ll be doing in the group this year and take it outside the group. We believe that the changes you make are going to spread out across the school’s network, as people pay attention to what you do.

So this year, we are going to ask you about what conflicts you see at your school—times when students feel excluded, when there is drama, or fighting, or mean jokes, or jokes that hurt people’s feelings, or rumors. How do people respond in ways that help

the situation? These are all examples of conflict that happens at many schools. We'll ask you what happens very frequently here, and we'll help you to figure out ways that you can change this by changing how you approach these things, and by influencing other people.

This is your chance to be heard, and not only to voice your opinions and be listened to – but to come up with ways to make the changes you want to see in your school. We'll be doing activities, games, and also be learning how to create, edit and remix images and other things like the video you saw playing when you came in.”

“Think about the biggest problem that you have in your interactions with other students and with your friends. What’s going on among students at this school that you think needs to change? This program is about you: you define the problem and you’ll define the solution.”

### Activity: MakeChange (5 minutes)

*For this activity, you ask what students would want to change at the school if they could, and give them slips of paper to write out descriptions of the problem. The goal is to encourage students to share what bothers them about how students interact with each other at their school, and the format is designed to help them express their concerns in a safe, anonymous manner. During the next meeting they'll reflect on everyone's submissions.*

“So here is our first activity. Think about the conflicts and problems in relationships between students at your school. What would you, as a Change Maker at your school, try to change about how students interact with each other if you could? Your answer is anonymous - write down your answer, and don't put your name. I'm going to collect your responses in this, the MakeChange box.”

“We think the changes you have to offer are very important, we want them be viral within the school. Our developer back at the lab has created a software program that will make your MakeChange comment just as cool looking and shareable as the stuff you see online (you may know them as tweegrams, textgrams, tumblr confessions or memes). So make sure you take time and thought to craft a comment worth sharing. We will discuss your MakeChange comments in the next meeting.”

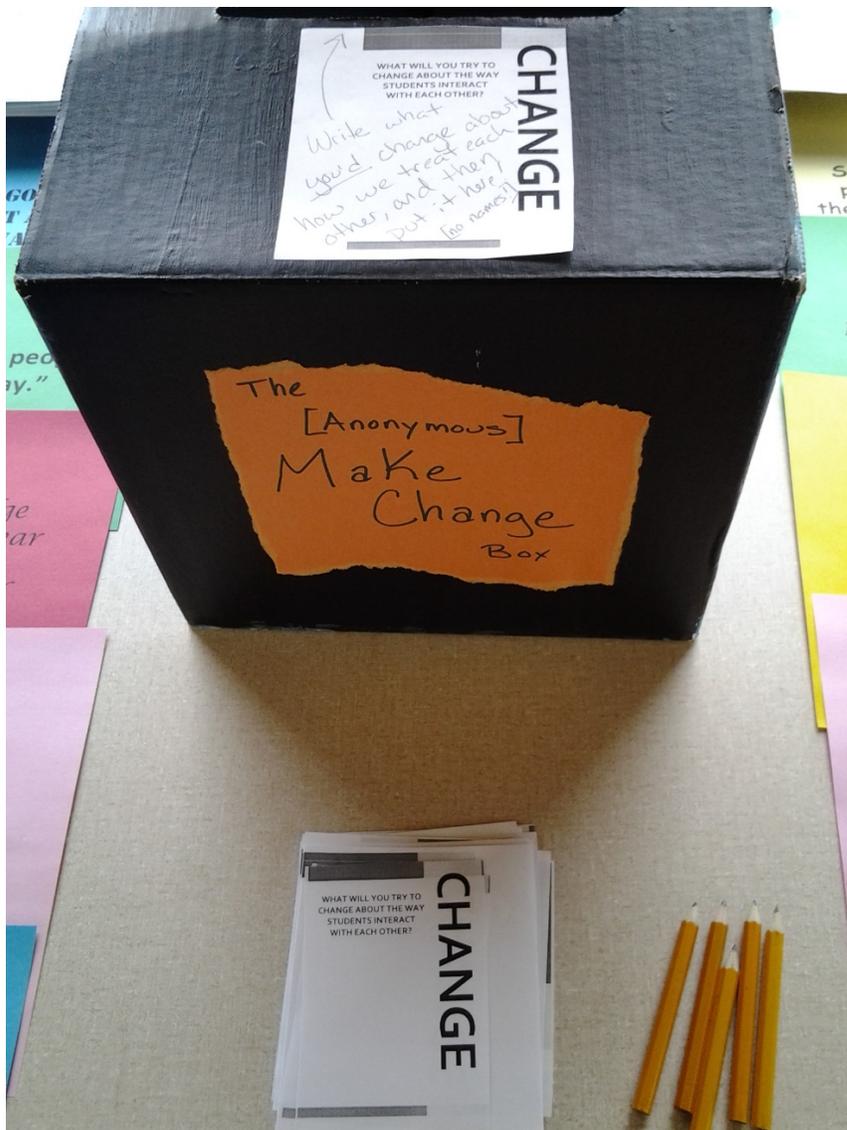
*Make Change slips are just slips with a prompt – they can also be blank scrap paper.*

*[Roots facilitator passes out the MakeChange slips]*

MAKE CHANGE HAPPEN!

What would YOU like to change about how students interact with each other?  
(no names)

*[Roots facilitator helps any students who are having trouble thinking of what they'd like to change. It's okay if they can't think of anything. Students submit their changes in the MakeChange box.]*



A ballot box, bag, or sealed folder all work well as a MakeChange Box

## Website Overview & Challenge (5 minutes)

### *Showcasing Website*

“We have created a website that is just for this group, for you to keep in touch, to get inspired, to share your experience as change makers, and to get news and updates about the program. We will give you each your own login and password, which you can change if you want.”

*The website is used to interact with students between meetings. It provides a safe space for students to interact only with other Roots students, share ideas, and see work they created. This could also be accomplished using a Facebook page, Tumblr, or bulletin board.*

*[Project website page onto screen]*

“This is sort of like your wall on Facebook or like a tumblr, but it’s only for this group. Right now you can see a picture of your school, but soon we’ll have the things you’d like to change posted up here as well so that you can read what you all contributed and the way we’ve put them into a design. I, and other members of the Roots team in Princeton, will be updating the website regularly, so keep checking to stay up to date. If you’re not online, that’s ok too, you can let me know so that I can give you another way to look at the MakeChange gallery.”

*[Show the website log-in process and gallery]*

“Our web developer will format all of your MakeChange ideas that you just put into the Change Box into images that are easily to share online or to print. If you’re curious to see what everyone in the group wants to change, check out the MakeChange gallery on the website before the next meeting.”

### *Challenge Instructions*

“Each week, we’ll have a challenge for you in between the times that we meet. This week, I’ll be passing out sheets with the web address of our website, and your username and password so that each of you can log on and check it out.”

*[Hand out individual challenge instructions to each student]*

“So your challenge this week is to log on and check out the galleries and other features of the website. There’s also a poll on the website where you can vote for what music you’d like to play at our next meeting. There’s also a feature to message me privately. We will be collecting and creating images and video over the course of the year. You

can always submit clips and pictures to me, either online or in person, so that they can maybe be incorporated sometime this year.”

“Our next meeting is not next week, it’s the week after that, on XX day and time.

“I have one more video for you before you leave. Thanks for coming, see you next time!”

*Check out the example remix video in the file called “condensedRootsVideoRemix.mp4”*

*[Play Remix outro video on screen. Collect nametags before they leave]*

## Meeting 2: Identity, Group Trust and Awareness

**Goal:** Students will get to know each other, begin to build trust, and begin to become aware of how their own behaviors play a role in creating or diminishing conflict. The challenge will ask them to reflect on patterns of behavior in the school in preparation for crafting solutions in later meetings.

### Roots Bridge:

**Reformat the student comments from MakeChange** in Meeting 1 into simple, colorful, and uniform pictures (see examples in your materials folder). Students should view these in between the meetings (either online or in person) and be able to show them to others. Choose the most common, unusual, or poignant change ideas and create a presentation of these images in Powerpoint, on poster board, or in a photo gallery to share during the meeting. Prepare a few thoughts or questions of your own to stimulate the discussion.

**Create an interactive feature** presenting realistic hypothetical scenarios for students to discuss and to furnish an ending. Here, [Xtranormal videos \(www.xtranormal.com\)](http://www.xtranormal.com) with written scripts are used – giving students the option to make their own videos OR write a script – but skits, storywriting, or improv would also work well.

If possible, **put together a playlist** of the music they voted for during or after the last meeting. The music is meant to provide a way for students to want to participate between meetings, to allow them input into what happens in the meetings, and to make meetings fun!

### At a Glance

#### Schedule

- Introduction
- Discussion: MakeChange Debrief
- Activity: Speed Chat
- Activity: Self-awareness Thinking Cap
- Activity: Social Norms Challenge
- Activity: Photoshoot

#### Materials

- Nametags

- Thinking Cap Flowchart paper for each student, ( filename = Flowchart color.pdf)
- Xtranormal handouts (filenames = Scenario 2.pdf ; Scenario 3.pdf ; Scenario 4.pdf)
- Challenge Instructions (filename = Challenge 2.doc)
- Camera

### Digital Materials

- MakeChange slideshow (example, filename = Example Make Change Presentation.ppt)
- Slideshow of Speed Chat prompts (filename = Speed Chat.pdf)
- Color Thinking Cap Flowchart to project on screen (filename = Flowchart color.pdf)
- Example action-reaction Xtranormal video (filename = examplescenario.mp4 ; or <http://youtu.be/WNmZdLJ172g>)
- Xtranormal scenario videos accessible to students (filenames = football game without ending.mp4 ; math test without ending.mp4 ; pizza place without ending.mp4)
- Comment box on website for their Xtranormal responses
- Music playlist from student votes

### Script

#### Introduction

(1 minute)

*[Play music selection as students enter. Collect permission slips and hand out nametags]*

“Welcome back to your second Roots team meeting! Last week your challenge was to go to your Roots website and check it out. Did everyone see the site? What did you think? Do you have any questions about it?”

*[Allow a moment for questions, and move on if there are no comments]*

#### Discussion: MakeChange Gallery Debrief

(7 minutes)

*[Project MakeChange gallery on screen]*

“Last week we talked about how we’ll be spending a lot of time this year making change at your school. So why is it we want to change how things are here? Did

everyone check out the anonymous Make Change wall on the Roots website? As you can see, our developer used a software program to add some style to your comments because we think they are really important to highlight and talk more about. Here *[gesture to screen or posterboard]* is the gallery of the things you Change Makers would like to make a difference on at school. Let's look through the gallery and talk about some of these ideas."

*[Invite comments as you go through the gallery. If the discussion doesn't ignite, move on to Speed Chat after a few images are shared]*

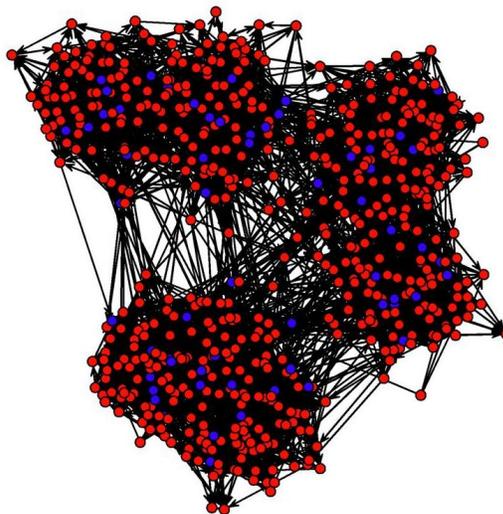
"Feel free to stop me if there is an image you want to say something about. Remind me of your name too!"

Suggested comments from Roots facilitator

- This image, for example, really struck me. Why do you think someone wrote that?
- I hadn't thought about this before. Is this really a big issue here?
- I'm not sure I understand what this means. Can someone explain it to me?
- Geez. This one kinda bummed me out. How can we help someone who feels this way to feel better?
- Haha. This person is having a good time. What else do you really love that happens here?

*Students like being asked to explain things to adults. "What does this mean?" and "When does that happen?" and "Is this the same for all grades, both boys and girls?" are the most successful*

*[Stop on last slide, the network picture]*



*Social Network Picture*

“Do you all remember this from the last meeting? You’re all part of this network, and that’s why you’re here. These things affect not just you, but your friends and social groups as well. This is why you’re here – you’re the experts, the ones who know what’s going on, and you have the power to come up with making these changes happen!”

*Optional idea: Introduce the MakeChange Box as a regular feature, either open to anyone to submit comments at the beginning of each meeting, or as a public space for the general student body. Regularly visiting these comments and concerns would encourage students to troubleshoot problems as they come up.*

*You may want to have the students come up with their own name for the group to create additional investment!*

“Remember these images. You came up with these ideas, and these are the things that you all can change. I am 100% confident that you all know this school better than anybody else, and you can come up with the solutions together. But part of working together is first getting to know each other, since you are all the Change Makers of this school.”

### Speed Chat (15 minutes)

*Goal of this activity: Build trust, have students start thinking about friends and conflict, segue into deeper thinking about behaviors and conflict*

“You don’t have to become friends or hang out outside of Roots meetings, but you’ll all be working together to make a big, positive impact on not just your friends, but everyone in this school. A big piece of that is being respectful with each other.”

*Speed Chat was a favorite activity among students! Students may not be completely comfortable at first, but they remembered this game for months. Add questions, mix up the groups, and revisit this activity often to loosen up students and touch on new topics.*

### Safe Space

*This discussion starts building trust among the group and facilitator so that students feel comfortable talking about real issues and later to create solutions.*

“Everything we talk about here is safe and confidential. No one here will judge or tattle. So when you’re talking to each other, please remember that this is a safe, encouraging place for you to talk about yourselves and what you think about school. I will keep private what you say here, unless you want me to tell someone else. I’m also asking that if someone says something

personal in this group, please do not share it outside of the group. Please know especially that we are not interested in any identities or names of anyone involved in situations you speak about, so please don't include anything like that when you share with the group. We are not exposing anyone. In this program we are also interested in the big picture, patterns and trends. So I encourage you to feel comfortable and if at any time you don't feel comfortable, let me know and we'll address it."

### *Rapid-Fire Conversations*

*[Count them off by twos. Arrange them into two parallel lines and have one move each time with the person on the end cycling back to the front of the line.]*

"Now we're going to get to know each other better. I'm going to give you a topic, and I'd like you to talk about it with each other for just one minute, rapid-fire style. The only rule is that each person has to have a chance to talk before the minute is up. And remember while you're talking to each other to be respectful. No judgment."

*[Show prompts on the screen and read aloud. They have a 1 minute conversation with the person across from them. At thirty seconds, the facilitator announces "Halfway!" At the end of one minute, facilitator calls out "Move right!" and the people on one side of the line will move one space over to the right. This will happen eight times. If there are an odd number of students, the facilitator will sit in and participate]*

*Can also be done with two concentric circles, sitting or standing. Space students so they're not tempted to talk to their neighbors.*

*One minute is a guideline. Instead, move along whenever the talking starts to die down.*

### Conversation Prompts

- Talk about your first name and why you think your parents named you that
- Tell each other about your favorite TV show or song
- Tell each other a few things about your friends
- Talk about a new trend you've noticed in school this year
- Name one thing you do that none of your friends do, and explain it
- Talk about what other students at school do that makes you mad or sad
- Talk about what causes drama or problems between people at school

*A mixture of simple and thoughtful topics gets them comfortable talking to unfamiliar students, and provides a transition for discussing more sensitive issues.*

*Present these questions in a fun format with images to keep the activity casual. See file "Speed Chat.pdf" for an example made using Prezi ([www.prezi.com](http://www.prezi.com))*

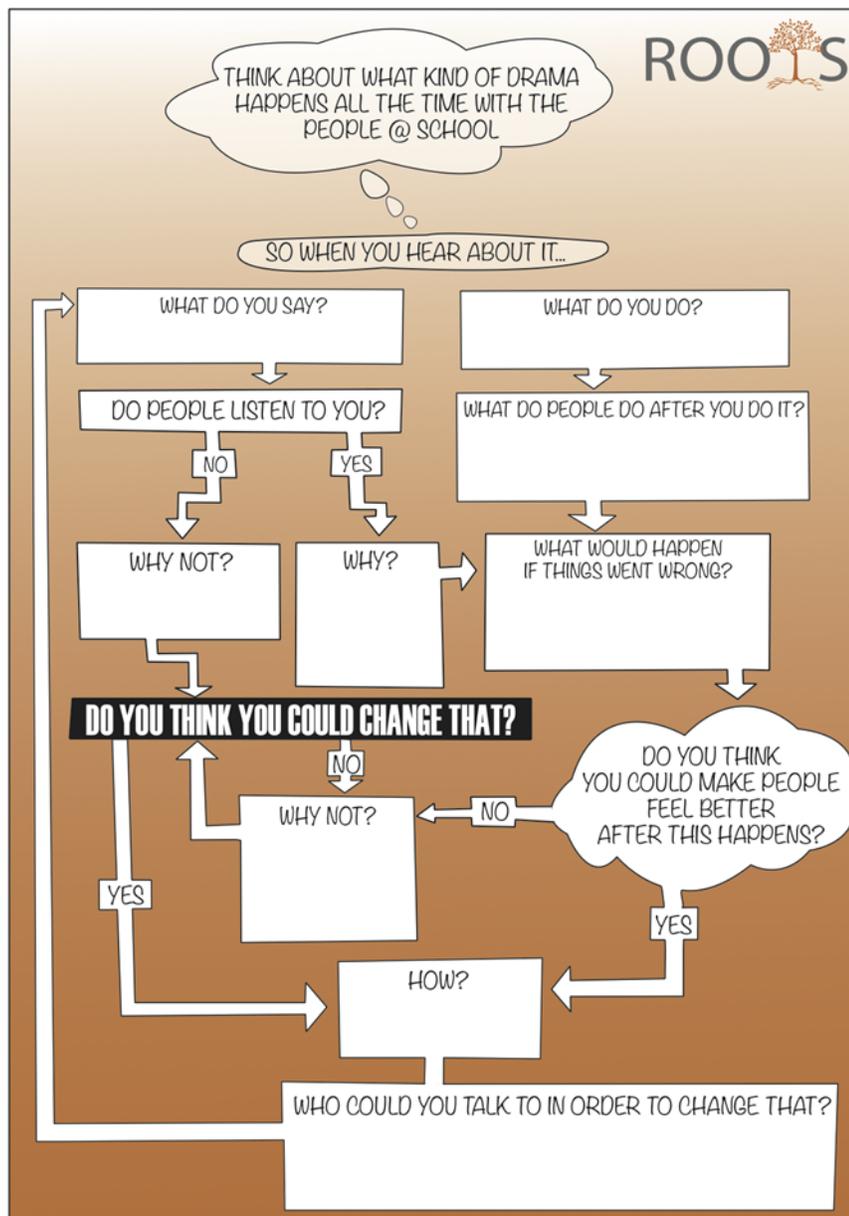
“You all did a great job talking and listening to each other. As you talked to each other, you probably realize how different each person is. You all have different backgrounds, different groups of friends, and different ways to see how problems and drama come up at school. It’s great that you all see things differently, because this shows how you all influence different parts of the school and how your friends behave. So now that you have these different ideas from talking to each other, we’ll put it together. How do you see what happens at school? How do you think about it? You may think about the same problems at school in different ways.”

### Self-Awareness Thinking cap

(10 minutes)

*Goal of this activity: Reflect on conflict and change at school, and reflect on how other students see their own reactions to conflict.*

*[Keeping students grouped by grade, or by whom they seem most comfortable with, divide them into pairs. Hand out the flowchart worksheet. Project the flowchart onto the screen]*



There are no right or wrong answers to these questions, as it's simply an exercise in becoming aware of their own behaviors, as well as their influence on others.

*Flexibility:* This is adaptable depending on the group. If they're not feeling talkative yet, they can do the worksheet on their own. If they're already comfortable, they can do it in pairs or as a whole group. Let them work as they feel comfortable to encourage self-reflection and awareness of social norms.

Having students work with those they're already comfortable with fosters more conversation.

“This flowchart shows different ways you can think about problems at school, your reactions, and other peoples’ reactions. Start here [gesture to the thought bubble on the top of the page] and think about the questions. You can write down your answers or just keep them in your head. The problem or cause of drama could be big, or it could be small. It could be something that involved just you and another person, or you and more people. It could be something that you felt, but didn’t say. If you have never had

a problem with someone, think about the last time a friend did. Then discuss what you think with a partner. There are no right or wrong answers, so I expect you to be honest and realistic. You and your partner may see things in different ways, and that's okay to discuss those. Follow the arrow and move on to the next question, think about it, and then discuss it. Your pathway and your partner's pathway may be different. And that's okay – there's no right pathway, this is just to get you thinking about how you see problems and drama at school."

*[Play music while they work. After about ten minutes of discussion, fade out the music playlist and ask them to stop. Once everyone's stopped talking, cut the music]*

*Playing music they chose keeps the mood light and reminds them that the program is their own.*

"So when going through these questions, did you mostly take the same path as your partner or not? Did you feel like there were some paths that you should take, and some that you shouldn't take even if you wanted to? It's good to keep those things in mind, because there are other ways to react to situations than how you usually do. You can see this in the different paths you and your partner may have taken. Flowcharts like this one (which you can keep) are useful to help you think through a situation and what you can do to respond. They can help you come up with different paths."

### Student Reactions Challenge

(5 minutes)

"Okay, we're almost done, so let's talk about the Challenge for this week!"

#### *Example Scenario – an Xtranormal Video*

"Have any of you ever wanted to write a play or movie? Well, it's your turn to write a script. And to do this, you'll get to draw on what happens in real life with you and your friends. I've started the script, but you need to write the ending, and there are lots of different ways it could end, just like the different paths you can take in the flowchart. Let me show you an example of a situation with a few possible endings."

*[Project the Xtranormal example scenario with endings; <http://youtu.be/WNmZdLJ172g> or file ExampleScenario.mp4]*

"This is from a website called Xtranormal. It's a website that allows you to make animated characters perform a story that you've written. The cartoon characters have different voices you can choose."

## YouTube Links

[Scenario 1 \(example with ending\)](#)

[Scenario 2: Math Test](#)

[Scenario 3: Pizza Place](#)

[Scenario 4: Football Game](#)

### *Challenge – How do students in your school react?*

There are a few more of these videos on our website, only they don't have any ending. So those of you who have internet can go to your Roots website and watch the videos to see how the drama gets started, then you think about how people in the video might react. There will be a place for you to write out the rest of the script with how you and your friends would usually react to this type of scenario - NOT what you think is right or wrong. Not all the scenes will be things that you've seen happen before, so you can just skip those ones if you want.

The reason we're doing this is to bring together all our ideas about the kinds of things that happen in this school, so we can start to think of ways to change it. You could see from our circles activity that everyone has a different perspective on the kinds of problems they observe between people at this school. So we want to know what's realistic—what *actually happens* at your school—and what you feel comfortable doing in different situations.

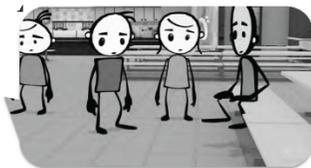
There's also a link for Xtranormal, so if you want to make your own videos. If you don't have internet access, I have the script written down so you can take it home and finish it."

*Now that they've discussed some problems at school during MakeChange, and begun reflecting on their own behavior with the flowchart, students move on to assessing how other students usually react by creatively constructing realistic skits. In the next meeting, they'll move on from awareness activities to brainstorming solutions to the issues they've identified.*

*[Pass out Xtranormal scripts for those not online. The files are: Football Game Scenario Worksheet.doc, Math Test Scenario Worksheet.doc, and Pizza Place Scenario Worksheet.doc.*

*Make a plan for students returning their written endings to you so the videos can be made to show next time]*

**SCENARIO 2:**  
CAFETERIA, FRIDAY, 1P



Hi you guys! How are you doing?

Pretty good, how about you?

Oh, I'm good. Just finished my math test.

Awesome! How'd you do?

Pretty good. Not as good as all those Asians in the class though.

What do you mean, "all those Asians"?

You know, all the Chinese and Indian kids. All they ever do is study. And all their parents ever do is force them to study. "You will study now, you will not go outside to play EVER!"

And their mothers are terrible drivers!

Hello, I just overheard what you said about Asian kids and their mothers...

**WHAT COULD HAPPEN NEXT?...**

(FLIP OVER)

NOW IT'S YOUR TURN... WHAT HAPPENS NEXT?



KEEP WRITING MORE DIALOGUE IF YOU WANT!

If possible at your school, it may be fun to take pictures of students to enhance a feeling of membership with the program and to build camaraderie. Post the photos someplace private so that students can claim them to share with their friends or online.

"Be sure to write what you think! We will choose a few to make into a video that you'll be able to watch the next time we meet. And while you're on the website, vote for next week's music!"

*[Start the song week's chosen song. Walk around to each student, pass out the Challenge Instructions, and ensure everyone has written scenarios who wants them]*

**Roots Bridge:** Keep the MakeChange images available for students to show their friends on an online platform like Instagram or Facebook, or to post around school.

The Student Reaction Challenge can easily be completed using the provided PDF worksheet files, or with students creating their own videos (via Xtranormal or other mediums). Originally, students submitted their endings to the Roots website, and the facilitator chose the most well-developed and realistic endings to finish the videos for discussion (see Meeting #3). The same effect could be achieved through a skit workshop, storywriting challenge, or improv game. With any option, ensure the scenarios are presented to the group, which brings awareness to everyday challenges, and discussed as a group, to expose differing perceptions. Be sure to choose realistic endings, as this illustrates your trust that they are the experts. Validating students' experiences re-enforces this idea and will get them invested in creating solutions.

## Meeting 3: Student influence and reactions to conflict

**Goals:** Students will become aware of their own influence and how they can begin to change their own behavior and react to situations in more positive ways.

### Roots Bridge

**Edit XtraNormal videos** to add in scripts from students. If students wrote in endings for the videos, take these endings and finish the videos by adding in the endings. An option would be to give students the videos and have them edit and create the new videos.

**Write Bank of Behaviors prompts** on large paper, one prompt per sheet (see Bank of Behaviors section for prompts).

**Draw branching network** on another large sheet if desired.

**Create a music playlist.** We had students vote on favorite songs on the website, but another option would be to just create a playlist from Top 40 favorites.  
If time: Write names on groups worksheets, write names and next meeting day/time on challenge instructions.

### At A Glance

#### Schedule

- Introduction
- Activity: Pay it Forward
- Discussion: Reaction to Reactions
- Activity: Bank of Behaviors
- Activity: Challenge #3

#### Materials

- Digital device (tablet, computer, etc)
- Groups worksheet for social groups (1 per student) (filename = Social Groups Handout)
- 7 sheets of large paper and tape for Bank of Behaviors prompts
- Markers for each student
- Bank of Behaviors handout (filename = Bank of Behaviors Handout – Blank.pdf)
- Challenge instructions for Meeting #4 (filename = Challenge 3.pdf)
- Locker posters (filename = Locker Poster.pdf)

- Nametags for those missing in Meeting #2

### Optional Materials

Contact cards with website and contact info

*We found it useful to continually remind students of how to connect with us, but that may not be necessary if the program facilitator resides at the school.*

### Digital Materials

- Groups prompt presentation (filename = Social Groups Prompt.mov)
- Pay it Forward clip (filename = Pay It Forward clip.mp4)
- Network visualization image (filename = Network Visualization.jpg)
- XtraNormal reaction videos (created from the scripts that students wrote)[OPTION: Have students create the XtraNormal videos themselves] (filenames = Football Game with Ending.mp4, Pizza Place with Ending.mp4, Math Test with Ending.mp4)
- Music playlist
- Bank of Behaviors prompts (filename = Bank of Behaviors Prompt.pdf)

### Script

#### Introduction

2 min

*[Have Bank of Behaviors papers and branching network paper posted around the room. Branching network paper has a hand-drawn branching network to illustrate the pay it forward concept. Music selections that students voted for on the website are playing as students walk in. Roots facilitator stands by door and passes out Groups worksheet, then directs students to sit and write down some responses to the prompt on the worksheet (can also be projected for all). The prompt asks students to list all the groups they're part of, and can include examples specific to their school: athletic teams, clubs, and other in-school electives and extra-curricular activities. Make sure students put their names on the worksheet.]*

#### **Groups worksheet**

The worksheet is titled "School Groups" and features a circular diagram on the left. The diagram is divided into several sections: "Sports teams", "Clubs", "School", "Extracurricular", "Community", "Volunteer", "Religious", "Cultural", "Language", "Art", "Music", "Gardening", "Reading", "Chess", "Coding", "Gardening", "Reading", "Chess", "Coding". In the center of the diagram is a box with the text "List the groups you are part of at school". To the right of the diagram is a large circle with a smaller circle inside it, containing the text "Your name: \_\_\_\_\_". The "ROOTS" logo is visible in the bottom left corner.

“Welcome to our third meeting, Change Makers! Later I’m going to share the video versions of some of the scripts you all wrote, but first I want to talk about one of the biggest reasons we’re here: **to make change happen in your school**. You were selected because you are an influential, and you are all influential in different ways. If you remember the MakeChange wall on our website from the activity we did in the first meeting, it shows that there are quite a few things that you want to change here at your school. Some of these things are hard to change, and others may seem easier. Making change seems like it’s something really difficult. You may be thinking that you’re only one person, so you can’t reach that many people. But you can.”

*We wanted to always repeat the basic message of the program about students’ ability to make change at their school.*

### Activity: Pay it Forward

5 min

“I’m going to share a clip from a movie that came out about ten years ago called “Pay It Forward”. It looks a little retro, but pay attention to the idea the main character puts forth in the clip.”

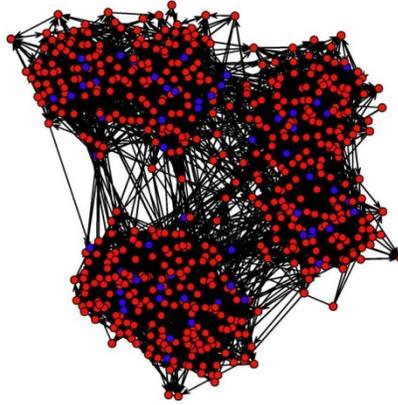
*[Project the Pay It Forward clip]*



***Pay It Forward branching image***

“This is just to think about how you can be a change maker, even just among your group of friends. Did you see the network he drew? You all don’t need to create that from scratch. Remember this?”

*[Show network picture]*



### ***School network picture***

Each colored dot is a person, and those blue dots are you; they are all connected to make a larger network. You're already well-connected at school, and there are a lot of people you talk to and hang out with all the time. Look back at the sheet you started to fill out at the beginning of this session. These are all the groups of people you hang out with, and you're the link that brings all those groups together."

### **Discussion: Reaction to Reactions**

10 min

"Take a look at your worksheet, at the list of groups you put down. These are all the people you see and talk to regularly. Think about how different some of these people are from each other. I took the scripts that you created and turned them into XtraNormal videos. Keep all your social groups and their different personalities in mind as we go through the scenarios."

*[Show XtraNormal reaction videos. Have three different scenarios to share. Stop after each XtraNormal video and ask if they would all react the same way. Determine appropriate viewing order based on the scripts. Our videos were shown in the following order: Math, Pizza, Football.]*

*If students created the videos, have each group present their videos and lead the following discussion. Another option would be to print out the scripts and have the students act out the scenarios in person.*

"Is this what you see happening? Does this make sense to you? How you would react? How would it differ with your friends? Look at your social groups you have listed on your sheets. Would the reaction change with each of these people?"

*We found that this Reaction to Reactions activity prompted good conversation about the types of conflicts that occur, as well as interesting reflections on the responses that students wrote. Since many students did not watch the videos on our website, this was the first time that many students watched the video.*

*[Present students with the questions to think about following each video; there may be no responses, and if there's minimal response, collect their answers for a minute and then move on to the next video.]*

### Activity: Bank of Behaviors

15 min

“The scripts you wrote showed the ways in which you all would react, or the ways in which you’ve seen other people react in those types of situations. Sometimes it was positive, sometimes negative.

**Let’s think about some situations that are positive** – what makes you feel good? What makes you feel respected, confident, and like you can be yourself? Think about how it is that other students make you feel welcome and valued at school.

For this activity, you all need a marker. There are seven big papers taped around the room. Each one has a question on it.

Prompts on the papers:

- What can friends do to help you feel included?
- What can friends do to help you chill out when you’re nervous?
- What can friends do to help you calm down when you’re upset?
- What can friend do to help you express yourself?
- How can friends show you that they listen to you?
- How can friends show you that they care about you?
- How can friends show you that they respect you?

*The concept for the start of Bank of Behaviors is to have the students focus on how they feel and then to flip the behaviors into something that they can use to help others. We were pleased with how the students responded to this activity.*

Read each one, think about it, and write the action you would take on the paper. It doesn't need to be a complicated response, but it should be specific and real. You don't have to put your name next to your answer. We're creating a list of ways to make people feel comfortable, respected, and confident and ways to step back from drama and conflict. Your challenge is to write *different* responses to at least three of those questions, but remember: they have to be either things that have happened to you, or things you wish would happen. Once you're finished writing up your ideas, grab one of these worksheets, and write down one of someone else's ideas in each box. Pick any behavior that seems like something you could put into action, something possible for you, but make sure you have at least one statement from each poster in each of the corresponding boxes of the worksheet.

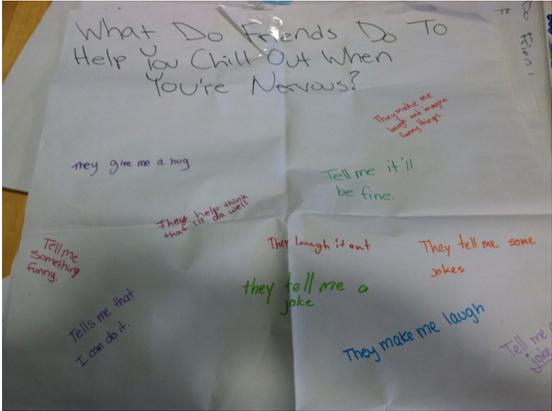
*[Show Bank of Behaviors prompts on digital media.]*



**Bank of Behaviors prompts**

*An option for the music would be to have students create and bring in their own playlists that respect school rules about language and content.*

*[Play the music playlist they'd voted on]*



### ***Completed Bank of Behaviors sheet for one of the prompts***

*We found that students generally loved having pictures and videos capture the materials they made in meetings, especially when they got to operate the camera!!*

*Bank of Behaviors was a highly successful activity in many different schools. Students enjoyed having the opportunity to move around the room and reflect on the prompts. We were very impressed with the thoughtfulness and the care with which most students completed this activity.*

*[After ten minutes, have them return to their seats. Make sure everyone has the Bank of Behaviors worksheet.]*

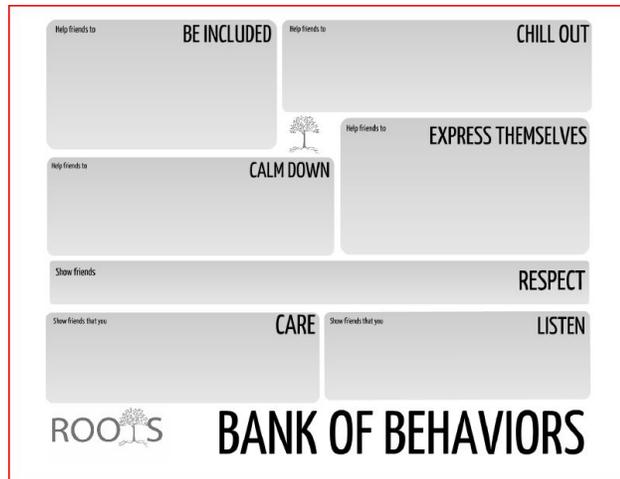
#### **Activity: Challenge**

8 min

*[This is the big pitch. High energy! This is the start of MAKING CHANGE!!!]*

“Time’s up! If you want me to take a photo of your work but I didn’t get the chance, see me on your way out at the end. The responses you all wrote look great. It’s easy to think about how other people have made you feel respected and accepted, but it’s harder to think of ways to do that for others. So what you all just did was create a list of ways that you can make positive change and start to pay it forward with your friends – you made a **Bank of Roots Behaviors**. In the Pay it Forward video, the main character said that paying it forward needs to be something big. For us to start, it doesn’t need to be something *too* big. Instead we can use this list of things that people have done for you, or you’d like them to do, and make a bank of behaviors you can go to when you want to make some change. Use these behaviors that make you feel accepted and welcome, and try them out on other people. Anytime you think someone is feeling short-changed, pay it forward by reaching into this bank of behaviors, and help them to feel valued and worthwhile. These people then might pay it back to you, or they’ll pay it forward and help everyone at school be themselves.”

*[Have them look at the Bank of Behaviors worksheet]*



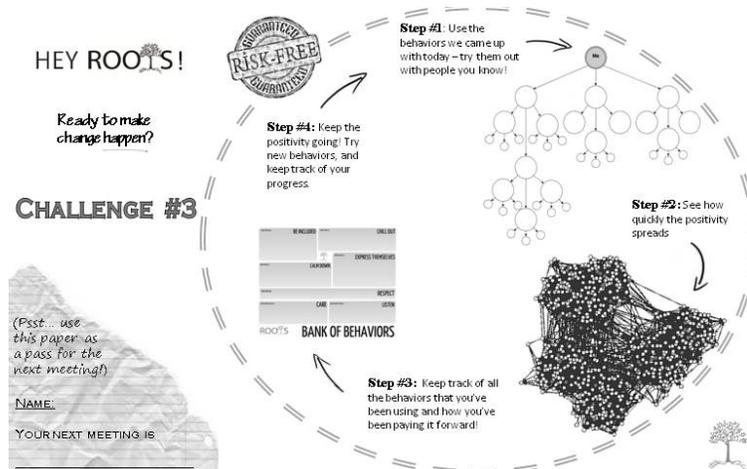
### **Bank of Behaviors worksheet**

*[Go around the room and read out 2-3 statements from each paper and have them write them down]*

“Look at the list of groups you’re involved in, the groups that you wrote down when you first came in today. These are the people you can start with. Looking at your own list, it seems like once a change happens in one of your groups of friends, it will end there. But it doesn’t. Each person in those groups has their own list of people they hang out with, with different connections and circles of friends. Everyone in this room has their own unique list of groups, but some of you have the same groups, that you both reach as Change Makers. If we were to put everybody’s list together, we’d see how much they overlap, and we’d end up seeing everyone in school and how they’re connected, just like this *[show the social network, and draw circles and lines over the clusters]*. When you use the bank of behaviors to make change, you’ll see it going to different groups not just from your own influence – but from others as well. Soon the change will be everywhere, and it will no longer be a change – it will be normal.”

*We used an app called Sketch on our tablets, which allowed us to draw on top of the network picture to explain the connections between the nodes and how influence spreads. An option would be to project the image onto a blackboard or whiteboard and draw on top of the image.*

“I’m going to put this list, this bank of behaviors, on the website as a checklist, but you also have the worksheets that you’ve filled out, if you can’t or don’t want to go online. Your challenge over the next two weeks is to take the ideas from this bank, and use the behaviors you like best to make change with your friends.



### Challenge #3

Look back at your list of groups one more time. When you look at the Bank of Behaviors on the website, think about which behavior would work best for different people in each group.

[Hand out Locker Poster]

Using in your locker (2018 or a Newer) Model

**ROOTS BIG CHALLENGE**

**PAY IT FORWARD!**

**I can** \_\_\_\_\_  
Tally \_\_\_\_\_

**I can** \_\_\_\_\_  
Tally \_\_\_\_\_

**I can** \_\_\_\_\_  
Tally \_\_\_\_\_

Always talking with the teacher and your friends about your progress.

This is the website with the ideas, you can go to <http://www.bepositivegeneration.edu>

### Locker poster

Here's one way for you to keep track of the behaviors that you're paying forward. Write down a couple of behaviors that you know you want to try out over the next two weeks with your friends. Hang this poster in your locker, put it up in your room at home or tuck it into your assignment book. Every time you do one of these behaviors, put a tally mark.

If appropriate for your school, you could have students take a picture of where they keep their Pay It Forward tally and compile the pictures on the website for them to see!

As I said, I'll also put all of the ideas that you guys came up with on your website. Once they're up there, you'll be able to go to the website and check off the behaviors as you do them. Go back to the website as often as you want, to remind yourself of what you want to do and also to check off the behaviors as you do them. I'll keep tally and see how much is getting paid out by how many times you guys pay it forward.

"So give it a shot! Pay it forward and be the change maker with your groups of friends. When we meet again, I'll show you guys how you compare to other schools. Don't let those other schools win! You guys are the Change Makers here, so show off your influence!"

*[Project the website to remind them to check it out. Show them where the Bank of Behaviors page will be and show them how to check things off.]*

*We had an interactive Bank of Behaviors on our website. All the student-generated items were loaded onto the website which enabled the students to click on a behavior they did to receive an encouraging response, and to show the other behaviors that students at their school were reporting. Offline options could include a large version of the Bank of Behaviors posted at school, with students putting tally marks next to behaviors. The key thing here is to remind students of all the various ways to pay it forward and to provide positive reinforcement for doing so.*

*The comparison with other schools was interesting for the students, but certainly not necessary.*

"Remember to vote in the poll – this time it's deciding who you want to be like when you get older.

"This week's challenge is a big one, but I know you all are the best people for the job. You're the ChangeMakers here. You all are the most influential students in this school, though you are influential in different ways, and everyone who has the ability to make good change happen in this school is in this room. You were chosen to do this for a reason, and you all are the best equipped and most savvy people to make it happen. So report back on how it's going, and I'll see you all {next meeting time}! Hand in your Groups worksheet and remember if you want a photo taken of your work, to come see me before you leave."

*We had polls each week on the website – some were silly and fun, others were more content-related. Polls are a great way to have students feel as though their voices are being heard.*

*[Play the exit music, and stand by the door collecting Groups worksheets, handing out challenge instructions and getting the last few photos.]*

**PASS OUT CONTACT CARDS AND/OR DATE REMINDERS WITH WEBSITE AND CONTACT INFO.**

## Meeting 4: Connect student-generated changes with behaviors

**Goals:** Validate the Bank of Behaviors, discuss experiences in paying forward prosocial behaviors, identify changes they would like to make at school, and match appropriate behaviors to make change happen.

### Roots Bridge

**Consolidate all the behaviors** that students suggested during Meeting #3 and create a Bank of Behaviors handout. We put each school's specific Bank of Behavior on the school's Roots website so that students could click each behavior and receive positive reinforcement. Other options would include creating a large version of the handout, posting on a wall at the school, and having students put tally marks next to the behaviors, or creating an online form/survey that students could fill out choosing an individual behavior and where the results could be tallied at the end of a period of time. The key is to consolidate all the information from Meeting #3 into a bank of behaviors and then provide a way for students to track their progress paying it forward over time.

**Create a graph or image** which highlights the number of times in between meetings that students reported paying forward over time.

### At a Glance

#### Schedule

- Introduction
- Discussion: Pay It Forward Challenge
- Discussion: Reporting and Discussion on Bank of Behaviors
- Activity: Influential Celebrities
- Activity: MakeChange v2
- Activity: Challenge #4

#### Materials

- Digital device (tablet, computer etc)
- Bank of Behaviors paper handout (1 per student)(filename = Bank of Behaviors Combined.pdf)
- Hoberman sphere

- MakeChange v2 handout (1 per student) (filename = MakeChange Version 2.doc)
- Markers (1 per student)
- Camera/tablet (optional: to take photos of students' work)
- Bank of Behaviors laminated handout (1 per student)(filename = Bank of Behaviors Combined.pdf)

### Digital Materials

- Bank of Behaviors screenshot from website
- Infographic (filename = Infographic.mv4)
- Influential Celebrities (filename = Celebrity Influence.mov)
- Compiled Bank of Behaviors image (filename=Bank of Behaviors Combined.pdf)
- Website

### Script

#### Introduction

“Today we’re going to figure out how to make change happen at this school. We’re going to work together and come up with real solutions. During the last meeting, you came up with an impressive tool to make change happen – the Bank of Behaviors.”

#### Discussion: Pay it Forward Challenge

3 min

“You all came up with a list of ways others have helped you to feel included, accepted, listened to, and respected. We flipped it into a list of ways to help others feel good – we call this the Bank of Behaviors. Last time, your challenge was to start using behaviors from this list with your friends.

“The second part of the challenge was to keep track of how many times you Paid it Forward by using behaviors from that list. We kept track on the website!”

*[Show Bank of Behaviors screenshot]*

*Have a visual representation of your Bank of Behaviors, however you are choosing to represent it.*

“This is a compilation of all the behaviors you came up with. If you clicked on the behavior to say that you used that behavior to pay it forward, it recorded when you did that.”

“And it wasn’t just you - almost 30 other schools around New Jersey paid it forward with their own Bank of Behaviors, too. All over the state, students reported back to our

website with all the Pay it Forward behaviors they're using with their friends to make their school a better place.

*Depending on how you decide to have the students track their behaviors, you'll need to modify this section to reflect your outcomes. We found that students were often interested in hearing about students in other parts of the state. You may consider connecting with other Roots schools so that you can share this information as well! If not, then you can provide results that just represent your school.*

*[Show Infographic]*

*However you decide to track the Pay It Forward behaviors, you can create a graph or image that shows the average number of times that students paid it forward. We made a .gif (moving picture) file which showed the tree roots growing, which was fun but not necessary!*

"On average, students reported Paying it Forward 6 times since the last meeting. Some did so as many as fifteen times!"

"See how the Roots are growing? [We showed them this site: <https://www.scrollkit.com/s/9RPvPy0>] We're getting to the root of the problem in middle school – things that you guys wanted to change, like being excluded, made fun of, or harassed – and we're replacing it with positivity and

acceptance."

"This is based only on the people that reported back to the website. Some people didn't report online and I know not everyone here did. You've probably been paying it forward even if you haven't reported it to Roots Headquarters. It'd be cool to compare how your school paid it forward to the other schools, so let's talk about how you all did."

### Discussion: Bank of Behaviors

10 min

*[Project Bank of Behaviors screenshot]*

"Again, this is a list of behaviors you all came up with last time; things that work for you, and could work for others. Since not everyone reported back to the website, I'd like to know now how you all did."

*Show your version of the Bank of Behaviors, whether online or an offline version.*

*[Move into reporting and open discussion. Keep track of what behaviors the students report; what worked and what didn't.]*

### Reporting Questions

- What do you think of the Bank of Behaviors?
- Which of these behaviors did you try out with your friend?
- Did the locker poster help to remind you to pay it forward and keep track?
- How did people react?
- How did you enact these behaviors? Did you do things more online or in person?
- Why did you do that behavior?
- How did you feel when you were trying to carry out these behaviors? Was it easy for you? Did you feel awkward? Why?

### General Questions

- What is the easiest thing to do on this list?
- What behavior are you really good at?
- What is your favorite behavior on this list?  
The things you want someone to do for you this afternoon!?
- Do you think people do behavior x more often than behavior y? Why?
- What is the hardest thing to do in this list?
  - Why is this the hardest thing to do?
  - Do you think you'd like to try this, if you haven't yet?
  - What happens when you do something hard like this?
- Do you feel you've made an impact with what you've done so far?
  - Likely Answer: No, not really, haven't seen much change
  - Response: But you have! Even if it's very small right now, you're making a difference. And today we'll talk more about how to organize to make bigger changes. Because you're influential, you get noticed, and YOU have the power to change the things that bother you about the way students interact at this school.

*These questions prompted the students to talk thoughtfully about their experiences using the Bank of Behaviors. We also used the time to support and provide feedback on the students' efforts.*

"This is a really special tool, because YOU created it and when all of you act to make a change, you really can make a difference across your school."

*[Show the Hoberman Sphere]*

“Think about the sphere of influence! Whenever you use one of these behaviors, it starts its way around the network to reach other people. That’s what today is about—starting to think through ways to get these behaviors and changes moving through the network!”

### Activity: Influential Celebrities

3 min

“For last week’s poll, we asked you to vote on celebrities that you admire. We took a look at some of the things these celebs have done that make the world a better place. Let’s talk about how they’ve used their influence.”

*[Play Influential Celebrities movie]*

“So you can see how these celebrities essentially have their own Bank of Behaviors, right? They’ve decided what they want to change about their world, and they’ve figured out the ways in which they want to make that change happen. It’s a great thing because so many people watch and listen to what they do; they’re influential all over the world.”

“But they also have different things they want to change and different ways they use their influence, just like you all are influential in different ways here at school.”

“Now it’s your turn to use your influence. Today we’re going to do the same thing these celebrities are doing - combine what we want to change by thinking about how we’re going to make that change happen.”

*This was a fun activity for the students. We chose a variety of celebrities (including a fictional character!) to appeal to different interests. We created the presentation online and converted it into a movie file, but it could easily be done using PowerPoint. Another option would be to have the students identify and research the celebrities, then present their findings to each other.*

### Activity: Make Change v.2.0

20 min

“As you know, you are the ChangeMakers at this school. In our first meeting, you all let us know something about the school you wanted to change. Think about what you wanted to change in that first week. Do you still want to change it? Think about the Bank of Behaviors – did it inspire you to want to change something different?”

*We used a Bank of Behaviors from all of our schools, but you can continue to use the Bank of Behaviors that your students created. You could also integrate your students’ suggestions with the suggestions from students in the program this year. A final interesting option would be to provide a way for students to continue adding to this list over time, as they develop more expertise in using the Bank of Behaviors.*

We're going to do MakeChange again, but with a twist.

*[Hand out the compiled Bank of Behaviors, paper version]*

“Schools all over the state made their own Bank of Behaviors and Paid it Forward over the past few weeks, and each school had slightly different ideas. We went through all the terrific suggestions and created a new Bank of Behaviors that combines everyone’s ideas; this new bank reflects the ideas of middle school kids all across NJ. What we found really interesting is how many of you had similar ideas about how to make your school a better place.”

Now you’re going to use this Bank to figure out how to Make Change happen.

### Instructions

3 min

*[Hold up Make Change v2 paper while explaining.]*

“Think about what you want to change about the way students interact at this school! Write your name on this paper. Follow the numbers to fill out each box.

First, you’ll write what you want to change about the way students interact with each other at this school.

Next, you fill in each box with a different behavior from this new, compiled Bank of Behaviors list. It has to be something that you think would really work in that type of situation. Come up with as many behaviors as you can!

You can use your marker to highlight changes you like in the Bank of Behaviors.

You can work in groups or alone – however you’re comfortable.

**If you’re working in a group**, everyone writes their name on one paper, and everyone needs to share what they want to change, and agree on one change you all want to make happen.

In about ten minutes, I’m going to put all of you in small groups and have you share what you’ve decided to change, individually or with others. You will tell each other about what you want to change and how you think you can make that change happen.

I’m going to take photos of what you’ve written and put it on the

*We wanted students to feel comfortable doing this activity, so we didn’t force anyone to work in a group, but we did find that those working in groups really benefitted from discussing and agreeing upon a change.*

*Taking photos is an optional step, depending on whether you’re using a website or another online presence. However, taking pictures of the students’ work enabled them to take the sheets home with them but it also allowed us a good way to document their thoughts and ideas throughout the program.*

website. So think carefully before you write!

Try to be as specific as possible when thinking about what you want to change – saying something like ‘No more drama’ is okay but something more specific like ‘Stop spreading rumors’ may be easier to tackle because there are real behaviors that you can identify that would help you to make that change.”

Remember that the Bank of Behaviors is just a starting point – for whatever you decide to change, the exact way of making that change happen may not be there yet. So find things that are on there, or jot down any new ideas that you may have. Feel free to draw pictures to illustrate what you’re thinking about.”

*[Allow students to break out, on their own or into groups. Pass out MakeChange v2 papers and markers to each group or individual]*

### Activity

8 min

*[Walk around, answer questions]*

### Sharing

9 min

*[In small groups, ask students to present what they’d like to change and how they’ll do it. Take a photo of their MakeChange paper with camera or tablet; remind them it will go on the website.]*

WHAT DO YOU WANT TO CHANGE ABOUT THE WAY STUDENTS INTERACT WITH EACH OTHER? (TRY TO BE SPECIFIC)

1 Stop spreading rumors about how people are "dating"

NOW LOOK AT YOUR BANK OF BEHAVIORS...

WRITE ONE BEHAVIOR THAT WOULD HELP MAKE THIS HAPPEN

2 Tell people to consider what they're doing before starting a rumor.

WRITE A FOURTH BEHAVIOR THAT WOULD MAKE IT HAPPEN

5 ASK why they are doing this and try to get them to stop.

WRITE YOUR NAME(S)

**Example of completed MakeChange v2**

*[Hand out the laminated Bank of Behaviors and tell them to keep it for inspiration.]*

*[After they're done, tell each group they're free to Instagram, Tweet, or Facebook photos of their work.]*

*We had social media presences on multiple platforms. We found that Instagram was the best way to connect with the students.*

“That was really fun to hear about all the things you want to change and the ways that you think you can do that. Take your MakeChange papers home with you and if you worked in a group together, check in with each other over the next two weeks to see how each of you is doing to make the change happen.”

### Activity: Challenge

5 min

This week, the challenge has two parts.

#### *Part 1*

“I’m going to put your changes up on the website gallery. There will be a button you can click to record which change you’re making happen at school. You can also comment on the changes.

*We found it was helpful to have a place where students could comment on each other’s changes and thoughts. An option would be to create a blog or a closed Facebook group, where you could post pictures and allow students to comment and discuss.*

#### *Part 2: Bank of Behaviors*

“Take your ideas on how to make this change happen, and do it! Use the behaviors you just listed to make the change YOU want to see happen. You’re influential; you already have the connections. Last time, you wrote down people you know and groups you’re part of – start there. Use the new Bank for ideas on how to pay it forward! Hold on to the laminated copy for inspiration. Put it on your wall, keep it in your backpack, or some other place where you will see it often.



***Laminated, colorful Bank of Behavior handouts***

“Record when you use the Bank. Keep using the locker poster offline. While you’re on the website, check out the new bank (the same one you just used). Click on behaviors when you try them. Next time, your influence on students in your part of the state will be included on the graph of students making change in New Jersey.

During our first week together, it probably seemed like the first round of changes would be impossible to change. But today – you all came up with not just one, but many ideas on how it can happen!

You are starting a new trend! Show off the behaviors you came up with, like people show off a new fashion, or use a new word. You’re starting a new trend in behavior. Remember the Sphere of Influence: you’re the instruments of change and every move you make can help to create a better school environment so that soon your biggest problem won’t be gossip or bullying at lunch, but having to eat the food!

Post your bank of behaviors to keep you feeling positive and trying out new things. Your challenge this week is to keep inspired, inspire others, and show off all you’ve accomplished on our website. It’s starting! You all are the trend-setters, and you’re going to make it happen!”

*We found that students did keep and post the laminated version of the Bank of Behaviors.*