



# Cultivating Connections

## Student Handbook

Grades 7th-12th

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ello Empowering Leadership and Learning Opportunities



## Lesson 1: Fears

List 5-10 fears, insecurities, or things you're scared of:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

How did you feel after hearing other people's fears?

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Did hearing what other people are scared of, make you feel less alone, like you're not so different from others? Why?

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## Lesson 2: Emotions

### Section 1

What are emotions?

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Why do we have emotions?

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Are emotions the same as feelings? What's the difference?

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How have you been able to control your emotions in the past?

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What are ways you believe emotions can keep you safe?

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How have emotions led to negative outcomes?

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## Lesson 2: Emotions

### Section 2

Reflect back on a time your feelings were hurt. What happened? Explain.

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How did you behave towards the person who hurt your feelings?

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If you could do it over, how would you react differently towards the person who hurt your feelings?

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# Identifying Emotions

## Section 3:

Answer the following questions about the feeling you selected from the “Identifying Emotions Activity” worksheet.

Name it: What is the feeling?

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What is the root emotion of the feeling? Circle Below.

**Joy**

**Sadness**

**Anger**

**Fear**

**Happiness**

**Disgust**

**Trust**

**Anticipation**

Claim the emotion: What actions or behaviors of yours caused, or could have led to you experiencing this feeling?

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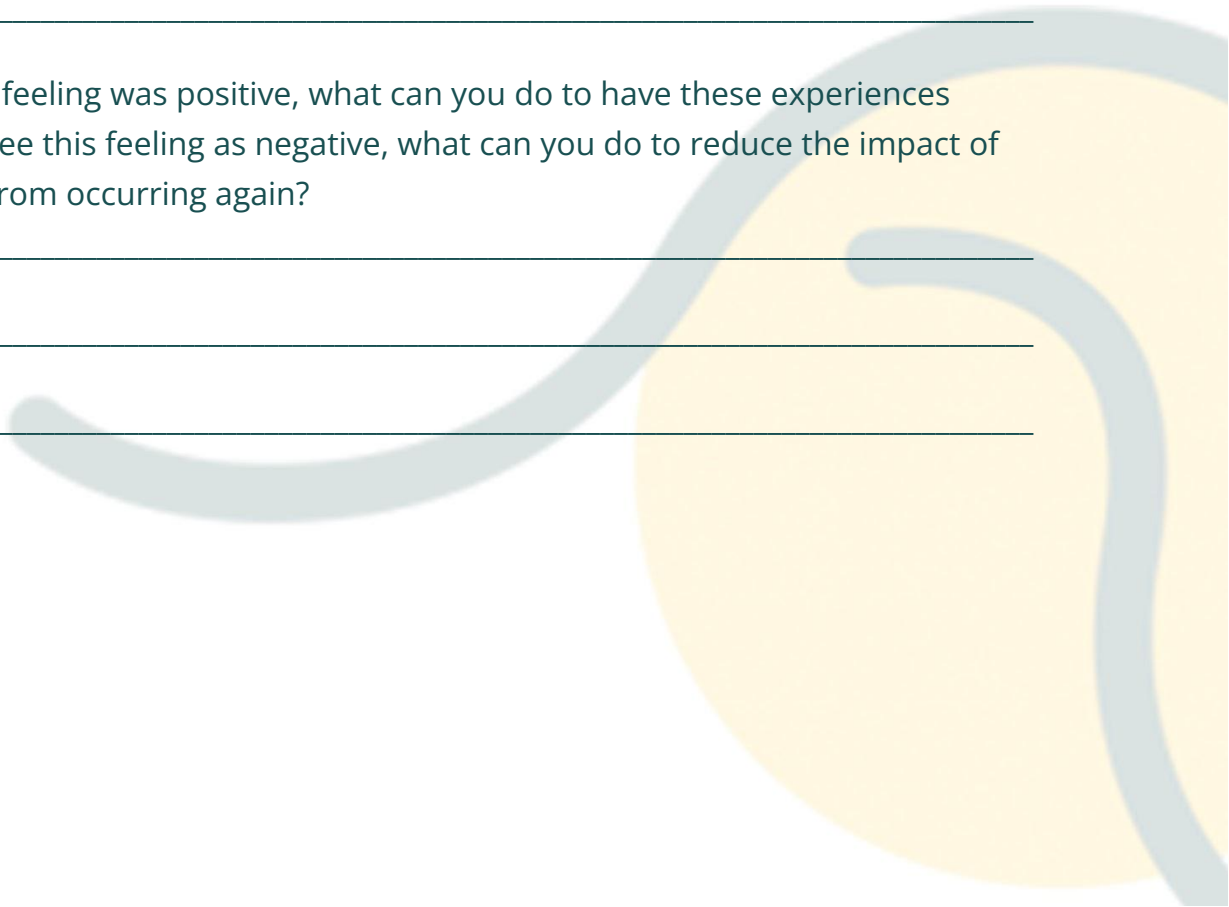
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Tame it: If the feeling was positive, what can you do to have these experiences again? If you see this feeling as negative, what can you do to reduce the impact of this emotion from occurring again?

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## Lesson 3: Power of the Mind



### Section 1

Describe a situation that you have had a difficult time with lately. It could be in school, with a friendship, something that is going to happen in the future, issues with siblings etc.

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**Section 2**

Explain how you have been focused on the good or bad, or the happy or sad parts about this past situation?

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**Section 3**

How could you change your focus around this certain situation, by identifying the positives now that you have an understanding of how powerful your mind is in controlling your emotions?

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## Lesson 4: The Goggles

### Section 1

Write down things about other people that you don't really like. This could be classmates, this could be someone in your community, a brother or a sister, or this could be a certain type of person.

**\*DO NOT WRITE ANYONE'S NAME\*.**

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### Section 2

Go back through the list above and cross off each thing you wrote that you don't like about someone else, as you realize the only things you don't like about other people, are the exact thoughts and beliefs about yourself fogging up your goggles.

You can ask yourself these questions as you go through your list:

- Is this something I don't like about myself?
- Is this something I don't want people to think about me?
- Am I too scared to act like this person?
- Does this person make me feel like I have to stand up for myself?
- Do the things this person says and/or does make me doubt what I know?





## Lesson 4: The Goggles

### Section 3

Write down 3 kind things you can say to yourself when your feelings are hurt or you are being defensive.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_





## Lesson 5: Belief Systems

### Section 1

Write down your negative beliefs about yourself and your relationships...

For example: I am not smart enough, I am not good enough, I can't make friends, my friends wouldn't like me if they really got to know me...

**Self**

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**Friendships/Relationships**

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## Lesson 5: Belief Systems

### Section 2

How did you feel while sharing your beliefs?

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How did you feel hearing others' beliefs?

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What surprised you, or was there something you were unaware of while listening to other people share their beliefs?

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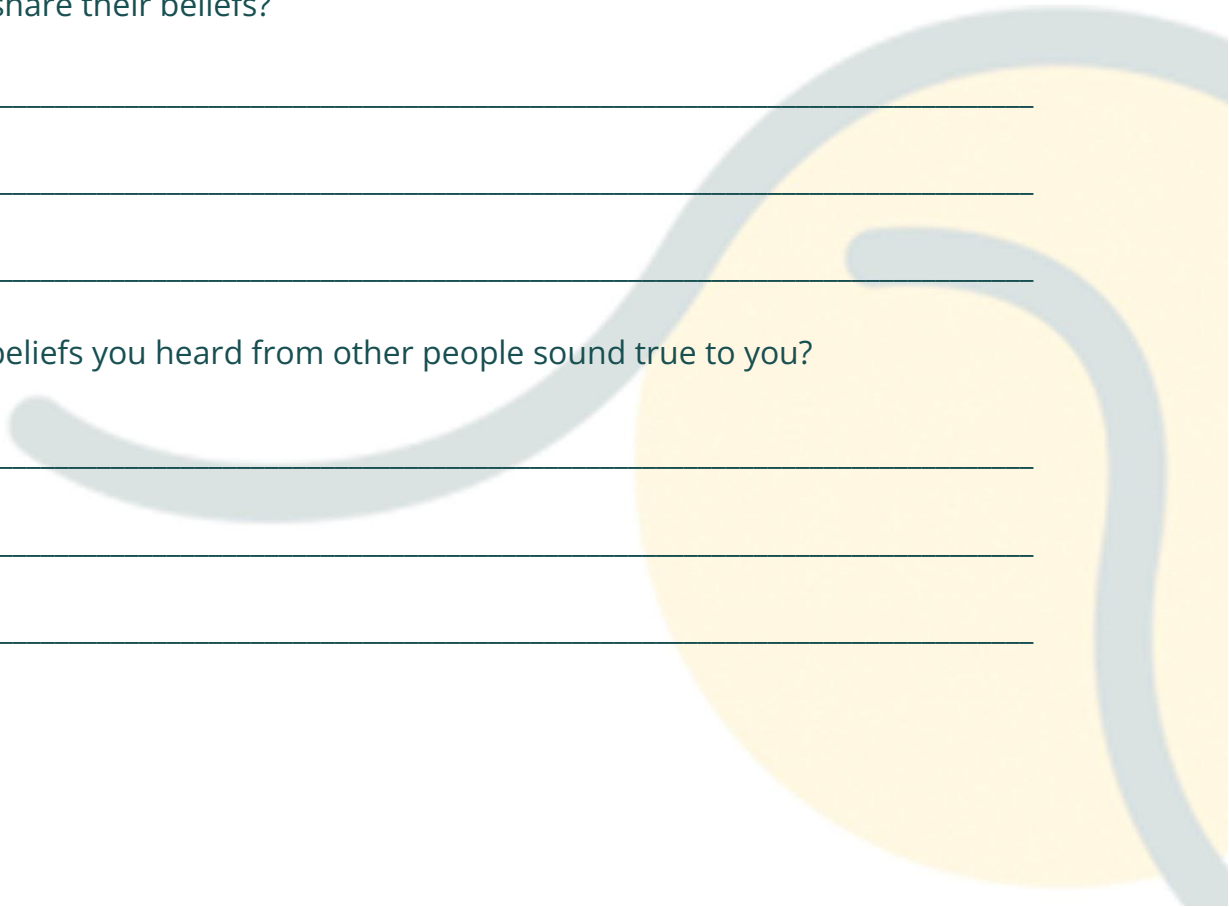
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Did all of the beliefs you heard from other people sound true to you?

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## Lesson 6: Changing the Belief

Take each negative belief from Lesson 5, and write down the opposite, positive sentence. This will be your affirmation.

Practice saying your affirmation, while picturing the evidence.

Example

- I am not smart enough \_\_\_\_\_ I am smart
- I am not good enough \_\_\_\_\_ I am worthy because I am me
- I can't make friends \_\_\_\_\_ I am grateful for the friends I have
- My friends would like the real me \_\_\_\_ I am free to be myself

**Self**

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**Friendships/Relationships**





## Lesson 7: Boundaries, Expectations, Accountability

### Section 1

Think about a time you were continuously mad at someone over and over again for the same behavior. Write about it. Don't include names, but do include the details of the situations.

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### Section 2

What exactly was this person doing that upset you?

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Did you ever talk to them about what was bothering you? Did you ever ask them to stop what they were doing by setting a boundary? Explain.

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## Lesson 7: Boundaries, Expectations, Accountability

If you did talk to this person, did you allow them to keep behaving this way around you? Explain.

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Is your relationship with this person something you still desire to have? Yes or No

Could you set a boundary by having a conversation? Yes or No

List ways you could improve this situation and how.

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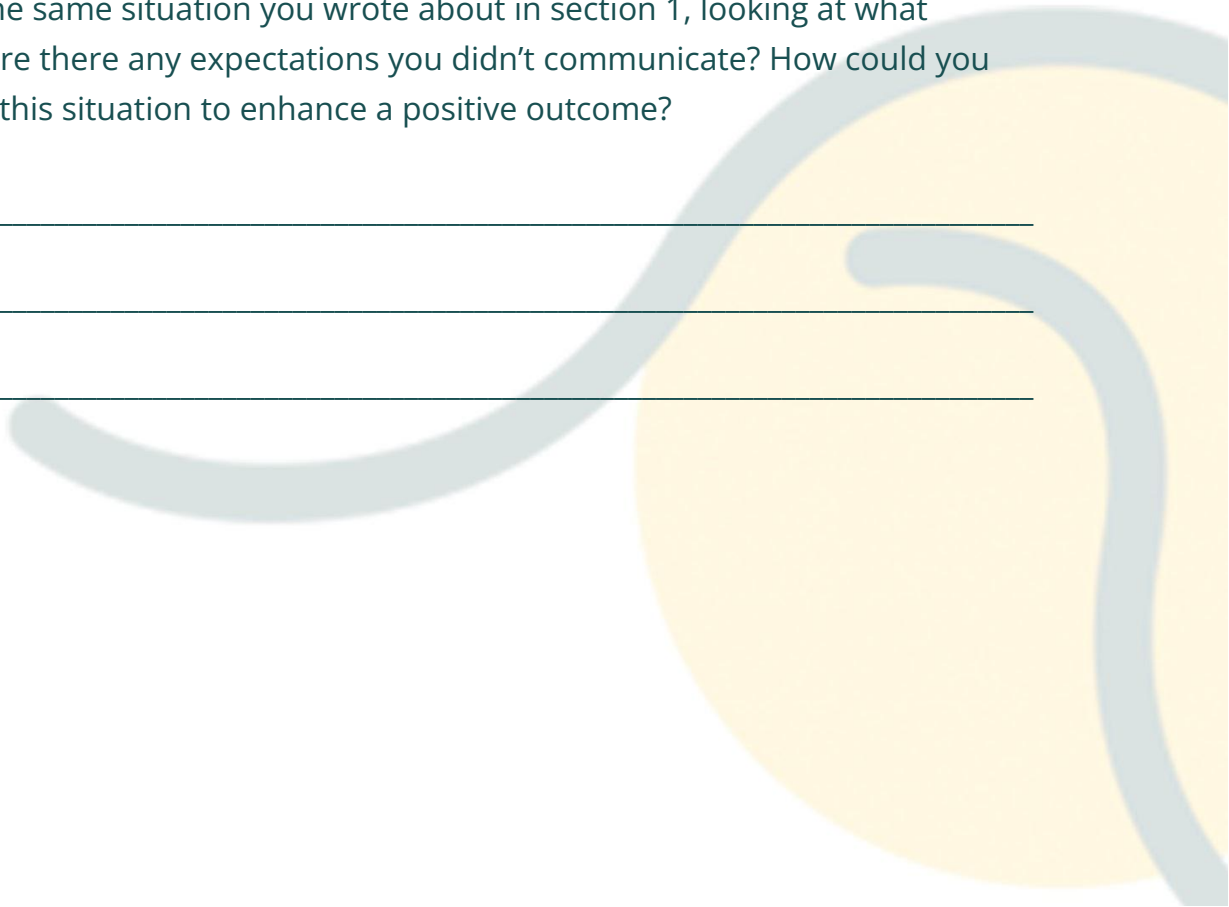
### Section 2

Think about the same situation you wrote about in section 1, looking at what happened, were there any expectations you didn't communicate? How could you have handled this situation to enhance a positive outcome?

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# Lesson 8: Love Languages

## Section 1

The Five Love Languages are:

- Gifts: I feel loved when receiving and giving gifts or presents.
- Quality Time: I feel loved when someone spends one on one time with me.
- Physical Touch: I feel loved when someone is close to me, hugs me, or holds my hand.
- Words of Affirmation: I feel loved by someone telling or writing that they love and appreciate me.
- Acts of Service: I feel loved when someone does something thoughtful or kind for me or with me.

Circle your first and second highest scored love language...

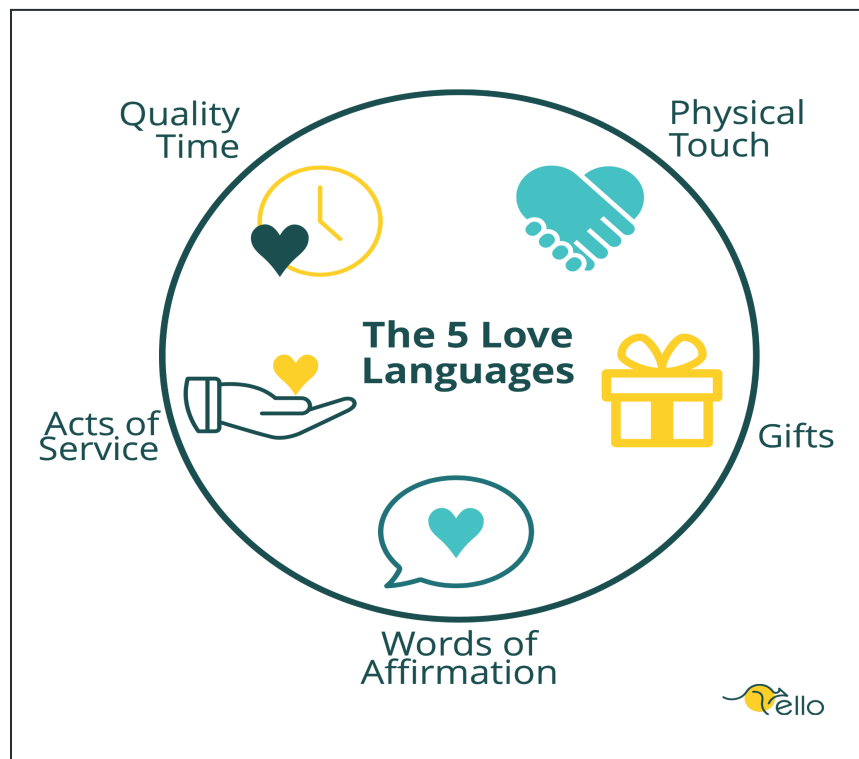
**Gifts**

**Quality Time**

**Physical Touch**

**Words of Affirmation**

**Acts of Service**





## Lesson 8: Love Languages

### Section 2

Now that you know what your love language is, write down ideas of how you can communicate with your family about how they can better help you feel loved.

Primary Love Language: \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Secondary Love Language: \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

