



Cultivating Connections

Instructor Manual



Lesson Manual Introduction

Each lesson offers a workbook writing assignment and/or activity worksheets. Workbooks will be available for each student, and activity worksheets if applicable, will be at the end of each lesson in this manual to copy for students. If the educator believes that age-appropriate classroom conversations would be more beneficial, they should forego the workbook portion of the lesson. We strongly suggest joining in with each activity so as to foster an atmosphere of openness and trust between you and your students; also, sharing your own experiences may help them comprehend these new ideas and concepts more fully. Happy teaching!





Introduction (Slides 1-3)

- Have presentation displayed on slide 1, for students as they begin class
- Play video on slide 2
- Go to slide 3 and read through the course expectations
 - Provide examples for each expectation to ensure students understanding
 - You can go to this slide anytime you feel students are having difficulty meeting the course expectations

Lesson 1: Vulnerability (Slides 4-6)

Set up

- Materials Needed
 - “Stand for Each Other Activity” worksheet
 - Student Workbook
- Have presentation displayed on slide 4

Student Activity

- Handout “Stand for Each Other Activity” worksheet
- Have students fill out the “Stand for Each Other Activity” worksheets
 - Inform students that:
 - These worksheets will be anonymous
 - There is no need to add their name to the worksheet
- Collect completed worksheets from the students
- Shuffle the worksheets, and disperse them throughout the classroom again
 - Ensure that each student has a different worksheet from their own
- Read through the statements on the worksheet.
 - If the question is circled on the worksheet each student has, the student stands up.
 - Ask a student that is standing up if:
 - They said yes to the same question
 - If yes, ask the student to explain why they answered yes
 - If no, ask the student to try to explain why they believe a student would answer yes to this question
 - What does this particular question look like for a student that would say yes



- If they cannot answer ask other students standing or another class member to try and describe why someone would answer yes to the question
 - If students cannot provide answers as to why a classmate would say yes, provide examples or situations that a child would answer this way.

Discussion

- Open up space for discussion, and ask the following questions
 - How do you feel after the exercise we just did?
 - What emotions came up for you?
 - Do you feel like other people have similar feelings and worries like you do?
 - Do you feel like you're less of an outsider?
 - What surprised you about this exercise?
 - What didn't surprise you about this exercise?

Video

- Play video on slide 5

Reflection

- Handout student workbooks and instruct students to go to Lesson 1: Fears
 - Ask students to write down there fears
- Ask volunteers to share three of their top 3 fears out loud
 - If students are not comfortable yet doing this, have them pick a partner to share their top 3 fears
- Once this activity is complete, ask the students to write in their work books how they felt sharing their fears, and how they felt hearing about other students' fears.
- Open space for students to share their thoughts
 - Ask for volunteers to share what they had written down about this experience.
- Show the students the power of this exercise by providing evidence of the connections that are created just by being honest about our feelings
- Challenge them to practice vulnerability in all areas of their lives



Guided Meditation

- Go to slide 6
- Ask students to begin to relax by:
 - Getting comfortable in their chair
 - Focusing on their breath
 - Closing their eyes
- Play guided meditation on slide 6





Stand for Each Other Activity

Lesson 1

Circle each question below that you would say yes to.

1. Do you stress/worry about having enough money?
2. Do you feel like it is difficult to keep yourself safe?
3. Do you feel emotionally or physically exhausted?
4. When dealing with problems, do you typically turn to anger/rage?
5. When dealing with problems, do you typically turn to sadness?
6. Do you wish you could control your reactions better?
7. Do you feel like sometimes it is easier to be alone?
8. Do you feel misunderstood by other people?
9. Have you been told that you need to change?
10. Do you feel like you are going to fail?
11. Do you feel like you are unheard by others, like no one listens to you?
12. Do you feel that you have to do things for others in order for them to do things for you?



Lesson 2: Emotions (Slides 7-10)

Set up

- Materials Needed
 - “Identifying Emotions Activity” worksheet
 - Student Workbook
- Have presentation displayed on slide 7

For this lesson there are different worksheets and instructions for elementary and Secondary students. These will be distinguished throughout the lesson manual and labeled as such.

Guided Meditation

- Go to slide 8
- Ask students to begin to relax by:
 - Getting comfortable in their chair
 - Focusing on their breath
 - Closing their eyes
- Play guided meditation on slide 8

Video

- Section 1
 - Play video on slide 9
 - Ask students to go to Lesson 2: Emotions, Section 1 in their student workbooks
 - Instruct students to answer the questions under section 1

Elementary

- Open class discussion and begin to ask the following questions
 - If students have a difficult time answering these question, provide the answers given below and included examples
 - How would you describe what emotions are?
 - Emotions are a natural reaction to something that happens. They come from your feelings, the way you feel and the people around you.
 - Why do you feel we have emotions?
 - Our bodies feel emotions to let us know something has changed. Emotions are not good or bad. What we do with the



information our body gives us can have either good or bad results for us and other people.

- Can we control our Emotions?
 - The simple answer is no. But we can learn to understand them better. We can do this by understanding what the emotion is and why our body is feeling it. We can also pay attention to what is happening around us so that we can decide how strong the emotion will be and how it might affect us and our feelings. and impact our emotions have on us and the feelings we have based on what our body is telling us.
- What are ways you believe emotions can keep you safe?
 - Fear, for example, tells us there might be danger. It can make your palms sweat, your heart beat faster or give you goose bumps. Pay attention to these signs so you know how to stay safe.

Secondary

- Open class discussion and begin to ask the following questions
 - How would you describe what emotions are?
 - Emotions are a natural reaction to something that happens. They come from your feelings, the way you feel and the people around you.
 - Why do you feel we have emotions?
 - Our bodies feel emotions to let us know something has changed. Emotions are not good or bad. What we do with the information our body gives us can have either good or bad results for us and other people.
 - Are emotions the same as feelings?
 - Our feelings and emotions come from what we have experienced before. Emotions are the first things that happen in our brains, even if we don't know it. Feelings are when you think about what is happening. For example, if you have an emotion of sadness, you might feel lonely or upset.
 - Can we control our Emotions?



- The simple answer is no. But we can learn to understand them better. We can do this by understanding what the emotion is and why our body is feeling it. We can also pay attention to what is happening around us so that we can decide how strong the emotion will be and how it might affect us and our feelings. and impact our emotions have on us and the feelings we have based on what our body is telling us.
- What are ways you believe emotions can keep you safe?
 - Fear, for example, tells us there might be danger. It can make your palms sweat, your heart beat faster or give you goose bumps. Pay attention to these signs so you know how to stay safe.
- How have emotions led to negative outcomes?
 - When we are not in control of our feelings, it can cause us to do things that hurt ourselves or other people. This can be in the form of thoughts, words or physical actions.

Video

- Section 2
- Play video on slide 10
- Instruct students to complete section 2 of their workbook
 - Provide examples for students to assist them in answering the questions
 - Reflect back on a time your feelings were hurt. What happened? Explain.
 - How did you behave towards the person who hurt your feelings?
 - If you could do it over, how would you react differently towards the person who hurt your feelings?

Student Activity

Worksheet Section 1

- Pair students together and handout "Identifying Emotions Activity" worksheet.

(Be sure you are using the appropriate sheet for your particular age of students)



- Instruct groups to select an emotion from the list provided and mark the where the feeling is felt on the images to the right
- Explain
 - Students can color the areas, write how it feels and/or draw what the emotion is like on the body images images
 - Example: If anger was an option you could draw lightning bolts around the head, exclamation points around the area the heart would be located.

Worksheet Section 2

- While students are still paired together, give them the option to choose one of the following activities to describe their chosen emotion from section 1, and provide examples for each option.
 - Create a skit and role play an experience where their chosen feeling has been felt
 - Role play what what may cause this feeling and what it looks like to them experience the feeling
 - Write about a time when this feeling was experienced
 - They can write to a time in their own lives, or when someone else has experienced the feeling
 - Draw (On the back of the worksheet) what the feelings look like to them
 - Example: If sadness were an option they could draw a face with tears.
- Inform students that volunteers can present what they have created and the rest of their classmates will be able to guess what the feeling is that they chose
- Explain that once section 2 is complete on their worksheet, go to Lesson 2: Emotions Section 3 in their student workbook and complete that section about their chosen emotion.
- Allow students to volunteer to come in front of the classroom and present what they have created
 - Allow classmates to guess what the presenters emotion is
- After students present what they have created, ask presenters the following questions from section 3 of the workbook.
 - What is the feeling?



- What is the root emotion of the feeling?
- What can lead to have this feeling
- How do you avoid or enhance the chances of experiencing these feelings and emotions again?



Identifying Emotions Activity (Elementary)

Lesson 2

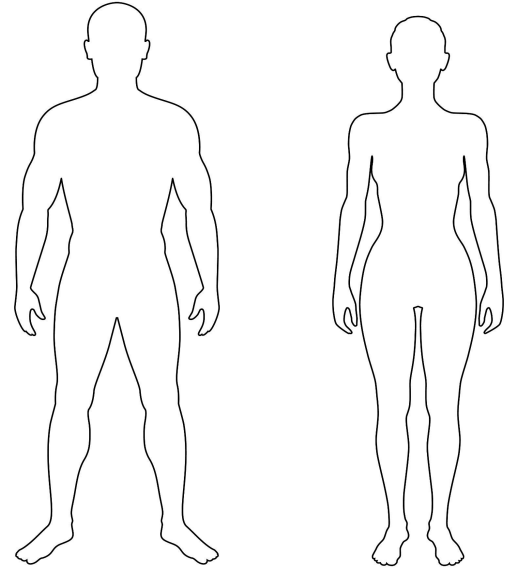
Section 1

With a partner choose 1 feeling from the following list and circle it:

- *Proud*
- *Scared*
- *Excited*
- *Lonely*
- *Hopeful*

Where and how is this feeling felt in the body?

- Mark the areas on the image to the right.



Section 2

Tell your story...

Use one of the three options below to describe the feeling you chose.

- Create a skit of a situation that you would have this feeling.
- Write about a time that you experienced this feeling.

- Draw a picture on the back of this worksheet that shows how you experience this feeling.

Keep your chosen emotion and story between yourself and your partner.

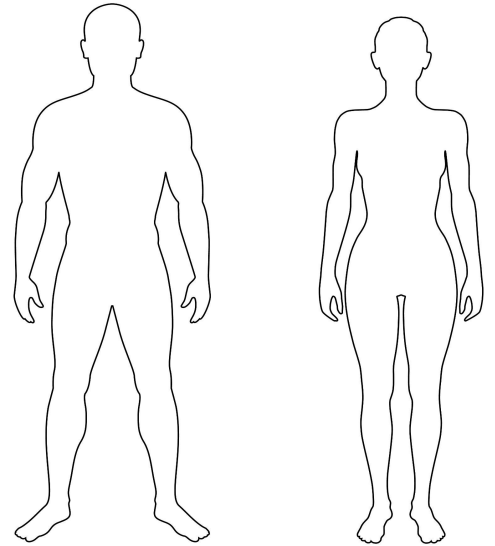
Identifying Emotions Activity (Secondary)

Lesson 2

Section 1

With a partner choose 1 feeling from the following list and circle it:

- Embarrassed
- Frustrated
- Wonder
- Cheerful
- Proud
- Hopeful
- Grateful
- Scared



Where and how is this feeling felt in the body?

- Mark the areas on the image to the right.

Section 2

Tell your story...

Use one of the three options below to describe the feeling you chose.

- Create a skit of a situation that you would have this feeling.
- Write about a time that you experienced this feeling.

- Draw a picture on the back of this worksheet that shows how you experience this feeling.

Keep your chosen emotion and story between yourself and your partner.



Lesson 3: Power of the Mind (Slides 11-13)

Set up

- Materials Needed
 - Student Workbook
- Have presentation displayed on slide 11

Video

- Play video on slide 12
 - Ask students to open their workbooks to Lesson 3: Power of the mind
 - Instruct them to look at the pictures from Dr. Emoto's Water Experiment while the video is playing

Reflection

- Instruct students to complete Lesson 3: Power of the mind Section 1
- Once completed have the students set workbook aside and continue to next activity

Activity

- Setup
 - Ask students to stand up and spread out in the classroom
 - Instruct students to give themselves enough space to allow themselves to stand in place and move without touching other students
- Guide students through the clock activity
 - Instruct students to put their left hand straight out in front of them
 - Say: Do not move your left hand or your hips throughout this activity
 - Instruct students to put their right hand straight out in front of them
 - Say: Spin around with your right hand, moving like hands on a clock would
 - Spin as far as you can without moving your left hand, hips, or feet. Notice a spot on the wall and remember where that right hand stopped
 - Ask students to bring both hands down to their side and close their eyes.
 - Say: Imagine that you are raising your left hand. Then imagine that you're raising your right hand and then spinning around like a clock again



- Imagine that your right arm stops at a spot on the wall. Then, picture it going further than the spot on the wall that it had previously stopped at. Notice how far it goes in your mind.
- Ask students to open their eyes
 - Say: let's do the actual exercise again.
 - Put your left hand in front of you.
 - Do not move left hand or your hips.
 - Now put your right hand in front of you. Turn your body until your right hand is where you imagined it would be. Remember, don't move your left hand, hips or feet.
 - Ask students if they were able to move farther than before?
 - Ask for their opinion on this
- Say: Lets try it again
 - Close your eyes and imagine the same thing but this time, see if you can reach a little further with your right hand.
 - Instruct students to open their eyes and complete the following steps of the activity one final time.
 - Say:Put your left hand in front of you. Keep your hips straight and your feet cemented to the ground. Now put your right hand in front of you. Turn your body until your right hand is where you imagined it would be, the furthest spot you've gone so far. Remember, don't move your left hand, hips or feet.
 - Ask students if they were able to move farther than before?
 - Ask students for their opinion on this again
- Instruct students to take their seats

Video

- Play video on slide 13

Reflection

- Instruct students to complete Lesson 3: Power of the Mind Sections 2 and 3.

Discussion

- Ask for volunteers to share their experience and what they had wrote down



- If students do not share, provide an example from your personal experience where you chose to have a positive experience a negative situation





Lesson 4: The Goggles/The Mirror (14-17)

- Materials Needed
 - Student Workbook
- Have presentation displayed on slide 14

Reflection (Elementary)

- Ask students to complete Lesson 4: The Goggles Section 1
 - If you have other examples, separate from what is in the student workbook feel free to provide these
 - Provide examples of things that used to bother you that you are now able to look past.

Reflection (Secondary)

- Ask students to complete Lesson 4: The Goggles Section 1
 - If students have a difficult time identifying things in others that they struggle with, provide some examples such as:

Too Sad
Too Loud
Too Serious
Too Happy
Never Serious
Interrupts others

Talks over others
Too much energy
Puts people down
Doesn't listen to others
Acts like they are better than others

- If you have other examples, separate from what is in the student workbook feel free to provide these
- Provide examples of things that used to bother you that you are now able to look past.

Video

- Watch video on slide 15

Reflection

- Ask students complete Lesson 4: The Goggles Section 2 of their workbook
- Help students walk through questions they should ask themselves:
 - 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?
 - Give students an example of how the mirror/goggles play out in your life, to help them fully understand the concept

Video

- Watch video on slide 16

Reflection

- Ask students to complete Lesson 4: The Goggles Section 3
 - Provide examples of ways to talk to yourself when being defensive or have had their feelings hurt

Guided Meditation

- Go to slide 17
- Ask students to begin to relax by:
 - Getting comfortable in their chair
 - Focusing on their breath
 - Closing their eyes
- Play guided meditation on slide 17





Lesson 5: Belief Systems (Slides 18-21)

Set up

- Materials Needed
 - Student Workbook
- Have presentation displayed on slide 18

Video

- Watch video on slide 19

Reflection

- Ask students to fill out each part of Lesson 5: Belief Systems Section 1
 - Set a timer for 3-5 minutes
 - The goal is for students to get everything out on paper
 - They do not need to think hard about this

Activity

- Pair students together and instruct them to share their negative beliefs
 - Set a timer for 1 minute
 - Ask students to read through their list without explanations
 - After minute is up, ask the other partner to read through their beliefs

Reflection

- Have students complete section 2 in workbook

Discussion

- Ask the students to share their experience
 - How did they feel sharing their beliefs?
 - How did they feel hearing their partners beliefs
 - Did any of the things their partner said, shock them?
 - Did all of the things their partner said feel true?

Video

- Watch Video on slide 20

Guided Meditation

- Have the students circle one negative belief they think affects them the very most, they will keep this belief in their mind for the guided meditation
- Go to slide 21
- Ask students to begin to relax by:
 - Getting comfortable in their chair



- Focusing on their breath
- Closing their eyes
- Play guided meditation on slide 21





Lesson 6: Correcting the Beliefs (Slides 22-24)

Set up

- Materials Needed
 - Student Workbook
- Have presentation displayed on slide 22

Video

- Watch video on slide 23

Reflection

- Instruct students to complete Lesson 6: Correcting Beliefs Section 1 of their workbook

Activity

- Pair students together and instruct them to share their affirmations
 - Set a timer for 2 minutes
 - Ask students read through their affirmations while picturing the evidence to support it
 - After timer finishes have the other partner share their affirmations while picturing the evidence to support it

Guided Meditation

- Go to slide 24
- Ask students to begin to relax by:
 - Getting comfortable in their chair
 - Focusing on their breath
 - Closing their eyes
- Play guided meditation on slide 24





Lesson 7: Expectations and Boundaries (Slides 25-27)

Set up

- Materials Needed
 - Student Workbook
- Have presentation displayed on slide 25

Reflection

- Ask students to students fill out Lesson 7: Expectations and Boundaries Section 1 of their workbook

Video

- Watch video on slide 26

Reflection

- Ask students to students fill out Lesson 7: Expectations and Boundaries Section 2 of their workbook

Video

- Watch video on slide 27

Reflection

- Ask students to students fill out Lesson 7: Expectations and Boundaries Section 3 of their workbook





Lesson 8: Love Languages (Slides 28-30)

Set up

- Materials Needed
 - Student Workbook
 - Love Languages Activity Worksheet
 - Post its (10 for each student)
- Have presentation displayed on slide 28

Guided Meditation

- Go to slide 29
- Ask students to begin to relax by:
 - Getting comfortable in their chair
 - Focusing on their breath
 - Closing their eyes
- Play guided meditation on slide 29

Video

- Watch video on slide 30

Activity

- Handout the “Love Languages Activity”
- Read each statement from the “Love Languages Activity” worksheet
 - Instruct students to circle the statement that best describes them for each pair of statements
 - Instruct students add up the total for each letter and write these in the space provided at the bottom of the worksheet

Discussion

- Ask students to go to Lesson 8: Love Languages Section 1 in their workbook
- Ask volunteers to read through each love language
 - **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.
- Inform students that the letters from their “Love Languages Activity” worksheet are as follows:
 - (A) Gifts
 - (B) Quality Time
 - (C) Physical Touch
 - (D) Words of Affirmation
 - (E) Acts of Service
- Ask students to circle their highest scored love language in Section 1 of their workbook, based off of totals from the activity worksheet

Activity

- Create groups where each love language is represented by a student who’s highest total was: Gifts, Quality Time, Physical Touch, Words of Affirmation and Acts of Service
- Within their groups ask:
 - Each student to share what their highest scored love language is (if there is a tie, students will need to choose 1)
 - Give an example of a time where they felt that the specific love language was met
 - One person from each group will present one story from a different group member that the teacher assigns (try to have it be a different love language for each group)
 - While telling the story of a time their classmate has had their love language fulfilled, students will not let the rest of the class know what the specific love language is
 - Presenting student will explain what it means to their classmate to have this love language fulfilled
 - Other students will volunteer to guess what the love language of the story presented is



Reflection

- Ask students to fill out Lesson 8: Love Languages Section 2

Discussion

- Ask for volunteers to share what they wrote down
- Encourage students to have open discussions in their homes about what their love language is.





Love Languages Activity

Lesson 8

Circle the letter of the statement that best describes you for each number.

1. (A) I like for people to compliment my achievements.
(B) I appreciate it when someone listens patiently and doesn't interrupt me.
2. (C) I like it when I unexpectedly receive gifts from people.
(D) I know someone appreciates me when they help me with tasks.
3. (E) I like to be hugged.
(A) I like to receive notes of appreciation.
4. (B) I really enjoy the feeling I get when someone gives me undivided attention.
(C) I like to receive little gifts from teachers (like stickers on my papers).
5. (D) I feel appreciated when people do things to help me.
(E) I like to high-five or hold hands with people who are special to me.
6. (A) I feel loved when I am told how much I am appreciated.
(C) I appreciate it when someone remembers special days with a gift.
7. (B) I like to go places with friends and loved ones
(D) I like knowing loved ones are concerned enough to help with my daily tasks.
8. (A) I feel loved when you celebrate my birthday with meaningful words (written or spoken.)
(D) I appreciate the many things you do for me.
9. (B) I feel loved when you take the time to understand my feelings
(E) I enjoy receiving a pat on the back.
10. (C) I like it when I give you a gift that is meaningful to you.
(E) Hugs make me feel connected and valued.

Add your total for each letter you selected from the statements above.

A. _____ **B.** _____ **C.** _____ **D.** _____ **E.** _____