



BE THE CHANGE GUIDE

Creating the School of Your Dreams!

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The logo for Challenge Day features the words 'Challenge' and 'Day' in a red, outlined, sans-serif font. The text is positioned over a graphic of two hands, one light gray and one white, reaching towards each other. The hands are set against a light gray circular background.

ChallengeDay

Revised Version 2014



Be the Change Guide: Creating the School of Your Dreams

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“Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed, it is the only thing that ever has.”TM

- Margaret Mead

Be the Change Movement & Challenge Day

Welcome to the **Be the Change** Movement and Challenge Day! While it is true that no one program can be all things to all people, the seemingly universal appeal of Challenge Day appears to come down to one thing – **“Our shared humanity.”**

Our vision is that every child lives in a world where they feel safe, loved, and celebrated. (This vision includes those who now live in grown up bodies). The primary focus of all our work is to end separation, isolation and loneliness, which we believe are at the root of most every destructive behavior.

Imagine living in a world where everyone made a commitment to do these three things....

1. **Love and accept ourselves while continuing to grow.**
2. **See others through eyes of acceptance, love and compassion.**
3. **Be the Change** by living life in service.

With the ever growing increase of violence and oppression in our schools and on our planet, we believe a commitment to these simple principles can actually create peace on earth. We challenge people everywhere to commit to doing at least one intentional positive *act of change* each day to feed their heart and to add to the betterment of the planet by spreading love.

Be the Change is about creating a culture of acceptance and compassion within your school. As you know, this kind of change can take time, so **Be the Change** is a series of activities and events that will support this change on campus. Challenge Day is just ONE event on your calendar of **Be the Change** activities.

Your **Be the Change** Team holds the key to building a culture of pride, acceptance and service on your campus. This handbook is packed with proven ideas and suggestions for how your team can **Be the Change**. No two schools or communities are exactly the same so we encourage your **Be the Change** Team to set goals and create projects that meet your specific needs.

Be the Change Team Goals

Challenge Day in and of itself has been life-changing for hundreds of thousands of youth and adults. It was created to show participants what is truly possible every day, if we choose it. The **Be the Change** Movement is about creating the school, community and world of your dreams every single day. Your **Be the Change** Team and the activities you offer are so important to creating an on-going culture of respect and acceptance. Our work has the biggest impact when combined with the efforts and commitment of students, teachers and other community members in partnership with the following groups that may already exist on your campus:

- Leadership groups
- Mentorship programs
- Peer-led clubs
- Conflict Resolution classes/groups

Follow up is crucial in supporting youth and for creating a culture shift in your school or organization. In this guide you will find:

- 3 Must-Do Youth Follow Up Actions
- The 3 Recommended BTCT Movement Flow & Activities (pre and post Challenge Day)

- Information on how to set up a **Be the Change** Week.
- How to use your **Be the Change** Cards at your Challenge Day event.
- Recruiting Challenge Day volunteers and fundraising ideas.

Be the Change Team (BTCT) Goals:

1. Create your *Be the Change* Team

It consists of 1 credentialed staff, 1 community adult and at least 3 student leaders.

2. Plan and prepare for your BTCT meetings

Put into action the activities outlined in this guide and/or give them to teachers who will do them in their classrooms. These activities can be led by BTCT teen leaders as long as a teacher or adult community volunteer is present. Follow our “Meeting Flow and Activity list” for help in preparing for your BTCT meetings.

3. BTCT duties at Challenge Day

BTCT members introduce themselves at the Challenge Day and the date, time and place of the first meeting. You can also hand out flyers with information about first meeting.

The BTCT is responsible for handing out BTC cards to every Challenge Day participant (see pg. 68).

4. Keep your *Be the Change* Team alive

With student input and leadership, host activities and events that will bring people together for the purpose of inclusion and acceptance. See “**Be the Change** Week activity options list” and “Meeting flow/ Topics and Activities” for ideas.

3 Must-Do Youth Follow Up Actions

Immediately after a Challenge Day it is highly recommended that the following actions take place. Youth need to know that support is available and that the **Be the Change** Team is ready to continue the work at their school, which includes getting the support they need.

1. Counseling and Support

In addition to youth identified in need of additional support at Challenge Day programs, your **Be the Change** questionnaire (see pgs. 8-9) may reveal a need for additional follow up support. Be sure to plan for and provide support counseling and encouragement for any youth expressing need.

2. Enroll Motivated Leaders

After a Challenge Day, students are fired up to **Be the Change** and/or they want to know that this isn't just a one-day event. Make sure your Challenge Day facilitators have a signup sheet for your BTCT during the day, don't forget to reach out to those students. Have tasks ready for motivated students to do in preparing for the first **Be the Change** meeting after your Challenge Day. Have them make posters, create flyers or make announcements for the upcoming meeting. Refer to “Meeting Flow/Topics and Activities” for meeting ideas (pg. 22).

3. Collect Youth Suggestions

The **Be the Change** questionnaire is recommended to be done 1 week after your CD workshop. Its purpose is to draw new ideas directly from the youth, because the more their ideas are supported, the greater their participation in creating the school of THEIR dreams. This works well at your **Be the Change** meeting or during class within a week from the Challenge Day workshop. Plan ahead with your school and have all teachers hand out the “Student Survey” one week after workshop. Acknowledge them for their brilliance and courage. Feel free to re-do questionnaire throughout the year during your BTCT meetings to get more input from youth.

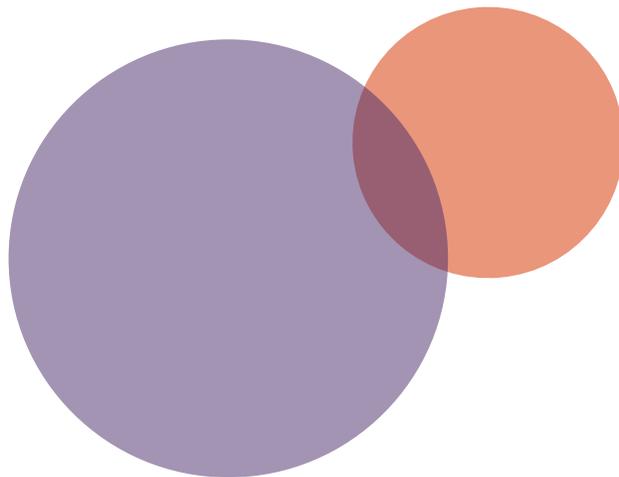
How to Empower Your BTCT to Take Leadership

We encourage your BTCT student members to take lead of all follow up meetings and activities. We have found that it's a different level of involvement and passion behind their team when it's led by them for them.

Below is a sample created by Midland High School in Texas. (Adjust it to your team's needs.)

1. After Challenge Day, during your afternoon meeting with your facilitator, you will identify potential BTCT leaders with a smiley face next to their names on your group lists. Identify those students and interview them prior to first meeting after Challenge Day. Ask them if they will be willing to commit to the responsibilities of this leadership role. Once you have defined who's interested, hold a preparation meeting with that group of young people.
2. In preparation for your 1st meeting, create an outline with times included to ensure efficient time use. Delegate roles: Who will get materials for meeting? Who will lead what activity? Who will take notes? (See next page for sample outline.) Once you have all roles defined and meeting outline, hold your meeting with the entire BTCT. Invite as many people as you can even if they haven't attended a Challenge Day.
3. As a group, come up with specifics on how your BTCT will be successful. Ask the following: What positions do we need for our team to be successful? (President, Secretary, etc.) Once positions have been chosen, ask your group to define the following: What qualities should this person have to fulfill this position? Brainstorm with your group.
4. Once you have defined positions and qualifications, ask your group who would like to take this role. Ask your group members to raise their hand if interested; if more than one person raises their hand hold a vote with the group at a following meeting. If you will be holding a vote to fill positions, ask each person to come up with a brief presentation on why they would be a great candidate for that position. Have them prepare for next meeting where votes will be taken in.
5. Come up with a Mission and Vision for your team. Have it come from the students as this will ensure your team members are in agreement of what it is and hold ownership of it.

These steps taken to empower your team have been incredibly valuable for our BTC teams that have tried it out. They found increased ownership of their team, empowerment through leading activities with each other as well as increased participation in leadership roles since they know it is for them by them. (See next page for 1st meeting sample outline).



Be the Change Leadership Team Sample Meeting Outline

WHEN	Monday, February 25, 2013 at 7pm <i>Special Note: Please arrive at least 15 minutes early for meet and greet</i>
WHERE	Street Address, Midland Texas 79707 <i>(For directions use your trusty GPS or call 000-0000).</i>
AGENDA	<p>The intention of this meeting is to prepare your team’s vision and mission statement, identify your team’s leaders by electing officers (President, Vice President, Secretary Etc.... (you will have the opportunity to structure your team however you prefer). Establish future meeting norms (<i>Norms are standards we agree to uphold. They provide a safe container for all meetings and are a part of what makes your team so powerful. You can create your own or use the norms from Challenge Day</i>). Be prepared to discuss your ideas for the upcoming MHS “Be the Change Week” scheduled for the first week of March.</p> <p>6:45 to 7:00: Meet and Greet</p> <p>7:00 to 7:10 Acts of Change Celebration (<i>share with the group how you were the Acts of Change you are most proud of this past week in your school.</i>)</p> <p>7:10 to 7:20 Prepare Your Team’s Vision and Mission Statement</p> <p>Example: <i>Be the Change</i> Vision – <i>To create a community of people who can help bring challenge day to our local students. As well as a community that supports them and inspires them to be the positive change in their schools, community, and their future. Mission: We inspire and strengthen our community by bringing and supporting challenge days in our schools. As well as continually support our teens and their “Be the Change Teams” to help them create the school of their dreams.</i></p> <p>7:20 to 7:30 Elect your Team Officers</p> <p>7:30 to 7:40 Review Team Norms! (<i>We will use the Norms from Challenge Day</i>)</p> <p>7:40 to 8:00 Review current and any new <i>Be the Change Week</i> Ideas</p> <p>Agree on these ideas and then discuss ways in which this will be presented and how roles and responsibilities will be allocated to the rest of the Be the Change Team.</p> <p>8:00 to 8:05 Action Items</p> <p>Be prepared to accept your roles and responsibilities to make “Be the Change Week” AWESOME.</p> <p>8:05 to 8:10 Appreciations (<i>share with group what you appreciate about each other</i>)</p> <p>8:10 to 8:15 GROUP HUG!</p>

The Recommended Be the Change Movement Flow

Your BTCT action plan includes holding specific follow up meetings for those who participated in Challenge Day and anyone else who might be interested in being The Change. Since it is our vision that the **Be the Change** Movement occur on every middle and high school campus, these meetings are crucial to keeping students feeling connected, supported and inspired. This structure was created to help you in planning Challenge Day, coordinating its arrival the day of, follow-up activities, BTCT meetings, etc. It's a suggestion, though you can always adjust to your needs and your community.

(see table on next page)



Be the Change Movement Flow

ACTIVITY	ACTIONS	WHO	DATE	TIPS
Introduction to Challenge Day and <i>Be the Change</i> Team	Create posters flyers, e-mails, PA announcements to let people know about upcoming CD	CD Coordinator/BTCT (if established before CD) and/or volunteers	Prior to CD, the coordinator sets a date to start talking about CD and the BTCT planning	Ask for support from your school clubs/BTCT if already in place
Organize BTCT activities	BTCT sets a date for 1st BTCT meeting after CD & shares schedule for upcoming activities, BTC week and other BTCT activities	Coordinator/BTCT	Prior to CD with enough time to plan the meeting flow. If you want to empower your youth you can ask a group to plan the following meeting. Rotate these tasks so everyone gets a chance at leadership within the group.	Make sure it meets your needs. What are the activities that your community will enjoy the most? Have a plan (see BTC week activity list on pg. 15 and Meeting Topics list of ideas starting on pg. 22)
Challenge Day happens/BTCT sign-up	BTCT announces 1st meeting date, time, place BTCT gives out BTC cards and tips for teens handout or e-mail	Choose or nominate a BTCT member to announce it on the microphone. You can also choose to do it as a team if time allows it.	During CD's Speak Out activity. (Where people are given the opportunity to speak on the microphone about their experience.)	Have posters in the gym with date and time of 1st meeting; make an announcement on the microphone/ next day reminder during morning announcements.
1st BTCT meeting <i>Be the Change</i> questionnaire	Work with BTCT to facilitate your meeting – be open, welcoming. Options for first meeting: Fill out questionnaire. Choose leadership roles. Watch Teen Files DVD.	Coordinator/ BTCT leader (if other than CD coordinator) ask for volunteers to be responsible for planning and holding next meeting or default planning to elected officials.	1 week after CD so that their CD experience is still fresh in their minds.	Create a fun environment. Have music, snacks, etc. Allow them to share their CD experience with each other. The questionnaire will help with ideas for customized activities.
Keeping it Real Challenge	Keeping it Real Challenge (pgs. 11-12)	Coordinator/BTCT leaders	1 week after first meeting	Follow the meeting plan, but also be open minded to change structure to meet your students' needs
Planning BTC week (examples on pgs. 13-14)	Plan a set of activities to involve the school in "Being The Change"	Coordinator/BTCT leaders	Within 2-3 weeks after CD	Customize BTC week activities to fit your school
Post BTCT Week Meeting (pg. 21)	Share about your BTC week. Discuss topic of choice and do activities. (See meeting flow topics & activities pg. 22)	Coordinator/BTCT	After BTC week	Share about BTC week: what they enjoyed, pictures, stories, etc. Celebrate your team's accomplishments
Topic of choice meeting	Choose any of our recommended topics and activities or create your own.	Coordinator /BTCT	After completing the meetings above, this will be your guide for the rest of the school year	Give your team a chance to be a part of the planning and presenting of meeting material.

Be the Change Questionnaire Meeting

This agenda can also be used as class curriculum.

Ideal time needed: 35 minutes (you can always modify to fit your needs)

Supplies: Sign-in sheet, boom box or iPod dock, iPod or cd's, TV & DVD player, snacks (if you would like to provide food) Teen Files DVD, copies of Questionnaire (below, pgs. 8-9)

ACTION	DETAILS	LEADER	TIME
Welcome	Allow everyone to arrive. Play music and have snacks ready. With everyone sitting in a circle, welcome everyone to the Be the Change Team, whether they attended the Challenge Day or not, everyone is included!	Coordinator/adult volunteers/ BTCT member	1 min
Check in	With a partner, share how it's been going since their Challenge Day or in general. Each partner has 1 minute to share.	Coordinator/ BTCT teen leader (if BTCT already established)	2 min
Teen Files	As a group, watch the 15 min. Teen Files Surviving High School clip. This is a reminder of what they did together and it allows people that didn't attend CD to have an idea of what it's like.	Coordinator/ BTCT teen leader (if BTCT already established)	15 min
Debrief	Sitting in a circle, have the students answer the following questions: <ul style="list-style-type: none"> • How did it feel to watch that? • How can you Be the Change here at school? • The students in the clip took action. What can we do? • Allow time for popcorn style answers. 	Coordinator/adult volunteer/BTCT member	4 min
Questionnaire	Hand out copies of the questionnaire on pgs. 8-9; and have students fill them out and turn them in. You can also have them bring it back next meeting if pressed for time.	Coordinator/ BTCT teen leader (if BTCT already established)	5 min
Brainstorm	As a group ask for input on what are some things they would like to see change at their school. Write down ideas on board or poster paper and consider topics for upcoming meetings.	Coordinator/adult volunteers/ BTCT member	6 min
Announcements	Announce: Date, time of next meeting Encourage everyone to log their "Acts of Change" on the Challenge Day website www.challengeday.org Finish with hugs	Coordinator/adult volunteers/ BTCT member	2 min
Total time			35 min

6. The **Be the Change** Movement and Challenge Day asks you to notice, choose and act. What three things do you notice need change in the areas below, what will you choose and what actions will you take? How can you **BE THE CHANGE**, even if no one else chooses to join you? List three commitments in each area.

At School

- 1.
- 2.
- 3.

At Home

- 1.
- 2.
- 3.

At work and in the community, or with others

- 1.
- 2.
- 3.

List 3 dreams you have for your future.

- 1.
- 2.
- 3.

Follow-Up Suggestions

Your **Be the Change** Team has events and activities planned to support you in creating the school of your dreams! Your comments here will support the team in knowing what do after those events. Challenge Day helps to bring you and your school together, now it's up to you to live the change and to Notice, Choose and Act! We know you can do it! Please list any ideas you have for keeping the challenge alive in your school and community.

Let us know what you and your **Be the Change** Team are up to by logging your Acts of Change on our website www.challengeday.org.

Keeping it Real Challenge Meeting

(A BTCT Meeting option)

This agenda can also be used as classroom curriculum.

Ideal time needed: 30 minutes

Supplies: Sign-in sheet, copies of “Keeping it Real Challenge” (pgs. 11-12)

ACTION	DETAILS	LEADER	TIME
Welcome	With everyone sitting in a circle, welcome everyone to the Be the Change Team, everyone is included!	A BTCT member	1 min
Check in	With a partner, share 1 thing you were/are inspired to do/be since the Challenge Day. <ul style="list-style-type: none"> • This is the time to check-in, or share how are you doing. • Each partner has 2 minutes to share. 	A BTCT member	4 min
Keeping it Real Challenge	The Keeping it Real Challenge is used to support students to Be the Change . We do this by giving hugs, asking for forgiveness, reaching out to others, and not gossiping. These are all ways to Be the Change on campus. Before students fill out the Keeping it Real Challenge worksheet, share what really touched you and inspired you to change something in your life. Drop the waterline with a personal story and remember, if we get real the students will too! Then, fill out the worksheets.	A BTCT member	10 min
Shares	Sitting in a circle, invite students to share their “keeping it real” sheets and how the BTCT can support them.	A BTCT member	12 min
Announcements	Announce: <ul style="list-style-type: none"> • Date, time of next meeting • Date of the BTC Week for whole school hosted by the BTCT (that would be all of us here) • Encourage everyone to do “Acts of Change” daily. Log them in at www.challengeday.org. • Finish with hugs 	A BTCT member	3 min
Total time			30 min



Keeping it Real Challenge

“You give but a little when you give of your possessions. It is when you give of yourself that you truly give”

– Kahlil Gibran

Congratulations for being part of the Be the Change Movement!

The *Keeping it Real Challenge* asks you to give of yourself when doing your acts of change. This courageous and vulnerable process not only will touch the lives of others, but most likely leave you feeling proud.

Imagine people everywhere saying “thank you”, sharing love, apologizing and forgiving. This is one way you can change the world. It starts with you!

I challenge myself to:

1. Say thank you

Notice – To whom do I want to say thank you?

Choose – What am I grateful for?

Act – I will complete this Act of Change by

2. Write a letter, e-mail and/or text of love or appreciation

Notice – To whom do I want to show love and appreciation?

Choose – What do I love and/or appreciate about this person?

Act – I will complete this Act of Change by

(continues, see next page)

3. Share an apology and/or amends

Note: An apology simply means saying you are sorry – To make amends means to make things as right as possible.

Notice – To whom do I need to apologize to and/or make amends with?

Choose – What is the apology and/or amends?

Act – I will complete this Act of Change by

4. Forgive

Notice – Who will I forgive?

Choose – I forgive this person for

Act – I will complete this Act of Change (either in person or in my heart.)

5. In addition to the above, I commit to doing the following Acts of Change

Notice –

Choose –

Act – I will complete my Acts of Change by

“We must be the change we wish to see in the world”

- Gandhi

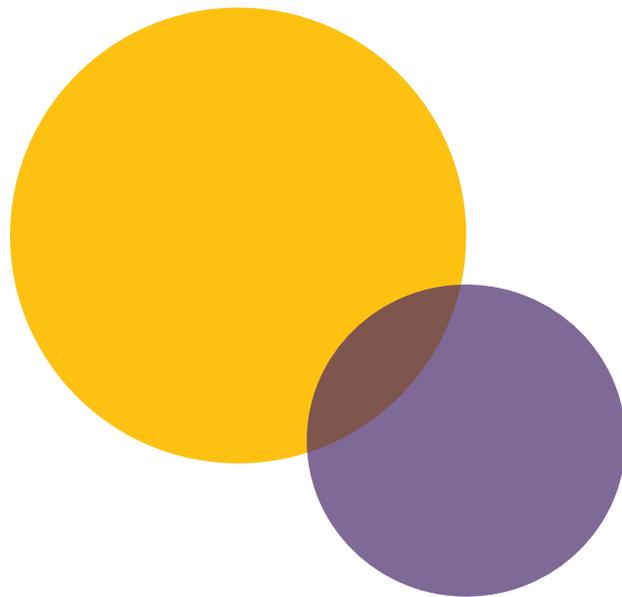
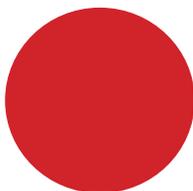
To learn more about the Be the Change Movement or to blog your acts of change, please go to www.challengeday.org/bethechange.

Planning your BTC Week Meeting

Ideal meeting time: 30 minutes

Materials needed: Sign-up sheets, poster paper and markers.

ACTION	DETAILS	LEADER	TIME
Welcome	With everyone sitting in a circle, welcome everyone to the BTCT. Everyone is included!	A BTCT member	1 minute
Check in	With a partner check in about whatever is present in your life. <ul style="list-style-type: none"> • You can also share an act of change you took part in since last meeting. • Each partner has 2 minutes to share 	A BTCT member	4 minutes
Be the Change Week Planning	With your team, brainstorm ideas for activities they would like to involve the entire school in to promote the Be the Change Movement. <ul style="list-style-type: none"> • You can also refer to your BTC Week activity options list (see pg. 15) • Follow BTC Week planning meeting flow • Assign tasks 	A BTCT member	22 min
Announcements	Announce: <ul style="list-style-type: none"> • Date and time of next meeting • Deadline for preparations for BTC Week • Challenge of the week. • Encourage everyone to do “Acts of Change” daily and log them in at www.challengeday.org • Finish up with hugs 	A BTCT member	3 min
Total time			30 min



Be the Change Week

(Example week calendar)

A week filled with activities to inspire positive action and connection is a superb way to create change in your community. This is a sample plan created by Kalaheo High School in Hawaii. Please feel free to adjust the themes for each day to best fit the culture and climate at your school.

Monday: Compliments Wanted

Give as many compliments as you can to your classmates, teachers, friends, and family members.
Give at least one HUG!

Tuesday – Mix it Up

Introduce yourself to someone new. Get to know someone you don't know well. Eat lunch with someone new. **Give at least 3 HUGS!**

Wednesday – Protect our Home

Clean up our environment. Pick up trash along the way during passing. Collect cans and bottles and recycle them. **Give at least 6 HUGS!**

Thursday – Heal Old Wounds

Forgive someone that has hurt you. Ask for forgiveness if you have hurt someone else.
Say "I'm sorry for..." **Give at least 9 HUGS!**

Friday – Show Some Love

Thank someone you love and respect. Tell them how much you appreciate them. Share your love and respect for them. **Give at least 12 HUGS!**

This is just an example week; see "BTC Week Activity options" (pgs. 15-20) for more activity ideas and suggestions. You can also plan to have more than one BTC Week per year as a way to reiterate the message of Challenge Day throughout the school year. We recommend having 2 BTC weeks per school year, one each semester. This way your entire school body gets involved in BTC activities, and reignites momentum to your BTC movement.

We encourage you to use social media to share your event's pictures and testimonials. You can do this at www.challengeday.org, and tag Challenge Day on your event pictures on Facebook, also hash tag us on Instagram.



Instagram #BTCWeek #BeTheChange #ChallengeDay #Actsofchange #BTCT #BTCMovement

Be the Change Week Activity Options

(All activity names can be changed to whatever feels right for you and your community)

Compliments

Give as many compliments as you can to your classmates, teachers, friends and family members.

Take it further and create healthy competition. Document people giving compliments and use mediums like Instagram or Facebook to post them. The winner gets a prize (find local businesses to donate a gift) for example: movie tickets, gift certificates, or any vendor donations. You can also do compliment grams. Like Valentine's grams, students can write compliments to their friends or anyone on index cards and turn them into the BTCT to have them delivered at the end of the week. Give students the option to write them in their first period classes or at lunch on the first two days of BTC week and then gather them all to sort and deliver.

Mix it up

Introduce yourself to someone new. Get to know someone you don't know well. Eat lunch with someone new. If the entire school is involved, plan it out with cafeteria/school to have assigned seating, or make question cards to have cheat sheets on things they can talk about with someone new. Take it further: invite all your friends to have lunch with someone you know eats lunch alone. As a BTCT, if they are doing this without the entire school, plan ahead on who is it you would like to have lunch with you (someone you've witnessed having lunch by themselves.)

Protect your home

Clean up your environment. Pick up trash along the way. Collect cans and recycle them. This can be an activity that can have a healthy competition added to it, for a prize or for an award. Award: create a certificate and give it out to the person who gets the most recognition from their peers that week. Have them write down nominations on who they saw in action that week and award them, let them shine. Include the entire school; make it a green awareness day where you can get bigger containers from a recycling company and have a goal you would like to hit. Bigger bins will show a visual of the impact their support has. Also, when people turn in recycling you can give a piece of candy or something people know is because they recycled.

Heal old wounds

Forgive someone that has hurt you. Ask for forgiveness if you have hurt someone else. Say "I'm sorry for....." Take it further, have people challenge themselves and take it home. Who can they forgive? Who can they ask for forgiveness from? Have BTCT obtain or purchase little heart/smile face stickers and hand them out to their home room or first period class. In the morning announcements have them give out the challenge of the day. Have teacher pass out stickers and have students give out a heart/smile face sticker to the person they forgive. Those people wear the stickers and that way people throughout school can visually see that people have had those conversations.

Show some love

Thank someone you love and respect. Tell them how much you appreciate them. Share your love and respect for them. Take it further, write out a letter of appreciation and drop it in a locker or hand it out to that someone let them know how much they mean to you, or how much you appreciate what they do or have done for you.

Random act of change

Do an act of change that is inspired in the moment: maybe do something nice for a stranger, or pick up trash, say hi to someone you never had said hi to, give out a compliment, befriend someone new, give a hug. The possibilities are endless.

Secret buddies

Do an act of change for someone without them knowing it was you! This is a neat way to have the feeling of kindness in the air without any personal recognition, just the rewarding feeling of knowing you impacted someone's life. Have your school print out small cards with **Be the Change** logo or Gandhi quote "**Be the change** you wish to see in the world" on there. Have first period teacher hand them out, or have an ACT OF CHANGE STATION (people handing out the cards) before school and at lunch. Then have the person who did something nice for someone drop off that card at their locker without that person knowing so they know and Act of change was done for them.

Personal Inventory

Have students make a list of at least 10 people who they feel they have hurt, teased, humiliated or let down in some way. Ask students to write letters apologize directly or call these people to make their amends. Students can write about their experience on our blog www.challengeday.org

Peace Pole

Plant a Peace Pole somewhere in campus and organize a Peace Pole planting ceremony. Have Challenge Day graduates work on the organizing team and speak in support on accepting non- violence. Find out more about the Peace Pole project and how to get a pole at <http://www.peacepoleproject.org>

Diversity Day

Organize a Diversity day on campus. Ask teachers and students to create presentations, or come dressed in a way that represents their own culture or another that they respect or admire. If possible have the cafeteria create a culturally diverse menu for the day.

Hand signal

Encourage each other to use the hand signal to show love and respect in the hall ways. Take it further: Ask teachers to incorporate the use of the "I love you" hand sign into the classroom as a way to respectfully get people's attention, and as a way of greeting one another on campus.

Appreciation put-ups

Have students create appreciation notes and place them on /in other student lockers. Take it further: Do the same for teachers and school staff like custodians, librarians, faculty, etc. Have the activity explained in the morning announcements and at lunch have an appreciation booth/station where they can go and take a picture with others and all the notes they received for a best picture contest. Have BTCT taking these pictures and have fun music playing from a boom box at the appreciation booth/station.

Hug Day

Try and get as many hugs as you can during the course of the day! Take it further try sharing hugs with people you have never hugged before; share the love with people that least expect it.

You can do this as an activity with the entire school. You can do it before school at the entrance holding posters up that say FREE HUGS, or at lunch. Plan a way to validate those people: maybe hand out candy to everyone willing to get hugs. Plan ahead for people that have physical boundaries: how can we include them? One idea is to have a school mascot help out that day and offer hugs to those that might not want to hug other people. Or have a big teddy bear available to hug for people that might not want to hug others. You can be creative with it any way you would like.

Dreams

Challenge day shouldn't be the only place where you share your dreams. Make a personal goal to share your dreams with as many people as you are able to and be willing to hear other's as well. At lunch have a Dream catcher station (a table with materials, and a wall in campus you could use to tape up people's dreams). Get construction paper or index cards have markers available and tape. Have people write out or draw what they what to be (their dream) a profession or way of living. Take a group picture and share with everyone the next day. Ask school to leave up for Challenge Week. Have fun music playing at your Dream Catcher station during lunch. Get creative with it.

PROUD

Today is for everyone to find something to be proud about for themselves and someone they are proud of and why? Make it a goal to share why you're proud of them. Take it further: find someone in your community you're especially proud of, if you've seen them have a huge shift in their personality, or character, or academically, or anyone who you want to let them know you've seen them grow as an individual. Maybe there's someone you admire just for who they are. Let them know you're proud of them. Have your school participate in this as a whole. During morning announcements let everyone know about PROUD day. During lunch have a contest for a prize (find a donation). Set up an activity for about 10-15 people. Give them 2 minutes each. Whoever can write the most things they are proud of wins. If they win they have to say it on the microphone for everyone to hear. (Find out if you can borrow a microphone and speaker for this game activity: play some fun music before to drive a crowd make announcements and posters). If you cannot borrow speakers and microphone do it without. Play music out of battery operated boom box.

If you really knew me

Set time aside at lunch or during the day to share with each other "If you really knew me, you would know..." and talk about something you wouldn't really share on a regular basis. Take it further: find someone you don't really hang out with and share about yourself with them then have them do the same. You can have your BTCT get some pizza donated and offer it to people after they participate in a mini Challenge Day version of "If you really knew me". Don't forget: you can always include people that have never participated in the Challenge Day workshop.

All smiles

Today be all smiles! Share a smile with someone you've never smiled at before. Take it further: introduce yourself to someone new outside your clique of friends. Share common respect and graciousness with people you don't know.

Respect Day

Find out ways in which people around you feel respected and find a way to implement it to your actions. Take it further: stand up for someone you know doesn't get respected on a regular basis in your campus and show them respect. During lunch have a respect table where you provide labels/nametags and markers have them write one action they think of as a sign of respect and have them wear the name tag/label so people know their definition of respect without having to ask.

Thank you for...

Today is about gratitude towards the people around you. Find someone you appreciate and thank them for the many ways they show up for you. Take it further: Take this challenge home, talk to someone in your life outside of school and thank them for what you appreciate about them. Today make an announcement in the morning that the entire school will participate on being thankful. At first period class/home room hand out index cards and have them write out one thank you note to someone. During lunch have a Gratitude table where your BTC team can video tape people being thankful towards each other. Make a video edited with all the "thank you" footage and have a contest. Best thank you moment gets a prize (gift card or any other donation) plus you get to show the video footage during a rally or YouTube channel or any exposure you would like to give to your video. This video can be at no cost to you, get help from people that know how to do these edits. Media club etc. can volunteer to help you and you can add them to the last thank you in your video; that way everyone knows they helped.

Hug Tag

Start the day by sharing a hug with someone. If someone hugs you then you find someone to hug. The main goal is to have the entire school experience at least one hug throughout the day. Ready, set, share some love!

Teacher appreciation Day

Choose as many teachers as you want and write them an anonymous genuine letter of appreciation. Whatever it is you appreciate: a smile, a truly caring gesture, the way they listen, etc. Anonymously deliver the letter at their desk or office inbox.

Feelings 101

At lunch set up a table for students that choose to participate with materials. (Or choose to have students in a specific homeroom hand them out if the entire school and faculty is on board). Have blank name tags or labels and markers ready; have them write a word describing how they feel today. Throughout the rest of the day find out why they chose that word.

PMT DAY! (Positive Massive Text, if your school allows phones)

Today is all about sending positive texts to as many people as possible. There are many ways to do it: with compliments, appreciations, maybe even "I'm sorry" amend texts. Use this technology for the better!!! Have morning announcements to let everyone know of the focus of the day, and encourage people to take part on the PMT!! Movement.

I heart my body (body appreciation day)

Using current mediums like Instagram or Facebook, take a picture of yourself holding a piece of paper that states love for you (what is your beauty) aside from the physical, declaring authentic beauty and empowering self-image. What is something you love about yourself, for example: I love my eyes, they capture my personality, I love my dimples they are my happiness accessory, etc. If people don't feel comfortable enough to share a particular feature they love, they can just write out "I heart my body". Stir away from any negative connotations toward your own body or anyone else's. How can we break down body image stereotypes? Don't forget to acknowledge the areas we would normally dismiss or automatically speak of negatively. Find a way to show you extra love! The idea of it all is to appreciate our bodies no matter what their size and strive to live healthier lives. Take it further: Do an interview activity during lunch: if there weren't any mirrors available, how would you describe beauty? What embodies beauty? Challenge your team to place positive notes on the mirrors at school such as: Warning! Reflections in mirror may be distorted by socially constructed ideas of "beauty".

Spirit of kindness (KIND CARDS day)

Today is about being Kind!! How many ways can you show kindness with your peers? Take it further: Talk about what kindness means to you and find out what it means to others. The ultimate goal is to have a kind atmosphere and more knowledge about what people see as being kind. Ahead of time have BTCT print out KIND cards (index cards with a written challenge on how to show kindness on one side and on the other have them say Challenge day or Be kind (or any other phrase your BTCT comes up with). For example: open the door for someone today, smile at a stranger, pick up litter even if it's not yours, offer a hug to someone new, give out a compliment, etc. Have these cards passed out during 1st period class and have drop of stations in the hall ways (for example: a cardboard box with a drop off cut on top to collect cards and reuse another time)

Food drive/ clothes drive/toy drive

Have all your BTCT team help you with this. Find a local food/clothes/toy drive group or organization. Have them bring bins for donations and help out the community specially around the holidays, or when there's a national disaster, or just to help out people in the community that need support with basic needs. This is way to **Be the Change** in a larger spectrum than school.

Pay it forward (FRANK ME) or the gift of giving

We call it "FRANK ME" or u got "FRANKED" in honor of one of our friends who is known for expressing his love through loving acts of kindness

This day is all about doing something nice for someone you don't know simply because you want them to do the same for someone else. It can be as simple as giving someone a pen or pencil today in class, sharing your lunch with someone, or any acts of giving or kindness towards someone. Make it fun!!! When you do any of these acts of kindness, call it getting "FRANKED". Make it common language to use getting "FRANKED" as a random act of kindness lingo. You can also say "FRANK YOU" instead of thank you! Have fun with it.

YOLO!!

You only live once! How can you start living the life of your dreams right now? What is something you can do to challenge yourself to live 100% fully alive? What is something below the waterline that you enjoy doing, are proud of, believe, like, etc. that you can embrace more in your life? Make it an activity with the entire school. In the morning let people know this activity will happen throughout the day. Ask the first period teacher to hand out index card size pieces of blank paper to write a "Bucket List". These bucket lists are for all those things you wanted to say, do, show, give, etc. While in school encourage students to do these and also ask to have their bucket lists turned in or dropped off at bucket list stations (drop off boxes throughout school campus) and create a collage with them the next day. Or have a contest for the best most unique bucket list and give out a prize. (If you choose to do a contest don't forget to ask people to write their name down on their paper/index card).

Community

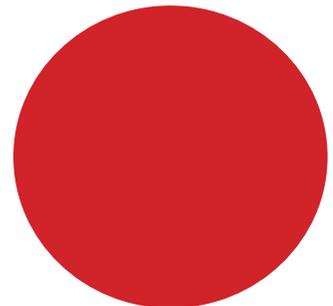
This is a great activity for the last day of your **Be the Change** Week. This day is all about community: how can we get more involved, what are some events coming up that are focused on community? Invite community groups to have a booth at school during lunch hours to share with the students. Set up tables with different information about these groups, including sign-up sheets or e-mails sign up lists. This way the community can feel like the school participates in sharing their love and focus to connection with their town. Also have your own **Be the Change** team sign up booth, (you can recruit for your team this week). Ask the groups you invite to bring posters, bracelets, advertising material and information to share with the students. (Think about it somewhat along the lines of career day). Have fun!!!

All of these activities can be modified to fit the needs and wants of your community. You don't have to pick and choose these activities as one per day; they can also be combined or added however you and your team would like. Have fun!

If you need support with your BTCT or have any questions please contact us at (925) 957-0234 or via e-mail at office@challengeday.org



Instagram #BTCWeek #BeTheChange #ChallengeDay #Actsofchange #BTCT #BTCMovement



Post “Be the Change Week” Meeting

Ideal meeting time: 30 minutes

ACTION	DETAILS	LEADER	TIME
Welcome	With everyone sitting in a circle, welcome everyone to the BTCT. Everyone is included!	A BTCT member	1 minute
Check in	In pairs, check-in about whatever is present in your life. <ul style="list-style-type: none"> • You can also share about your BTC week or any acts of change you took part in since your last meeting. • Each partner has 2 minutes to share. 	A BTCT member	4 minutes
Topic of choice	Decide this as a group from the 1st meeting’s brainstorm of ideas or you can refer to the Meeting Topics list for suggestions. (starting on pg. 22)	A BTCT member	22 min
Announcements	Announce: <ul style="list-style-type: none"> • Date and time of next meeting • Challenge of the week. • Encourage everyone to do “Acts of Change” daily and log them in at www.challengeday.org • Finish up with hugs 	A BTCT member	3 minutes
Total time			30 min



Meeting Flow/Topics and Activities

Choose any of these topics as a focus for your meetings, and adapt any discussions as material for following up with each other. After implementing the recommended meeting agenda, follow this format for the rest of your meetings. You can have these questions answered in any format/style that you like (group share, brainstorm, dyad, writing it down). You can also use technology as a medium for sharing with each other for example: Create a Facebook group where your team can go to and post pictures, Instagram, blog, etc. Also have reminders via e-mail to prepare for upcoming events. Implement your own style and flow and adapt it to your schedule and needs. Find ways to share with each other your accomplishments from meeting to meeting. All of these are sample topics; feel free to elaborate as needed.

SAMPLE MEETING FLOW

ACTION	DETAILS	LEADER	TIME
Welcome	Welcome your group in any way you like. For example: <ul style="list-style-type: none"> • Play music, provide food or snacks. • Sit in a circle welcome everyone! 	Challenge Day coordinator/volunteer	1-3 min
Check-in (remember it's important to acknowledge our current feelings or what is on our minds before we focus on something else)	Have a moment to check in about what's present for your team members. <ul style="list-style-type: none"> • You can do this either in a small group format or with a partner. • Check in about last meetings' challenge. (use a timer to ensure everyone gets same amount of time) 	Coordinator	4 min (2 min each person if in pairs or 1 min each if in groups of 4)
Topic of Choice (you can choose any topics from our list or have your own) Plug in activities from attached list	Any topic of choice discussion and/or activity. <ul style="list-style-type: none"> • Have presentation. • Have discussion or share. • Challenge for the week. 	Coordinator/volunteer (this can be led by a group of teens or one if they would like to)	20 min
Announcements	Announcements <ul style="list-style-type: none"> • Date and time of next meeting • If meeting will be led by someone else • Any other announcements you would like to share before next meeting 	Coordinator	1-3 min
Validations	Anyway you'd like set it up for people to get hugs and or appreciate each other. <ul style="list-style-type: none"> • Give out compliments • Give out hugs 	Coordinator/BTCT member	5 min
Total time			30-35 min

RESPECT

“We must build a new world, a far better world- one in which the eternal dignity of man is respected.”

- Harry S. Truman

Respect —

The condition of being esteemed or honored, proper acceptance or courtesy; acknowledgment.

The main focus is to talk about respect and have more knowledge around how people feel respected in their daily interactions. How we can create an atmosphere of respect in school and community? How can we challenge ourselves to actively show more respect in our lives?

Do some research prior to meeting presentation; find out how people around school feel respected.

- Interview students, friends, teachers, community and family.
 - a) What does respect mean to you?
 - b) How do you show respect towards others?
- Present answers to your BTCT at meeting.
 - a) Do video or written interviews and present them.
 - b) Share with group what people answered.

Activities:

After sharing your research and sharing peoples' interview answers, break your group up into groups of 4 for a group share.

- Give everyone a number from 1-4 and have them find others with the same number.
 - a) Have them choose a person that will go first.
- Once in groups have them answer these questions with each other.
 - a) What does respect mean to you?
 - b) When was the last time someone made you feel disrespected? How did you react?
 - c) How can you show more respect towards others?
- Use a timer to make sure everyone gets the same amount of time to answer the questions.
- After everyone in each group has had the chance to share, have them thank their group in any way they'd like. Then bring the focus back to the entire group.
- Do a brainstorm with your group ask them to answer the following:
 - a) How can we challenge ourselves to be more respectful in our daily interactions? In school? At home?
 - b) What can we do if someone is being disrespected? How can we take a stand?
- Have them commit to a way they will show more respect towards others and themselves throughout the week. This will be their challenge until the next BTCT meeting.

GRATITUDE

“Gratitude unlocks the fullness of life. It turns what we have into enough, and more. It can turn a meal into a feast, a house into a home, a stranger into a friend.”

– Melody Beattie

Gratitude —

The quality of being grateful or feeling thankful.

The main focus of this meeting is to influence the feeling of gratitude in our lives more often. How can we integrate being grateful in the way we interact with each other on a daily basis? Does it change our perspective when we have some hurdles ahead of us?

Do some research prior to meeting presentation about what gratitude means to the people around you.

- Interview classmates, friends, teachers, community and family.
 - a) What does it mean for you to be grateful?
 - b) What does it look like?
 - c) How can you show gratitude to others in your life?
 - d) If you remembered to be grateful in your life more often, how would it affect your life?
- Present answers to your BTCT at meeting.
 - a) Do video or written interviews and present them.
 - b) Share with group what people answered.
 - c) Be creative with your presentation; you have the freedom to alter as you choose.

Activities:

- After sharing your research and sharing people’s interview answers, have everyone in your BTCT find a partner.
 - a) Once they all have a partner have them choose who is going to be person “A” and person “B”.
 - b) Allow a few seconds for them to choose who will choose what letter.
- Have person “A” go first and finish the following sentence: “What I’m grateful for is.....”
 - a) Using a timer to better manage your time, give each person 1 full minute to fill in the blank as many times as they can.
 - b) You can always allow more time during each transition if your group needs it and you have time to spare.
- Have them thank their partners, then switch partners with the people next to them, and do it again.
 - a) Each time they switch partners, they get one minute to share what they are grateful for.
- Switch one more time.
 - a) Each person should have shared with 3 different people what they are grateful for.
- Now that you and your group had a chance to be grateful and find out what it means to others, collect information from the group.
- Share as a group the answers that surprised you.
 - a) Write them down on a white board or poster paper as a visual for reference for your group share. Using a timer allow a few minutes for this share.
 - b) Is there something someone is grateful for you don’t really think about? Take for granted?

- After sharing your experience, challenge each other to acknowledge the things, people and situations we are grateful for.
 - a) Find a way to adapt being grateful into your daily interactions wanting to express gratitude from now on.
 - b) Brainstorm with your group if you'd like to get people's input.
- Create a challenge for the week or until next meeting.
 - a) What can we do to show gratitude more often?
 - b) How do you challenge yourself to include gratitude to your life?
- This will be your challenge for the week or until your next BTCT meeting.



INCLUSION

“For me inclusion is about community where everyone is recognized for their differences and everyone is recognized as belonging – not only in our schools, but in our communities.”

- Dr. Joseph Petner

Inclusion —

The act of including. The state of being included.

The main focus of this meeting is to create awareness of inclusion. How often do we include people around us and how often do we leave people out? What can we do to remind ourselves of the feelings being left out creates in our lives and how do we take action?

Do some research prior to meeting about what feelings or thoughts you experience when being left out:

- Interview classmates, teachers, family and friends.
 - a) When was the last time you didn't feel included? How did it make you feel?
 - b) What can we consciously do to include people around us?
- Present research to your BTCT meeting.
 - a) Present your material any way you'd like. Video interviews, a handout, You Tube videos, etc.
 - b) Be as creative as you'd like; this is your presentation.

Activities:

- After doing your presentation break your group up into groups of 4.
 - a) Count everyone in your group giving them a number from 1-4. Have them find people with the same number and create a group.
- Give every group a piece of poster paper and some markers.
 - a) Have them write out the benefits of having everyone feel included.
 - b) What would they like to see happen more often in school as a result of including everyone?
 - c) Give them an option to draw up what it would look like if their school embraced inclusion in every class period, breaks and lunch.
- Ask each group to present their poster to the team and explain their vision.
 - a) Using a timer give each group 5 minutes to prepare their poster.
- After every group's presentation, have everyone stay in their groups and choose one person that will go first.
 - a) Using a timer give each person 30 seconds to share how they will challenge themselves.
 - b) Have them answer these questions :
 - What can you do to make sure people around you don't feel left out?
 - What can you do to include people that you see being left out?
- Have them focus on those challenges throughout the week or until next meeting.
- Have them thank their groups in any way they'd like.

DIVERSITY

“Diversity is not about how we differ. Diversity is about embracing one another’s uniqueness.”

– Ola Joseph

Diversity —

The state or fact of being diverse. Difference; unlikeness, variety.

The main focus of this meeting is to embrace diversity in the school climate. How can we be advocates on campus for respecting our differences? This activity reinforces that even though we might not agree, everyone deserves to be respected no matter what our differences are.

Do research prior to your meeting. Plan ahead and have material ready for presentation or discussion around diversity.

- Do some on-line research about your community and its history.
- Interview friends, teachers, family and classmates. Find out the following:
 - a) How diverse is your school? Your community?
 - b) How do people feel around people that look, act, live, dress, etc. different than them?
 - c) Has your community changed in the last 5 years in how diverse it is?
- Share your research material with your BTCT at meeting.
 - a) Allow some time for questions.

Activities:

- Have a brainstorm as a group about the ways we can share our knowledge with others about diversity.
 - a) Write out answers onto white board or poster paper.
 - b) Using a timer allow about 5 minutes for this brainstorm.
 - c) Encourage everyone’s input.
- After brainstorming and have sufficient ideas, break up your team into pairs. Each pair should come up with a challenge to be accountable for until next meeting.
 - a) The challenge should involve embracing diversity on school campus.
 - b) What are they going to actively take part in to be advocates for diversity?
- Have each pair write out on a piece of paper the following:
 - a) What are you going to do to share a bit of knowledge about diversity with your friends or people you don’t know so well?
 - b) How will you embrace/accept diversity in school?
 - c) What about in your community?
- Have each pair set a day and time they will meet to take part in their challenge together.
 - a) Have them write out their plan of action, time and place.
- This will be the challenge of the week or until next meeting. Thank your partner.

SELF-EMPOWERMENT

“Strength does not come from physical capacity. It comes from an indomitable will.”

– Mahatma Gandhi

Empower —

To give power or authority to; authorize, to enable or permit.

The main focus of this meeting is to influence a craving for self-empowerment in your daily life. Find out ideas on how to implement self-empowerment and encourage others.

Do research prior to your meeting. What can empowerment do for us in our lives?

- Do some on-line research about empowerment.
 - a) What certain actions or situations influence empowerment.
- Interview students, teachers, friends and family.
 - a) When do you feel the most empowered?
 - b) How can people encourage you to stay motivated and empowered?
- Present your research material to your BTCT. Take questions.

Activities:

- Have 4 pieces of poster paper taped up on your wall.
- Each paper should have one of the following questions at the top written out big.
 - a) How can we remember to feel empowered in our lives?
 - b) What groups of people, situations and actions can help keep us stay focused on empowering ourselves?
 - c) How can empower others?
 - d) What can I challenge myself to do that will help me stay empowered?
- Allow enough time for everyone to have a chance to write out their answer on poster paper.
 - a) Make sure you have enough markers or pens for each person
 - b) Using a timer provide about 8-10 minutes for this activity.
- Once everyone has written out their answer, read all posters out loud and talk about what your group came up with.
 - a) Use a timer to ensure time management.
- After completing the activity, have your group divide into groups of 6.
 - a) You can count people and give them a number from 1-6, then find people with the same number. That is your group.
 - b) Or you can allow them to choose their own team. Make your decision based on what best fits the needs of your group.
- Assign a person that will go first in a fun way. For example: whoever is sitting closest to the classroom door will go first.
 - a) Have them finish up the sentence “This week I challenge myself to make someone feel empowered by.....” This will be your challenge for the week.
 - b) Allow enough time for each person in the group to share.
 - c) Use a timer to ensure everyone get equal amount of time, about 30 seconds each.

ACKNOWLEDGMENT

“There is more hunger for love and appreciation in this world than for bread.”

– Mother Teresa

Acknowledgment —

An act of acknowledging. Recognition of the existence or truth of something. An expression of appreciation. A thing done or given in appreciation or gratitude.

The main focus of this meeting is to encourage acknowledgment for people around school and in your daily lives, and to find ways we can acknowledge people more often.

Do research prior to your meeting in regards to acknowledgment.

- Interview people in school and ask the following:
 - a) How do you feel acknowledged?
 - b) How often do you acknowledge people?
 - c) What can hold us back from giving compliments? Giving thanks? Celebrating others' accomplishments?
 - d) What about acknowledging a hard situation? What can hold us back from doing so?
- Share your research material with your BTCT.
 - a) Set time aside for questions.

Activities:

- Divide your group into groups of 5.
 - a) Ask your group to find 5 people to be in a group with.
- Have each group write out a list of the following:
 - a) Top 3 favorite ways to acknowledge someone
 - b) At least 2 reasons why we might hold back from acknowledging a person or situation
 - c) What are some situations that are hard to acknowledge? (At least 2)
 - d) What are 2 ways we can benefit from being acknowledged?
- Allow some time for each group to finish their task.
 - a) Give each group about 5 minutes to finish up. Thank your group.
- Read the lists to entire group.
- After sharing your answers have a popcorn share about one new thing they learned about acknowledgment today. Based on the answers given by their team.
 - a) Using a timer give your group about 2-4 minutes to complete brainstorm.
- After brainstorm divide your group into pairs. Each person must have a partner.
 - a) If your group is an odd number of people, allow a team of 3.
- Have each person practice by challenging themselves to acknowledge someone, something or a situation that might be challenging for them as their focus of the week.
 - a) Have them share back and forth with their partner.
 - b) Allow about 1 minute for this. Thank your partner when done.

COMMUNITY

“A community needs a soul if it is to become a true home for human beings. You, the people must gift it this soul.”

– Pope John Paul II

Community —

Social groups of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.

The main focus of this meeting is to create awareness on current topics or events happening in your community, and to find out how can we actively take part on “Being the Change” in our community.

Do research prior to your meeting, find out about current events in your community.

- Interview people in your community, family and friends outside school.
 - a) What are some issues or events that could use some support from your BTCT?
 - b) How can we encourage more connection in your community?
 - c) What is a group or organization in your community you would like to support?
- Share your research with your BTCT
 - a) If sharing about a particular community event or group, make sure to provide the time and date of event in which you would like to take part.

Activities:

- Today you’ll make your “Ideal Community” poster.
 - a) Provide your group with old magazines for cut outs, poster paper, scissors, tape or glue and markers.
 - b) Pass out materials to your group
- Have everyone at their seat close their eyes and imagine the community of their dreams.
 - a) What do you see?
 - b) How do people treat each other?
 - c) What kinds of events will happen?
 - d) Elaborate on imagery as needed.
- Have them open their eyes. Cut out images and phrases and tape them on your poster creating the community of your dreams.
 - a) You can also write out or draw anything you’d like.
 - b) Allow enough time for everyone to do their community poster. About 10 minutes.
- After time is up, ask volunteers to present their poster.
 - a) If time allows it have everyone share about their poster
- After poster share/presentation, have everyone find a partner. If needed have a group of 3.
- Once everyone has a partner, ask people to finish the following sentence: “I challenge myself to.....” Have each person finish up the sentence with whatever they will challenge themselves to do to get involved in their community.
- Give each pair 2 minutes to go back and forth and say as many challenges as they can.

FRIENDSHIP

“A friend is someone who gives you total freedom to be yourself.”

- Jim Morrison

Friendship —

The state of being a friend; association as friends. A friendly relation or intimacy.

The main focus of this meeting is to explore people’s definition of friendship: What friendship means to you and what kinds of friendships you would like to have.

Do research prior to your meeting about friendship.

- Interview classmates, friends and family. Ask the following:
 - a) What does the friendship of your dreams look like?
 - b) Do you have those friendships in your life?
 - c) How could you be a better friend?
- Share your research with your BTCT.
 - a) Share any videos or written interviews about friendship.
 - b) Set time aside for questions.

Activities:

Best friend dialogue role play. For this activity have everyone find a partner, preferably someone from the group they are not super close with.

- Have each person think of one way they would like to show up better as a friend or one thing they would like to do with their friends more often.
 - a) Have them choose who is going first
 - b) Give 1 minute for each person, using a timer to ensure equal time.
- During that minute role play with your partner as if you were having that conversation with your close group of friends.
 - a) What would you ask more of?
 - b) What would you say?
 - c) What commitment will you make to him/her/them from now on?
 - d) Get creative with it.
- Make sure both people get a chance to role play.
- Once done with role playing activity, have a group share. Talk about how did it feel to say what you did. How did it feel to hear it? What can hold us back from having those conversations?
 - a) Give your group enough time to share.
- Have group meet back with their partner and commit to a challenge for the week or until next meeting.
 - a) Share about any people in your life you would like to be closer with and how will you take action. When done sharing thank your partner.

JUDGMENTS

“Judgments prevent us from seeing the good that lies beyond appearances.”

– Wayne Dyer

Judgment —

An act or instance of judging. The forming of an opinion, estimate, notion, or conclusion, as from circumstances presented to the mind. The opinion formed.

The main focus of this meeting is to gain more knowledge on how our judgments serve us or limit us in our lives. How can we take control over how we pass judgment?

Do some research prior to meeting, about what judgments come up for you and the people you know on a daily basis.

- Interview friends, family and classmates. Ask the following:
 - a) What kind of judgments do you notice you make?
 - b) What are some of the judgments that have become habits in your life over time?
- Share information with your BTCT at meeting
 - a) Present material in any way you like.
 - b) Share facts or come up with a poll and share results with your team.

Activities:

- Divide your group into groups of 6.
 - a) Count everyone in your group and give them a number from 1-6.
 - b) Have them find the people with the same number, which is their group.
- Using a timer give groups 3-5 minutes to share. Have them share one thing they don't really talk about that they've done or they like, etc. Something that will surprise other people to know about them.
 - a) Have each group choose the most shocking story or fact about one of their group members.
- Each group assigns one person to share the fact or story with the entire BTC group and they will have the other groups try and guess who the story or fact belongs to.
- Allow enough time for each group to take their turn.
 - a) About 2 minutes each group.

After each group reveals the group member who actually owns the fact or story, have everyone take a seat in a large circle.

- Have a brainstorm about this activity and how their judgments showed.
 - a) How did their judgments affect their guessing of who did it?
 - b) How did their judgments get in the way of giving everyone the benefit of the doubt?
 - c) How does the habit of judging affect your life?
- After brainstorming, have each group challenge themselves to change their habit of judging.
 - a) If time allows it ask for some volunteers to share their challenge with the group.

HONESTY

“If you do not tell the truth about yourself, you cannot tell it about other people.”

– Virginia Woolf

Honesty —

The quality or fact of being honest; uprightness and fairness. Truthfulness, sincerity, or frankness.

The main focus of this meeting is to gain a better understanding about how honesty affects peoples’ lives. How do people define it, and how to speak the truth and still be conscious of people’s feelings?

Do research about honesty. How has it molded our communities? How does it influence the way we interact with each other.

- Do some online research and interview friends, family and classmates.
 - a) Find out people’s opinion about how our morals limit the level of honesty we share with each other.
 - b) Who is one person you would like to practice more honesty with?
 - c) What can hold you back from being honest with people?
- Share your research material with your BTCT.
 - a) Allow some time for questions.

Activities:

- Have your BTCT group find a partner. Make sure everyone has a partner. If there’s an odd number of people allow a group of 3.
- Have everyone think of a person in their lives they have not been completely honest with; it could be a family member, a friend, significant other or themselves.
 - a) Have people imagine what it would feel like to say what they have held back.
 - b) What would they say?
- Have each person with their partner share who they thought about and why have they held back the truth. Give each pair 3 minutes to share, use a timer to make sure everyone gets equal time to share.
- After allowing everyone to share, have the group sit in a circle.
- Do a popcorn style share. One person starts and whoever feels inspired goes next and so on. Have your group share the answers to the following questions:
 - a) Why is it important to be honest?
 - b) What kinds of consequences can happen if we hold back?
 - c) Do you feel like you will have those honest conversations in the near future?
 - d) What kind of friendship, relationship or life can you create if you choose honesty more often?
- Allow your group to have enough people share. Use a timer for time management.
- Have everyone meet back with the partner they were with for the activity.
- Have them commit to a challenge:
 - a) Who is it you choose to be more honest with from now on? What does that look like?
 - b) How can your BTCT support you in with these commitments?

LISTENING

“Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, it makes us unfold and expand.”

– Karl Menninger

Listen —

To give attention with the ear and attend closely for the purpose of hearing. To pay attention; to wait attentively for a sound.

The main focus of this meeting is to encourage implementing the gift of listening in our daily interactions. Also to take a moment to notice the ways in which we can learn to listen more attentively.

Do research prior to your meeting in your community about listening. It can be done online or in the way of interviews.

- Interview classmates, friends and family. Ask the following:
 - a) How often do you feel listened to without interruption?
 - b) How often do you listen to others without already thinking about what you want to say or how you want to respond?
- Share your research with your group.
 - a) Set some time aside for questions.

Activities:

- Divide your group into groups of 3.
 - a) Count everyone and give them a number from 1-3.
 - b) Have them find the people with their matching number.
- Have each group choose who will get start and go first.
- In their groups have them finish up the sentence “If you really knew me you would know...”
 - a) Give everyone 1 minute to finish up the sentence as many times as they can.
 - b) Remind people to “JUST LISTEN” they don’t have to say anything back, agree, comment, relate, give advice or say it’s ok at all. Encourage people to sit in silence listening to the person whose turn it is even if they have nothing to share.
- After everyone takes their turn have them have a group share about how it felt to get listened to like that.
 - a) If they liked it or prefer interactive listening.
 - b) Do they offer that kind of silent listening to people in their lives?
 - c) Remind them they don’t have to try and fix problems or struggles for people.
- After have everyone thank their groups for sharing and take a seat in a large circle.
- Have people volunteers to share.
 - a) One thing they learned about themselves today?
 - b) How do they listen in their lives?
 - c) How will they challenge themselves to improve their listening skills?
- Have each person take the challenge to listen to someone they don’t know, or someone they don’t listen to often. Also to offer the gift of listening to people around them and see who takes up their offer. Have your group challenge themselves to notice their listening skills.

DREAMS

*“The future belongs to those who believe
in the beauty of their dreams.”*

- Eleanor Roosevelt

Dream —

A succession of images, thoughts, or emotions passing through the mind during sleep. A vision voluntarily indulged in while awake; daydream, a goal.

The main focus of this meeting is to encourage people to talk about their dreams and goals. What do they see in the life of their dreams? Gain tools to plan out and take action to get closer in achieving their dreams.

Do research prior to your meeting about the benefit of talking about your goals and dreams.

- Interview friends, family, community members and classmates. Ask the following:
 - a) Have you ever shared your dreams with anyone in your life?
 - b) Is it difficult to share out loud? If yes, what was their reaction?
 - c) If you could ask for support from people around you what would it be?
 - d) If you could have had one way to be supported in achieving your dream, what would you ask for? What kind of support? (If interviewing someone who has achieved it already.)
- Share your interview material with your BTCT at meeting.
 - a) Set time aside for questions.

Activities:

- Have your group sit in a circle.
- Encourage as many people as you can; allow standing up and sharing their dream out loud.
 - a) Using a timer allow 1 minute per person, to ensure many people's participation.
- After sharing have your group find a partner.
 - a) Make sure everyone has a partner. If your group is an odd number of people allow for a group of 3.
- Give each person 2 minutes to talk about their dreams and what steps they are taking to get closer to achieving them.
 - a) What kind of support do they need to achieve them?
- Have each pair thank their partners and take a moment to think about a challenge for themselves.
 - a) What can you challenge yourself to do in this next week to get closer to your goal?
 - b) What connections can you make?
 - c) What actions will you take?
- If you need support from your group ask for help.

KINDNESS

“Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you.”

– Diana Spencer, Princess of Wales

Kindness —

The state or quality of being kind. A kind act; favor or behavior.

Friendly feeling; liking.

The main focus of this meeting is to encourage acts of kindness in our lives. How can we develop ways to encourage an atmosphere of kindness around us?

Do research prior to your meeting about acts of kindness.

- Interview friends family and classmates and ask the following:
 - a) Has anyone ever done something nice for you and you appreciated their kindness?
 - b) What feelings do we feel when being kind or receiving kindness?
- Share information and materials with your BTCT at meeting.
 - a) Allow time for questions.

Activities:

- “Random Acts of Kindness” cards.
 - a) You will need index cards (enough for your entire group to get about 5 each) and markers of different colors.
- Pass out index cards and markers to your entire group. Have each person take at least 5 cards.
- Everyone write on each card a random act of kindness they feel strongly about.
 - a) Keep in mind to write acts of change easy to do during a school schedule.
- Once all cards have been written out have all the cards turned in and shuffle them.
- Once the cards are mixed up hand out 5 cards to each person.
 - a) If there are any extra cards ask volunteers to take those extra cards.
- The intention is for your BTCT to take part on doing random acts of kindness.
- Have a group discussion with your group about the following:
 - a) What was the last kind thing you did or witnessed?
 - b) What situations might steer us away from being kind?
- After group share, have everyone find a partner.
 - a) Find out who will go first.
- Give everyone 1 minute to share the following:
 - a) The random acts of change written on their cards.
 - b) What they plan to do to make it happen.
- Have each person commit to taking action and doing those acts of change during the week and until next meeting.
- Take it further if you feel inspired take those random acts of kindness into the community!

ASK FOR HELP

“We often think that admitting struggle is a sign of weakness, but we all struggle sometimes. We all get overwhelmed sometimes. We all need help sometimes. Acknowledging this is not a sign of weakness, but struggling alone is a choice to grow weak.”

– Lori Deschene

Help —

To give or provide what is necessary to accomplish a task or satisfy a need; contribute strength or means to; render assistance to; cooperate effectively with; aid; assist. To make easier or less difficult; contribute to; facilitate.

The main focus of this meeting is to find out the ways in which we hold back on asking for help when we do need it, and to encourage each other to know it’s ok to ask for help.

Do research prior to your meeting about asking for help.

- Interview friends, family, classmates and teachers. Ask the following.
 - a) How do you feel when people ask you for help?
 - b) When was the last time you asked for help?
 - c) How did it feel?
- Share your research material with your BTCT during meeting.
 - a) Allow enough time for questions.

Activities:

- Divide your group into groups of 4.
 - a) Count each person from 1-4 and have them find people with their matching number.
- Once everyone is in their group have them choose who’s going first.
- Give each person in your group 1 minute to share. One person goes at a time.
 - a) What are some of the moments/situations we wanted help with and didn’t ask for it?
 - b) What keeps us from asking for help?
 - c) Use a timer to ensure everyone gets equal amount of time.
- After small group shares are finished have everyone take part in a volunteered group share about what they said during their time.
 - a) Accommodate time frame to your needs.
- After allowing some time for enough people to share ask them to face their small group.
- Have another group share in your small groups.
- Using a timer give the small groups 4 minutes to talk about the following:
 - a) Ideas they have to encourage people and let them know its ok to ask for help.
 - b) Ways they will challenge themselves to support people that might need help.
 - c) How can we offer help to someone we might feel needs it?
- Using a timer allow about 4 minutes to complete share.
- Ask each person to make a commitment to follow through with their own challenges during the week or until next meeting.
- Have each group thank each other in any way they’d like.

COMPASSION

“In separateness lies the world’s great misery, in compassion lies the world’s true strength.”

– Buddha

Compassion —

A feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering.

The main focus of this meeting is to gain a deeper understanding of compassion, how it shows up, and what triggers us to feel it.

Do research prior to meeting about compassion and what it can bring into our lives.

- Interview friends, family and classmates. Ask the following:
 - a) When was the last time you felt compassion? Do you know how to identify it? What kinds of situations trigger compassion for you?
- Share research material with your group at meeting.
 - a) Allow some time for questions.

Activities:

- Have the group sit in a circle and start a popcorn share about compassion.
- Have one person volunteer to start and have people stand as they talk about their experience.
 - a) Ask people to share a moment in their life when they felt compassion for someone else and what they did or wished they were able to do for them.
 - b) Use a timer to make sure you give people the same amount of time. Give people one minute to share.
- Divide your group into 4 groups. Assign different scenarios to each group.
 - a) Role play some situations where compassion shows up or there’s a lack of.
 - b) Give them the beginning of a scene and they will have to come up the rest. Get ready to role-play.
 - c) For example: Compassion scenarios
 - A student is having a hardship at home and just shared it with your group of friends...What happens?
 - A homeless person is on a street asking for money, what would people say to him?
 - You can elaborate any scenario you’d like. Get creative with it.
- Remember to keep the environment free of any disrespectful language during role play.
- Give every group a chance to present their role play scene. Use a timer, give 2 minutes each.
- After large group shares, have each person think about the following:
 - a) How does compassion feel? Why is it important?
 - b) If we listen and show compassion what kind of friendships can be possible?
- Make a commitment with yourself for the next week or until next meeting. What will you do to challenge yourself to bring compassion awareness into our daily interactions?

LEGACY

“The choices we make about the lives we live determine the kinds of legacies we leave.”

– Tavis Smiley

Legacy —

Anything handed down from the past, as from an ancestor or predecessor.

The main focus of this meeting is to remember the impact of our actions and how they become our legacy. How can we be more conscious with our choices so we can take charge of what becomes our legacy?

Do research prior to your meeting and prepare for presentation.

- Interview people in your community, friends and family. Ask the following:
 - a) What would you like people to remember the most about you?
 - b) Do you think people think of you that way now?
 - c) What kind of personality traits do you credit to be passed down in your family?
- Share research information with your group during BTCT meeting.
 - a) Allow time for questions.

Activities:

Leaders You Admire

- Divide your group into groups of 6.
 - a) Count each person and give them each a number from 1-6, have them find the people who have the same number. That is their group.
- Using a timer give each person in the group 2 minutes to talk about the following:
 - a) Who do you admire and why?
 - b) What kind of personality traits do they have?
 - c) Is there anything they do or say you would like to take on in your life?
- After each person gets their turn have a group share about what people talked about.
- Have everyone stay in their groups and give a chance for people that would like to share to raise their hand.
 - a) Each person share the following: Who was mentioned in their group as people that are admired? What is it about them people notice and like?
- Allow a few minutes for the group share.
- After the share is completed, thank everyone for participating and have them thank their groups.
 - a) Remember hugs are always welcomed
- Have each person find a partner, if group has an odd number of people allow for a group of 3.
- With their new partner have them commit to a challenge in relation to Legacy. For example:
 - a) What will you challenge yourself to do to consciously start leaving a legacy you feel proud of? What kind of behavior changes can you challenge yourself to?

PRIDE

“I like to see a man proud of the place in which he lives. I like to see a man live so that his place will be proud of him.”

– Abraham Lincoln

Pride —

A high or inordinate opinion of one’s own dignity, importance, merit, or superiority, whether as cherished in the mind or as displayed in bearing, conduct, etc. The state or feeling of being proud. Self-respect; self-esteem. Pleasure or satisfaction taken in something done by or belonging to oneself or believed to reflect credit upon oneself.

The main focus of this meeting is to encourage a culture where people can be proud of themselves and each other without being put down about it.

Do research about pride prior to your meeting.

- Do online research and interview people in your life and ask the following:
 - a) Do you allow yourself to be proud of who you are? What you do? What are your accomplishments? Your beliefs? Your dreams? Your family? Your friends?
 - b) What keeps you from giving yourself permission to be proud?
- Share information material and peoples’ answers with your group.
 - a) Allow time for questions.

Activities:

- Have each person find a partner. If odd number in your group allow for a group of 3.
- Have them choose a person “A” and a person “B”, person “A” is going first.
- Using a timer give each person one full minute to finish the following sentence:
 - a) I am proud that.....! Have each person fill in the blank as many times as the can in 1 minute. Don’t forget to say switch after the first minute passed to make sure they both get a chance to share.
- Once finished ask everyone to sit in a large circle to have a share about the activity.
- Have people share popcorn style; one person volunteers to go first and whoever feels inspired goes after, and so on.
 - a) Ask how did it feel to say what you’re proud of out loud?
 - b) Do you get to say what you’re proud of often? If not why not?
- Allow about 5-10 minutes for group discussion
- After group share have people get back with the partner they had in the previous activity.
- Give them 2-4 minutes to create a challenge for themselves.
 - a) What will they do to encourage people sharing what they are proud of?
 - b) With whom will you share something you are proud of?
- Make that commitment to each other and make sure you check in with your partner throughout the week for accountability.
- Take a moment to thank that person for being your partner and in advance for helping you stay committed to your challenge.

BODY EMPOWERMENT

“You yourself, as much as anybody in the entire universe deserve your love and affection.”

– Buddha

Body image —

An intellectual or idealized image of what one’s body is or should be like that is sometimes misconceived in such mental disorders as anorexia nervosa.

The main focus of this meeting is to create awareness of the language we use to describe our own or others’ bodies. What ways we can empower ourselves to eliminate derogatory language and gain knowledge about body image stereotypes?

Do research around campus prior to meeting about body image.

- Interview your classmates and teachers. Ask the following:
 - a) What is some of the language that’s derogatory and commonly used to describe someone’s body?
 - b) How does it feel to have someone call you or someone you love something like that?
 - c) What would you like to see different in the way people interact with each other around body image?
- Share your interview information with your team at meeting.
 - a) Allow time for some questions.

Activities:

- Have your entire group facing you. On the wall behind you either on a white board or poster paper create two lists.
 - a) 1st List: Write things people might say about their body that is mean or derogatory. 2nd List: Write out what you would say to a love one or friend that said something negative about themselves.
- Allow 5-10 minutes of brainstorming for both lists.
- Once lists are finished have everyone in your group find a partner. If an odd number of people in your group allow for a group of 3.
- Using a timer give each pair 3 minutes to share a few things they realized in this activity.
 - a) What are some of the statements that felt close to home?
 - b) Did you learn anything new about yourselves today?
- After the 3 minutes of sharing encourage a few volunteers to share what they said to their partner. (if time allows it) After, remind each other to thank their partner any way they like.
- Have people sit in a circle and think about the activity today.
 - a) What is some of the language you will change in referring to other people’s bodies? What are some of the empowering statements we can encourage in our culture to create a better more positive self-image?
 - b) How can your team support you make it happen?
- Have each person make a commitment to take what they learned out of the room into their group of friends and family.

BULLYING AND CYBER BULLYING

“Knowing what’s right doesn’t mean much unless you do what’s right.”

– Theodore Roosevelt

Bully —

A blustering, quarrelsome, overbearing person who habitually badgers and intimidates smaller or weaker people.

The main focus of this meeting is to gain knowledge on bullying and cyber bullying, how it affects people’s lives, and the impact it has in the communities’ culture. Besides face-to-face bullying, which includes physical violence and threats of violence, the Internet now provides a powerful tool for bullies through embarrassing posts, cruel emails and negative text messages. But the good news is that there are ways to stop and even prevent bullying from happening.

Do research prior to meeting around bullying and its effects on the trend on cyber bullying.

- Interview people around campus and ask the following:
 - a) Do you know of anyone that has been bullied or gets bullied on a regular basis even if it’s in a joking matter?
 - b) How do you feel about it?
 - c) What impact do you think bullying has on people? How long do you think that impact lasts?
- Do some online research about cyber bullying
 - a) Check out websites and You Tube material. (There’s lots of them out there)
- Share interview information with your group during meeting.
 - a) If you found a video or You Tube material, share it at this time.
 - b) Allow time for questions.

Activities:

- Divide your group into groups of 6. Count each person and give them a number from 1-6.
 - a) Have them find the people with the same number, which is their group.
- Give each person 1 minute in your groups. Have them share about the following:
 - a) What is one thing you learned about bullying from the information provided?
 - b) How did it make you feel?
 - c) Use a timer to ensure everyone gets same amount of time.
- After everyone has shared in their groups, have a group brainstorm of ideas to tackle the bullying and cyber bullying issue in their community.
 - a) What can we do to take action? How can we be advocates for people that are being bullied and help them get support? How can we get the community involved in taking action?
- Write down brainstorm ideas on white board or poster paper.
 - a) Have each person come up with a challenge for the group to take part.
 - b) Have a group of young people step in if you see anyone being bullied.
 - c) Have your BTC group commit to a few challenges and plan out course of action.
- Provide resource lists for your team to hand out around school or provide on school bulletin.

SPECIAL NEEDS

*“I choose not to place “DIS” in my ability.
Limitations only go so far.”*

– Robert M. Hensel

Special needs —

The special educational requirements of those with learning difficulties, emotional or behavioral problems, or physical disabilities.

The main focus of this meeting is to gain understanding around what “special needs” truly means, and to focus on creating a school climate where we support one another with our different learning needs.

Do research prior to meeting about what the term “special needs” means to the people in your community.

- Interview classmates, friends and family. Ask the following:
 - a) What does the phrase “special needs” mean to you?
 - b) Who commonly gets described as “special needs” on school campus?
 - c) What kind of treatment from classmates is usually given to “special needs” kids?
 - d) Do some on-line research about special needs and how to be their advocates.
- Share research information with your BTCT at the meeting.
 - a) Allow some time for questions.

Activities:

- Ask your group to find a partner. If group is an odd number of people allow for a group of 3.
- Ask everyone with their partner to share the following:
 - a) What are some of the stereotypes of people’s personality traits that come from the phrase “special needs”?
 - b) How does that make you feel?
 - c) Is there anyone in your life that gets labeled “special needs”
- Give 2 minutes per person for sharing. Use a timer to ensure you give equal amount of time.
- After every person has taken their turn ask each pair to come up with one way we can be advocates for student with special needs.
 - a) Have them create a plan of action.
- Give 5 minutes for pairs to share. (presentation style)
- Once time is up, have each pair choose who will share with the entire group what they came up with.
- After each pair shares their idea don’t forget to thank your partner any way you’d like.
- Have each person make a commitment to choose one or a few of the ideas presented by each pair during activity.
 - a) Keep this challenge as a focus of the week or until next meeting.

VOCABULARY 101

*“Kind words can be short and easy to speak,
but their echoes are truly endless.”*

– Mother Teresa

Vocabulary —

The stock of words used by or known to a particular people or group of persons. A list or collection of the words or phrases of a language, technical field, etc.

The main focus of this meeting is to look at our day-to-day vocabulary and notice the words that we can consciously exclude out of our lives and/or use with caution as they may cause separation or hurt.

Do research prior to your meeting about how common vocabulary words impact our lives.

- Interview people in the community, friends, family and classmates. Ask the following:
 - a) What are some of the words people often use carelessly in day to day interactions that are or could be offensive to some people?
 - b) How can we create awareness around shifting our vocabulary?
 - c) How would you actively contribute to this shift? Be honest, if you can't say the truth...
- Share informational material from interviews and research with your BTCT during meeting.
 - a) Allow some time for questions.

Activities:

- As a group take a moment to have a discussion in response to the material presented.
 - a) What are some of the responses from people that surprised you?
 - a) Is there a particular word or label that bothers you and would like people to be conscious of?
 - a) Allow enough time for people to participate in discussion, about 5 minutes.
- After allowing people to share their point of view divide group into groups of 4.
 - a) Count each person and assign them a number from 1-4, have them find people with the same number. That is their team.
- Once everyone is in their group, ask them to come up with a role play scene that will play out when someone makes use of a word or phrase that could be offensive. How would we react to take action and **“Be the Change”**.
 - a) Have each group present their role play scene. Allow 2-3 minutes per group.
 - b) Use a timer to ensure time management. After, ask them to thank their group.
- Have group sit in a large circle. Have a popcorn share (one person starts and whoever feels inspired goes after), about the scenes presented. Ask the following:
 - a) Which scenario you think you will take a part on and why?
 - b) What are other ways to **“Be the Change”** in that situation?
 - c) What else can we do to take a stand around language in school? Outside school?
- Have each person make a commitment to take on a challenge for the week.
 - a) What will you do to be the change towards negative or derogatory vocabulary?
 - b) Have this challenge as your focus of the week or until next meeting.

100% FULLY ALIVE

“To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment.”

– Ralph Waldo Emerson

100% Fully Alive —

In Challenge Day we use this term to refer to the state of living without holding back any part of you. The ability to be all of who you are and give yourself permission to be fully expressed.

The main focus of this meeting is to look into ways we can embrace the philosophy of Challenge Day to be “100% Fully Alive” and allow ourselves to live the life of our dreams.

Do some research prior to meeting about some of the limitations people give themselves that do not allow them to live life 100% Fully Alive.

- Interview friends, family and classmates. Ask the following:
 - a) What is something you like to do that you don’t do often? Why don’t you do it more?
 - b) What is a personality trait people don’t really know about you? Why don’t they?
 - c) What is a hobby, quality, like, dislike, preference, talent, dream, achievement, etc.; that you love about you but don’t share with many people? What holds you back?
- Share informational material with your BTCT at meeting.
 - a) Allow time for some questions.

Activities:

- Have a group brainstorm about the ICEBERG presentation, similar to the one done at Challenge Day. (See next page for iceberg model)
- You will need poster paper or whiteboard/chalk board, markers or chalk.
- Draw an ice berg with the water line about 2 inches from the top.
 - a) Write in that 2 inch space the word “IMAGE”
- Ask your group to help you in brainstorming what are some of the things we hold back on?
 - a) At Challenge Day we focus on feelings, this time focus on some of the personality traits, hobbies, talents, preferences, etc.
 - b) Get as many people involved as possible
- After iceberg presentation have everyone find a partner. If group is an odd number of people allow for a group of 3.
- Once everyone is with their partner have them choose a partner “A” and a partner “B” partner “A” is going first. Have them answer the following:
 - a) What is one of the things you hold back on in your life you will like to embrace more or do more often? How can you make that happen?
- Give each person 1 minute to share with their partner.
 - a) Don’t forget to switch people so they both get to share.
 - b) Use a timer to ensure people get the same amount of time.
- After sharing, remember to thank your partner any way you’d like.
- Hand out index cards and a pen to each person.
- Ask them to write on their index card the following:
 - a) I am FULLY ALIVE when I! Challenge yourself to do this.
 - b) Have them commit to their challenge and make it happen.

Sample Iceberg Poster Layout



ACCEPTANCE

“Acceptance is not love. You love a person because he or she has lovable traits, but you accept everybody just because they’re alive and human.”

– Albert Ellis

Acceptance —

Favorable reception; approval; favor. The fact or state of being accepted or acceptable.

The main focus of this meeting is to gain knowledge on what it really means to embrace acceptance among diversity. To learn ways to agree to disagree when we might have conflicting beliefs but still choose to respect each other.

Do some research prior to meeting about acceptance online and also find informational video material. Interview friends, family and classmates. Ask the following:

- a) What does acceptance mean to you? What does it look like at school? What are some of the actions that will take place if we embrace acceptance?
- b) What holds us back from being accepting of others and their beliefs?
- Share your informational material with your group.
 - a) Allow time to ask questions.

Activities:

- Have everyone in your group standing. Have each person find a partner. If an odd number of people in your group allow for a group of 3.
- Have each pair share with each other one time someone put them down because of differences. How it felt and what they did about it? (Give one minute for both to share.)
- Have each pair thank their partner and find a new one.
- Once everyone has their new partner, have them share.
 - a) What is something they like in others that is different about whom they are?
 - b) Give one minute for sharing time.
 - c) Have them thank their partner and find a new one.
- Once everyone has their last partner, have them share.
 - a) What are some of the most common differences that are targeted on campus?
 - b) Have them thank their partner after sharing.
- Have everyone sitting down facing the same direction for a group share.
- Have the group talk about some of the things they learned about differences during that activity.
 - a) How can we be advocates for accepting people’s differences and encouraging others to do the same? Allow 3 minutes of sharing time.
- Ask the entire group to take a seat and close their eyes. Have them think of a person in their lives they can start being more accepting of even when you disagree with them.
 - a) Have them envision what would happen if they choose to be accepting.
 - b) Have them commit to challenge themselves to follow through with their challenge.
- Have that challenge be the focus of the week or until next meeting.

TAKE A STAND

“Our lives begin to end the day we become silent about things that matter.”

– Martin Luther King, Jr.

Take a stand—

Adopt a firm position about an issue. Sometimes when we think of taking a stand as....making a declaration for or against something, forming a resolution or perhaps choosing a side. A powerful way of being that can enable an individual to have an impact in the course of humanity.

The main focus of this meeting is to gain understanding of what it means to take a stand. We also want to discover some of the tools we can adapt in our lives to encourage others to take a stand.

Do research about what it means to take a stand not just from informational data, but also from people around you.

- Interview classmates, friends and family. Ask the following:
 - a) When you hear people use the term “take a stand” what is your understanding of it?
 - b) What are some issues or topics you would like to “take a stand” for or would like others to do so?
 - c) If you answered others, how come?
- Share informational material with your BTCT at meeting.
 - a) Allow some time for questions or response to interview answers.

Activities:

- You will need 4 sheets of poster paper, markers of different colors and tape.
- Tape up on the wall the four pieces of poster paper one on each wall of the room.
 - a) If you are in a gym or big class room choose to place them apart but not really far away from each other.
- At the top of each poster paper write an issue you will like your school to take a stand on. For example: Diversity, respect, rumor elimination. (Any topic you feel passionate about).
- On each paper under the topic write out 3 steps to take Notice, Choose and Act.
 - a) See next page for poster example layout.
- Divide your group into 3 groups. Count each person and give them a number from 1-3.
 - a) Have people find others with the same number. That is their group.
- Once you have established groups, give groups 2 minutes at each poster to write out their ideas for those particular topics and their steps.
 - a) Have groups write out what they “NOTICE” they don’t like about what that topic brings into their school atmosphere and daily interactions. What they “CHOOSE” to have instead. And write out what it means to “ACT”. What will they do to make it happen?
 - b) Using a timer give them as a group 2 minutes at each poster.
 - c) Total poster time should be 8 minutes.
- After this step is completed, have the entire group take a seat in a large circle. Have a group share about what impressed them about this activity. What are some of the ways we can work together to take a stand for what we believe in?
- From the discussion, take on ideas and challenge yourself to take part in and ask people to choose those as a focus for the week or until next meeting.

Example Take A Stand Poster Layout

"Topic of Choice"

Notice: What they like or don't like
in regard to this topic

Choose: What would they like to
see happen? What do they
choose to take part in?

Act: What will it take to take
action? What can we do?

I HEART MYSELF

“The love you seek is seeking you at this moment.”

– Deepak Chopra

Self-love —

The instincts by which one’s actions are directed to the promotion of one’s own welfare or well-being, especially in excessive regard for one’s own advantage.

The main focus of this meeting is to take all the love and focus we collectively have and want to share with others and bring it back to ourselves.

Activities:

- Have each person find a partner, if your group is an odd number of people allow a group of 3.
- Once everyone has a partner, have them choose who will go first.
- Have the person going first fill in the blank in this sentence: I love ___ about myself!
 - a) Using a timer give each person 2 minutes to fill in the blank as many times as they can in the time provided. Give examples to help people out such as: I love my determination; I love my commitment to being the change, etc.
 - b) Don’t forget to switch and allow both people to take their turn.
- After both people have had a chance to share what they love about themselves give people a chance to share with the entire group some of the things they shared.
 - a) Allow 5 minutes for this share.
 - b) After people are courageous enough to share some of the things they love about themselves as a group give them a round of applause.
- After this acknowledgement for people hand out a blank piece of paper to each person and a pen.
- Everyone will be writing a letter to themselves. This is a congratulatory letter, in celebration for people and their accomplishments.
 - a) Have people take a moment in silence and close their eyes.
 - b) Have them think of all the experiences that have happened in their lives: the easy and hard ones; the new commitments they have made to themselves; to think of new friendships they established or old friendships that are a part of their lives or the ones they mended.
 - c) Have them open their eyes and write to themselves a letter of appreciation and acknowledgement for all of what they just thought about.
 - d) What do they deserve to hear? What do they choose to say to themselves?
- Give them 5-8 minutes to write those appreciation letters.
- Once time is up if people didn’t finish its OK. They can finish in their own time.
- As you finish up the activity have people put their letters in a safe place.
- To set up the challenge of the week ask your group the following:
 - a) What will you remind yourself to do as a way to acknowledge you?
 - b) And how can your team support you?

PLAY

“It is a requisite for the relaxation of the mind that we make use, from time to time, of playful deeds and jokes.”

– Thomas Aquinas

Play —

Exercise or activity for amusement or recreation.

The main focus of this meeting is to look at the ways we allow ourselves to play and have fun in our lives, and to look at the many ways in which we might hold back on that part of our lives and why.

Do research prior to your meeting about play and how beneficial it is for us as people no matter our age group.

- Do research online, interview friends, family, classmates and teachers. Ask the following:
 - a) How often do you do something for fun?
 - b) Do you allow yourself to act silly? How often? (if the answer is no then ask) How come?
- Share research with your BTCT at meeting.
 - a) Allow some time for questions or reactions to the material presented.

Activities:

- You will need a boom box or iPod and iPod dock. Any kind of equipment to be able to play music.
- Ask the group to stand in a circle.
- This game is called “Follow the Leader”. Say the instructions to the game from the center of the circle.
 - a) One person at a time in the middle of the circle will do a dance move and the rest of us will copy that dance move.
 - b) The person in the middle needs to choose another person to take their place in the middle of the circle. They will do another dance move that people will have to follow and so on. Repeat until desired time is reached.
 - c) All of this is done while music is playing in the background.
- When time is up have everyone give a round of applause for everyone’s participation.
- Have each person find a partner and sit facing them, on the floor or a chair whichever is more convenient.
- Give each pair 3 minutes to share with each other what they noticed about themselves in this activity.
 - a) Were you fully participating without caring what people thought of your dance moves? Or were you self-conscious? Why do we forget to play?
 - b) Did you have fun or were you bored waiting for it to be over? Did you think it was too silly? How did this game make you feel? Use a timer to ensure time management.
- After the 3 minutes of sharing ask the group to share popcorn style what surprised them about this activity? Were there any notices about their behavior they didn’t know about? (Reminder: Popcorn style means one person chooses to go first and whoever feel inspired will go after and so on)
 - a) Using a timer allow 5 minutes for popcorn share.
- Challenge everyone to think of ways we can learn to be productive and serious when needed but create balance with allowing ourselves to play.

AMENDS

“It is the highest form of self-respect to admit our errors and mistakes and make amends for them. To make a mistake is only an error in judgment, but to adhere to it when it is discovered shows infirmity and character.”

– Dr. Dale E. Turner

Amends —

Reparation or compensation for a loss, damage, or injury of any kind; recompense. Making amends is a courageous act, it is not only for the person you are making amends with but also for yourself. You don't have to carry the weight of guilt, resentment or regret with you any longer you deserve to make amends with the situation and reach out to have those conversations that allow healing.

Making amends is different than apologizing. To apologize is to say you are sorry, and to make amends is to make it right.

The main focus of this meeting is to gain a deeper understanding of what amends means and how to implement it to our lives if we choose to.

Do research prior to meeting presentation about making amends.

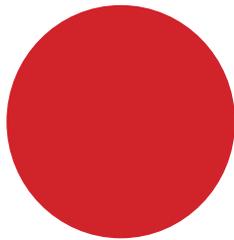
Interview friends, family and classmates. Ask the following:

- a) Is there someone in your life you would like to make amends with?
- b) How long has it been since you last spoke about the situation?
- c) How has this situation taken a toll on your life?
- Share informational material with your BTCT at meeting.
 - a) Allow time for questions.

Activities:

- Have your group brainstorm situations that play out when making amends.
 - a) Situations such as: You would like to apologize but don't know how to get started.
 - b) You want to make amends with a situation that has affected you deeply and want support with the steps.
- Use poster paper, white board or chalk board and write out answers.
- Once you brainstormed different scenarios ask for input in creating a plan for each one.
- On another poster paper write out the next step to each scenario. For example:
 - a) Apologize to someone:
 - Step 1: what do you want to say?
 - Step 2: what is important to you in the end? What kind of friendship or relationship would you like to have with them?
 - Step 3: what is your new commitment from you to this person or situation? What will you do different next time around?
 - b) Use a timer and give your group 5 minutes to do this brainstorm.
- Write out all those possible approaches on the poster paper as a visual.
 - a) Use a timer to ensure time management. Give your group 5 minutes for brainstorming.
- Once you have finished ask everyone to find a partner, if your group is an odd number of people allow them to have a group of 3.

- Have each pair share with each other. Who is one person or situation you will commit to make amends with? What kind of conversation or action needs to happen for it to take place?
 - a) Give each person 1 minute to share.
 - b) Don't forget to say switch to make sure both people get a chance to share. This share will become your challenge for the week.



EMPTYING YOUR EMOTIONAL BALLOON

“Never apologize for showing your feelings. When you do, you are apologizing for the truth.”

– José N. Harris

Emotional balloon —

It’s a Challenge Day term for the imaginary place where our feelings and emotions go to when we ignore them, often times because we don’t like to show, talk about, acknowledge, reflect on, feel or embrace them. Sometimes it seems there’s no safe place for our feelings. As a result we set them aside and put them into our emotional balloon.

The main focus of this meeting is to encourage the practice of emptying our balloons in a healthy way. To learn and practice healthy ways to express our emotions and how can we apply them to our lives.

Being able to voice your emotions is incredibly helpful to feel release from emotional tension, but don’t forget there are many other ways to express your emotions. Find a way that feels right for you.

Research ways people empty their emotions in a healthy way.

- Interview friends, family and classmates. Ask the following:
 - a) When something happens whether is good or bad and it has an effect in your emotions, do you hold back?
 - b) What will it take for you to feel safe enough to share your emotions with other people?
 - c) Do you have people you trust to share your emotions with? What are some of the healthy ways we can express our emotions? Who can support us?
- Share information from interviews with your BTC group.
 - a) Allow time for questions and discussion. (if time allows it)

Activities:

- As a group, brainstorm healthy ways we can empty our emotional balloon.
 - a) Write it down on poster paper, chalk board or white board as a visual.
 - b) Allow time for enough people to share. About 2-3 minutes.
- Once the brainstorm is over, ask people to think about the following: what is one idea they feel would be right for them to try out and implement?
- Divide your team into groups of 5. Count people and assign a number from 1-5, have them find people with the same number. That is their group.
 - a) Have one person from the group volunteer to go first.
- Have them share with their group the following:
 - a) What is a new way they would like to try and empty their balloons in a healthy way?
 - b) When was the last time they emptied their balloon? How come?
- Each person to shares for about 1 minute, using a timer to make sure people get equal time to share. Once everyone has finished sharing, ask people to thank their groups.
- Have each person commit to try out new ways to empty their balloon in a positive way and to encourage people in their lives to do the same.
- Your challenge of the week is to make sure you allow yourself to empty your balloon if things come up for you. Remembering struggles are not the only things we hold back on, celebration, pride, happiness, talents, positive experiences we should embrace as well.

NOTICE

*“Open your eyes, look within.
Are you satisfied with the life you’re living?”*

– Bob Marley

Notice—

Observation, perception, attention, or heed.

The main focus for this week is to take a moment in our lives to NOTICE all those things we would like to see change in our lives. Challenge Day encourages people to take notice of all those behaviors and habits we might have that don’t serve us, but we have to be willing to notice.

Do some research prior to meeting about some of the things people notice in your school.

- Interview friends, family and classmates. Ask the following:
 - a) What are some of the things you notice about our school and the behavior from young people you would like to see change?
 - b) What are some of the habits you notice people in your community have that you would like to see change?
- Share information with your BTC team during meeting.
 - a) Allow time for questions.

Activities:

- Following the Challenge day formula for “CHANGE”: NOTICE, CHOOSE and ACT. The first step is to “NOTICE”. Let’s take a look at some of the things we notice at school.
 - a) As a group, brainstorm of all those things you like and the ones you don’t. What are those things you notice the most? Are they positive or negative?
 - b) Allow some time for your team to share. About 5 minutes, using a timer.
 - c) Write the answers on a poster paper to keep as a visual.
- After brainstorming together get input from group about what are some of those behaviors, feelings, habits or actions they would like to see change? Allow 3 minutes for answers.
- Divide group into groups of 6. Count each person and give them a number from 1-6.
 - a) Have them find people with the same number. They are their group.
- Put 3 poster papers up on the wall. Each one will have a title at the top.
 - a) 1st one “school”/2nd one “home”/3rd one “community”
- Give each group 3 minutes at each poster to write down all the ways we can take notice of what’s going on. Use a timer to make sure each group gets equal time at each poster.
 - a) Have them think of questions they will ask people or themselves as they take a closer look at what they like or don’t like.
- Once each group has taken a turn at each poster take a moment to go over it with the group.
- Have a conversation in the group about the posters. About 2 minutes.
- Have each person find a partner, if the group is an odd number of people you can allow a group of 3 to make sure everyone has a partner.
- With your partner, you get to share at least one of the ways you will challenge yourself to be more alert and keep the intention of noticing “what’s going on” this week.

CHOOSE

“The greatest power that a person possesses is the power to choose.”

– J. Martin Kohe

Choose —

To select from a number of possibilities; pick by preference. To prefer or decide (to do something) . To want; desire. To make a choice: He chose carefully.

The main focus of this meeting is to be in conscious choice of what it is we would like to create for ourselves in our lives, and to influence others to remember they are in choice in every moment.

Do research prior to meeting about what it means to choose.

- Interview classmates, friends and family. Ask the following:
 - a) What does the life of your dreams look like? What does it look like?
 - b) The school of your dreams? The lifestyle of your dreams?
 - c) The friendships and relationship of your dreams?
- Share information from interviews with your team during meeting.
 - a) Allow time for questions.

Activities:

- Following the Challenge Day formula for “CHANGE”: NOTICE, CHOOSE and ACT. The second step is to “CHOOSE”. Let’s look into the many ways we can start to choose the life of our dreams.
- Divide your group into groups of 5. Count each person, give them a number from 1-5, and have them find the people with the same number. That is their group.
- You will need magazines for cut outs, scissors, tape or glue, poster paper and markers.
- Each group gets to create with pictures a poster that showcases what they choose to take place in their life of their dreams.
 - a) At school, home, in friendship, etc.
 - b) Have each group get as many details as possible into their poster with these cut outs.
 - c) Give each group about 10 minutes to work on their poster. Use a timer.
- After groups have finished give each group an opportunity to share with the entire group what their poster represents.
 - a) What situations are taking place? Give each group 2 minutes to do their presentation. After each group has finished have them go back to the same groups they worked with.
- Have one person volunteer to go first.
- Now that we have more of an idea of what it would look like to have the school of our dreams, we want to take a closer look. Have each person share the following:
 - a) What are some of the conversations that will take place in the school of your dreams? In the house of your dreams? Using a timer give each person 1 minute to share. After sharing in your groups thank them in any way you’d like.
- Have each person make a personal commitment to continue choosing in their lives.
- Have them focus this week on what are some of the ways they will choose from now on.

ACT

“When will our consciences grow so tender that we will act to prevent human misery rather than to avenge it?”

– Eleanor Roosevelt

Act —

Anything done, being done, or to be done; deed; the process of doing.

A formal decision

Activity in process; operation.

The main idea behind this meeting is to emphasize our focus on the actions we need to take in order to create the life of our dreams. Ask ourselves: what needs to happen in order for our goals to be reached? This meeting is also intended to find tools to identify the moments you need support in taking action.

Do research prior to meeting about the many ways we can start to take action.

- Interview friends, family, teachers and classmates. Ask the following:
 - a) Have you ever known you needed to take action towards a goal but didn't know how to get started? What was your goal?
 - b) What difference could support have made in that situation? What can hold us back from taking action towards a goal?
- Share interview material with your BTCT at meeting. Set time aside for questions.

Activities:

- Following the Challenge Day formula for “CHANGE”: NOTICE, CHOOSE and ACT. The third and final step is to “ACT”. Let's look at the many ways we can start to take action towards our goals.
- Have your group join in a brainstorm with you about what are some of the actions to be taken in order to get closer to having the school of their dreams.
 - a) Ask specific questions and write out the answers on poster paper or white board.
 - b) Allow 4 minutes for brainstorm discussion.
- After brainstorm have each person find a partner. If your group is an odd number allow a group of 3, make sure everyone gets a partner.
- Ask each pair to choose a partner who will be #1 and a partner that will be #2.
 - a) #2 will be going first. (Make it fun! As an element of surprise)
- Have person going first finish up this sentence: I am_____!!!
 - a) Have them fill in the blank with something they haven't yet done but will like to do in order to work towards their dreams. The idea behind saying it as if it's already happening is to enable us to work towards our goal. Have them go back and forth each person saying one sentence at a time for 3 minutes each.
- Have each pair thank each other in any way they'd like.
- Have the group face you for a group discussion. Ask the following:
 - a) What can you do to remind yourself of how important it is to achieve this?
 - b) How will you make it happen even if no one else does?
 - c) What are some steps that will help us achieve success and will remind us to continue behaviors that will contribute to reaching our goals? Allow 3 minutes for brainstorm.
- After brainstorm, have each individual commit to an action they will take from now on to get closer to their goals.

ACCOUNTABILITY

“When we are really honest with ourselves we must admit our lives are all that really belong to us. So it is how we use our lives that determines the kind of men we are.”

– Cesar Chavez

Accountability —

The state of being accountable, liable, or answerable.

The main focus of this meeting is to gain understanding of what accountability means and how it shows up in our daily interactions. How does accountability impact our character?

Do research prior to meeting about accountability.

- Interview friends, family, teachers and classmates. Ask the following:
 - a) What does it mean to you to be accountable?
 - b) Is it important for you in your life to be and hold people accountable?
 - c) What are some ways your friendships or relationships have been affected by accountability?
- Share interview information with your BTCT at meeting.
 - a) Allow time for questions.

Activities:

- Have your group sit in a circle for an open discussion about accountability.
- Share a moment that you have been affected by accountability in your life. It can be anything from experience like excitement, frustration, challenges, etc.
 - a) Give yourself 2 minutes to share an accountability experience with the group.
 - b) Use a timer to ensure time management.
- After your share as volunteers to also share their experience.
 - a) Give each volunteer one minute to share their experience.
 - b) Allow enough time for sharing so at least 4 people get to share.
- After group share ask people to grab a piece of paper and pen.
- Each person will write themselves a commitment letter. This letter will only be for you so you can feel free to write whatever you like.
 - a) Make sure you write the ways in which you will hold yourself accountable for your actions. How will you consciously remind yourself of this commitment? Will you ask for support? If so what kind of support system do you want to have in place?
 - b) Give people 5 minutes to write out their commitment letter.
 - c) You can play music if you like, and have access to a boom box or iPod and iPod dock.
- Once time is up, ask if anyone is inspired to share their card with the group and read it out loud.
 - a) Allow about 3 people to read their cards. (customize time frame to your schedule)
- After people share their cards give people a chance to think about their commitment.
- Have everyone close their eyes and think about: (This is their challenge for the week.)
 - a) What are some situations in your life you could begin to allow yourself to be accountable for?
 - b) What is an action that will follow their new commitment to themselves?

AFFECTION

“The happiest moments my heart knows are those in which it is pouring forth its affections to a few esteemed characters.”

– Thomas Jefferson

Affection —

Fond attachment, devotion, or love. Emotion; feeling; sentiment.

The main focus of this meeting is to look at the ways we hold back affection in our lives, and the many ways we can allow ourselves to show it and get more comfortable practicing affection. Practice some of the “TOOLS” given at Challenge Day such as: hugs, validation cards and compliments.

Do research prior to meeting about affection and the many ways it is beneficial to our lives.

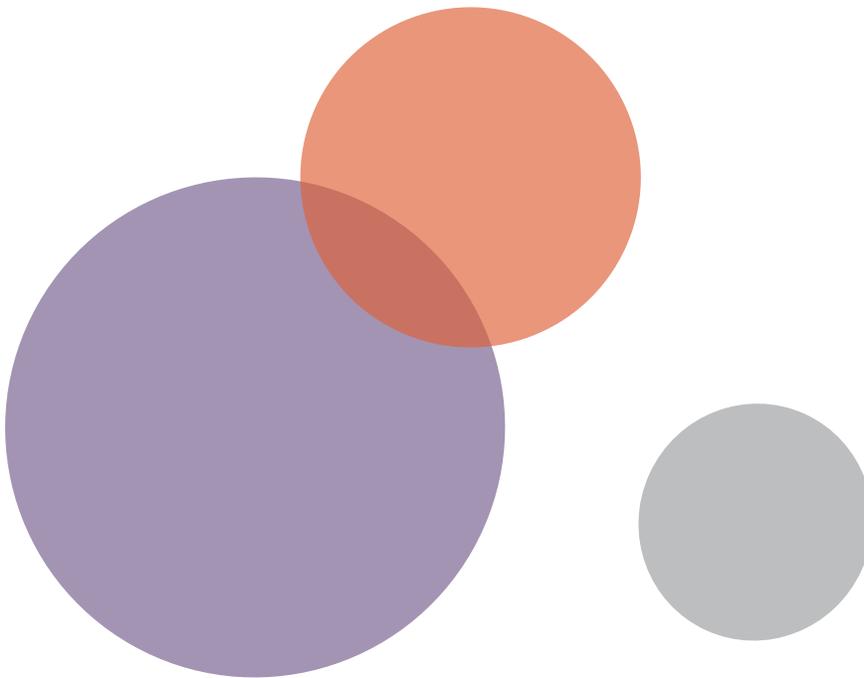
- Do some on-line research. Interview friends, family and classmates. Ask the following:
 - a) How do you feel comfortable showing affection? Is it easy for you to show affection to your loved ones? What about friends?
 - b) What are some of the emotions or thoughts that can go through our minds when we don't receive any gesture of affection in our lives, especially from immediate family?
- Share information from interviews with your BTCT at meeting.
 - a) Allow some time for questions.

Affection is, for many, the essential glue of a relationship or friendship. Without it, many feel totally alienated. With it, they become emotionally bonded. If you feel amazing when people you care about show you how much they care, and you feel terrible when there is not enough of it, you have the emotional need for affection. A simple hug can say those things. And there are many other ways to show our affection: A greeting card or an “I love you” note; a bouquet of flowers; conversations with thoughtful and loving expressions; a compliment; appreciation. All of these can effectively communicate affection.

Activities:

- With your group you will put into practice some of the many ways we can show affection towards each other. First we will introduce hugs.
- For many people a physical demonstration of affection such as a hug can feel invasive and uncomfortable. For that reason it's important to understand people's personal preference and offer hugs before acting upon it. A no doesn't mean no forever, it only means no right now.
- Ask your entire BTC group to stand and ask them to hug as many people as they can (asking for permission first of course).
 - a) Ask people to give out genuine hugs. Provide 3 minutes for this activity.
 - b) Use a timer to ensure good time management. Allow 3 minutes.
- After time is up, we will practice compliments.
- While your group is standing have them walk around giving people genuine compliments.
 - a) Have them share the great things they see in others.
 - b) Use a timer to ensure time management.
- After time is up, ask everyone to take a seat and debrief about their experience. Ask the following:
 - a) Was it easy for you to offer hugs/give out compliments? What about to receive them?
 - b) Were there any other emotions or anything you noticed throughout this activity?
 - c) Allow 5 minutes for debriefing conversation.

- After debriefing together ask your group to reflect in silence. Ask your group to close their eyes if it helps them think.
 - a) What are some of the ways they can embrace more affection in their lives?
 - b) Is there any one they know they love and respect but never let them know?
- Challenge your team to keep that in mind this week and show affection to those people in their lives. The challenge is to make it happen.
 - a) You can have them write a letter of appreciation or validation to that person.
 - b) Have a conversation with that person and appreciate them.
 - c) Give that person a hug or a compliment.
- If being affectionate with your loved ones is not anything new to you. If you are extremely comfortable sharing affection with people challenge yourself further.
 - a) Be an advocate for affection at school; take action in getting people involved
 - b) Talk to your friends and other people about the importance of sharing your appreciation with people. Also what are the many ways they can show affection?
 - c) Encourage others to be affectionate with their loved ones and practice some of the tools we shared today about showing affection.



INFLUENCE

“You don’t have to be a “person of influence” to be influential. In fact the most influential people in my life are probably not even aware of the things they’ve taught me.”

– Scott Adams

Influence —

The capacity or power of people or things to be a compelling force on, or produce effects on the actions, behavior, opinions, etc., of others.

The main focus of this meeting is to learn about influence, the many ways it serves us or not; and the many ways we can use the power of influence to inspire positive change in others.

Do research prior to your meeting about influence.

- Interview friends, family and classmates. Ask the following:
 - a) What or who has influenced your life the most?
 - b) Have these been positive influences or not?
- Share your information gathered at your meeting.
 - a) Allow time for questions.

Activities:

- Ask each person in your group to find a partner. If your group is an odd number of people allow a group of 3. Make sure everyone has a partner.
- Have each pair share back and forth with their partner about what their experience has been with the influence in their lives. Have them answer the following:
 - a) What have you learned from the influences you’ve been impacted by in your life?
 - b) Allow 4 minutes for each pair to share the answer to this question.
- After sharing, ask each person to thank their partner in any way they’d like.
- Have your group share on volunteer basis what they shared with their partner.
 - a) Allow 4 minutes for sharing.
- Sit in a large circle for a group discussion/popcorn share for the following:
 - a) What are ways in which you would like to be a positive influence in your school/family from now on?
 - b) What are some ways you feel you can positively influence others?
 - c) Allow about 5 minutes for popcorn share. (Popcorn share means one person starts and whoever feels inspired to follow will go next.)
- After sharing switch topic of discussion. Ask the following:
 - a) What can we do to influence a positive atmosphere in school?
- Have poster paper ready to write out all the ideas your group will share with you.
 - a) Allow about 5 minutes for brainstorm of ideas.
- Ask your team to commit to at least one of the ways shared on how to create positive influence in school and how to apply it.
 - a) For this week or until your next meeting choose an action your team will take part in and support each other throughout the process.

SUPPORT SYSTEM

“At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”

– Albert Schweitzer

Support system —

People that provide support. People you can rely on if support is needed.

The main focus of this meeting is to gain understanding of our support system. Who’s a part of it? Who would we like to be a part of it? How does having a support system benefit our lives?

Do research prior to meeting about support systems in the community and at school.

- Find out the resource phone numbers available in your community from you school.
- Interview classmates, friends and family. Ask the following:
 - a) What does your support system look like?
 - b) How would you like it to be?
- Share information gathered at meeting with your team.
 - a) Allow time for sharing. Hand out resource phone list (print it out)

Activities:

- Start your group activities with a group discussion. Talk about the following:
 - a) What kind of support system will be useful for you to have in school to support emotional health? Academic success? Social interactions? Communication skills? ETC.
 - b) Allow about 8-10 minutes for discussion.
- Write down ideas if necessary, use poster paper and markers.
 - a) Have input from your team on a volunteer basis.
- Once answers are written out and you have an idea of what your team would like to have in place, divide your group into groups of 5.
 - a) Count people from 1-5 assigning them a number and have them find people with the same number. That is their group.
- Once in groups, have each group choose one of the ideas and break it down into an action plan step-by-step.
- Provide poster paper and markers for each group. Ask them to write out what actions need to take place in order to establish or make more accessible the support systems brainstormed in the previous activity.
 - a) Give each group 5 minutes to come up with the steps.
- Once time is up, each group will assign a group representative to present their plan of action to the large group.
 - a) Give a few moments to groups to choose who will represent their team.
 - b) Give each team 1 minute tops for sharing.
- After each group has shared, ask each group to take this further.
- This week’s challenge is to take action into making it happen.
 - a) Your entire group as a team can work together towards one support system at a time to collectively work on getting it up and running. Or your group can choose to be in separate teams and work on multiple support systems at a time.
- The main goal is to work together on establishing or making the already existing support systems more available and approachable for people.

ANGER

“Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned.”

– Buddha

Anger —

A strong feeling of displeasure and belligerence aroused by a wrong; wrath; ire. Obsolete. Grief; trouble.

The main focus of this meeting is to gain better understanding of anger as an emotion all of us feel from time to time, and to gain tools to learn to express anger in a safe, respectful manner.

Do research prior to meeting about anger and how it's perceived in society.

- Do online research about the importance of anger release; also research some exercises that can improve anger control and verbal release of anger, tension, or frustration.
- Interview friends, family, classmates and community members. Ask the following:
 - a) What are situations that make you angry?
 - b) How do you express your anger?
 - c) What experience have you had with anger in your life?
- Share information gathered with your team at meeting and allow time for questions.

Activities:

- As a group, brainstorm about the many healthy ways we can express anger.
 - a) Use a white board or poster paper to write out the answers.
 - b) Allow 3 minutes for sharing. Use a timer to ensure good time management.
- Once you have finished brainstorming place 2 poster paper sheets on the wall. On each poster draw a big heart that should take up the entire poster. Each heart at the top has a different title: 1st one should say “Healthy anger release”, 2nd one should say “Anger suppressed”. Preferably place each poster on a different wall in the room.
 - a) Place markers at each poster station.
- Divide your group into 2 groups. Count each person from 1-2 and have them find people with the same number. That is their group.
 - a) Ask each person from each group to write a word that describes that heart.
 - b) For example:
 - HEALTHY ANGER RELEASE: happy, relaxed, positive, involved in sports, etc.
 - ANGER SUPRESSED: stressed, edgy, hurt, isolated, tired, distracted, etc.
- Give each group 3 minutes at each poster to complete task. Use a timer.
- After, ask the group to take a seat and review the lists with them.
- Once lists are reviewed ask groups to gather up again, this time to share about one thing they learned/ noticed from those lists. Using a timer provide 1 minute per person.
- Ask each person in the group to share one at a time, you can keep time for them.
- After each person has gone ask everyone to thank their groups in any way they'd like.
- Ask the group to challenge themselves to express their anger in a healthy way and encourage others around them to do the same. This is their focus of the week or until next meeting.

COMMUNICATION PROCESS

“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.”

– Anthony Robbins

Communication —

The act or process of communicating; being communicated with. The imparting or interchange of thoughts, opinions, or information by speech, writing, or signs. Message imparting news, views, information, etc.

The main focus of this meeting is to encourage the improvement of our communication process on a daily basis, and to acquire tools for better communication.

Do research prior to meeting about communication, the different styles and processes available to improve our daily communication skills.

- Do research online about the benefits of good communication and the importance of clarity. Interview friends, family, classmates and teachers. Ask the following:
 - a) What are some of the topics you are interested in and would like to be able to communicate with people about but aren't sure how to start the conversation or ask for more information about?
 - b) What kind of support system would you like to have with communication? Would it be useful to know people can mediate for you if there's ever any conflict resolution involved?
- Share information with your BTCT at meeting and allow time for questions.

Activities:

- As an introduction we suggest in the Challenge Day community to set a container in which this meeting will provide a safe nonjudgmental environment; as well as establish confidentiality, trust and respect.
- As a group, have a brainstorm with each other in an anonymous way about topics of interest they would like to be able to talk about and possibly be advocates for. If the group gets intimidated about sharing this information verbally with the group, have them write it down in a piece of paper and put it in a drop box, then read them to the group lottery style.
- Ask them to write on a piece of paper the following:
 - a) What are some of the topics you would like to be able to talk about but feel like other people may not be able to handle it or might judge you for bringing it up?
 - b) What would you like people to know about the topic or what would you like to learn about it? How can your BTCT support you or your community with this topic at hand?
- Using a timer give 3 minutes for group to complete task.
- After reading the topics out loud as a group come up with an order to address each topic. Give yourself a time frame for preparing a meeting with information on that topic.
 - a) Assign groups that will take on each topic. This should take about 6-8 minutes.
- After assigning the topics, have each person find a partner. If your group is an odd number allow a group of 3. Have each pair share with each other the following:
 - a) What is a way you can improve your communication skills or approach to better your relationships and friendships? This will be your challenge of the week.

PLAN “BE THE CHANGE WEEK”

This is a planned out **Be the Change** week full of activities for your school to take part in and involve everyone at school.

The main focus of this meeting is to brainstorm activity ideas for your BTC week and come up with a plan to be ready to host it. You can also refer to your **Be the Change** Week Activity Options List (pgs. 15-20) for ideas if you would like to use our suggestions.

Activities:

- As a group, brainstorm activities that could be used as a focus for each day of the week. Also ask them to provide ideas for an activity regarding the topic of the day.
 - a) You can use your activity options list and ask your group to choose from those topics and vote for each one and see what topics get into the calendar.
 - b) You can also create another list based on ideas from the group. Adapt to your own needs and remember to include any relevant topics in the community.
 - c) Remember to choose 5 topics, one per day of the week.
 - d) If your school is scheduling the 2 recommended “**Be the Change**” weeks per school year then remember to choose 10.
- Once you have your topics selected work on each one. (This meeting can be broken up into several meetings to continue working on assigning tasks for each day. Accommodate as needed for your group)
 - a) Have young people take on roles for each day and assign tasks for each day. For example:
 - Who will get supplies each day, and what those are.
 - What kind of permission do you need from school and from whom?
 - Any volunteers that will be involved in participating, who they are and get their attendance confirmation.
 - Who will get posters made? Morning announcements/instructions? What is the deadline?
 - b) Remember to delegate all actions needed for each day of the week.
 - c) If an activity involves getting prizes donated, who will get those and when?
 - d) Cover the details and go over each task.

Give out due dates for the materials to be in place and ready to go a week prior to your BTC week to ensure everything will go smoothly.

Make connections with people that can help you with projects like videotaping or taking pictures of the event activities. Possibly even create slideshows to post onto your daily bulletin.

Ask your BTCT adult volunteers to also take part in the planning and help with providing support if needed. This is your project. Make it productive and achievable for your team.

CHALLENGE DAY PREPARATION

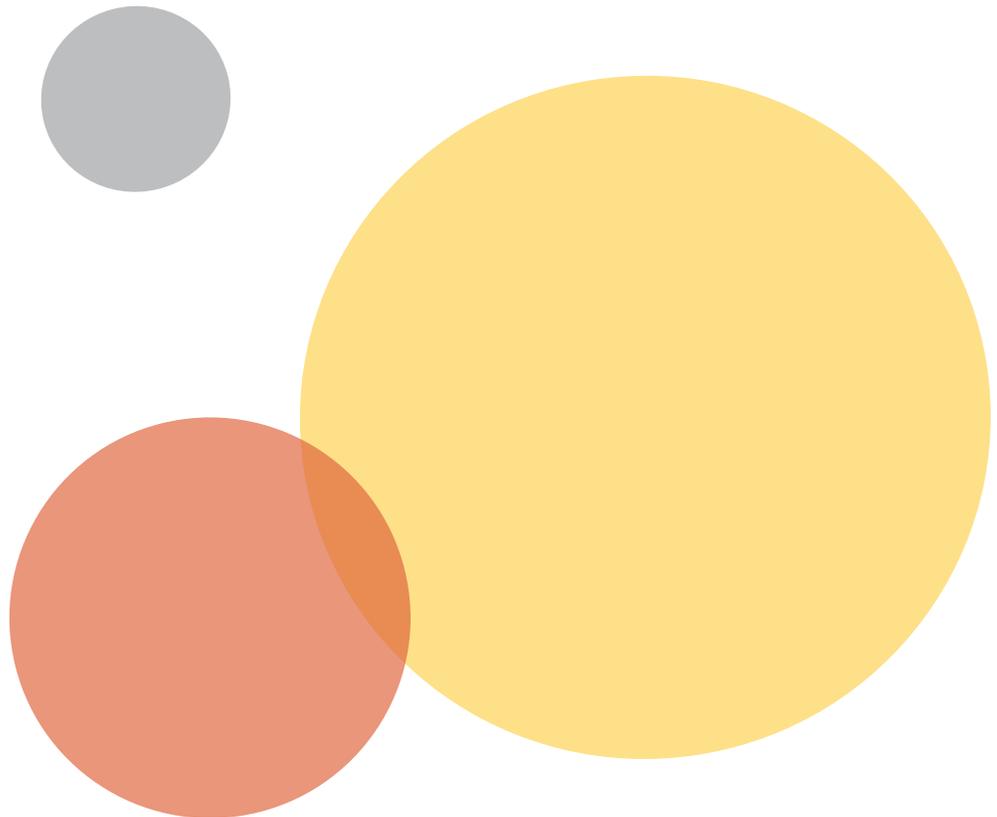
Challenge Day Preparation takes time and it's a process that in the past has been expected to be done by an adult coordinator representing the school. We ask each coordinator to follow our "Coordinator Handbook" with detailed instructions and deadlines as a guide in planning the arrival of your Challenge Day. (This handbook is available to anyone on our website www.challengeday.org under DOWNLOADS, check it out for list of tasks.)

This meeting's main focus is to lay out a planning guide and support system for your school's coordinator to be able to plan out Challenge Day tasks within a timely manner. Also to go over the calendar and plan out a task timeline. We advise that you have this meeting after your coaching call with Challenge Day (about 5 week before CD arrives.)

Activities:

- Coordinator: take a look at your timeline of required actions for planning Challenge Day and include your team in helping you achieve these tasks. Refer to your coordinator handbook pgs. 5-16. Assign tasks as needed; ask for help so you don't feel overwhelmed with your to do's.
- Create a sign-up list of actions that need to take place and assign one or multiple ones to your team members. Assign a deadline to each task to ensure it gets done.
- Schedule a follow-up meeting to check the progress of tasks after your CHECK-IN call with CD.
- You can ask for help in recruiting adult volunteers by making it an assignment for your team.
 - a) Ask each one of your team members to invite a number of adults to participate in the event. Remember to get their contact information to confirm their attendance closer to the event date.
 - b) You can recruit adults from the PTA in school or community members. Ask if your school has a guideline for those participants to get approved to attend.
 - c) You can also get more support if you create a presentation with your team and invite community members to check out the program. (Share Teen Files DVD with them and have room for questions.)
- Also remember to promote CHALLENGE DAY and its arrival.
 - a) Create posters, morning announcements, and any kind of reminder of Challenge Day will be coming to your school.
- Your coordinator has a list of supplies that need to be in the room the day Challenge Day arrives. Find out what those are and delegate people to be responsible for acquiring them to help your coordinator out. (pg. 14 in coordinator handbook)
 - a) Have a sign-up list and get your BTCT to help you get the supplies needed for CD.
- Some schools like to have refreshments for their adult participants, such as coffee, donuts, juice or fruit before getting started.
 - a) If your school will provide those for adult volunteers plan out who will bring what.
 - b) Maybe some or all of those products will be donated, find out from where, ask for help if needed in finding out what local businesses like to be involved in that way.
- Check with your coordinator for support needed in planning for the actual Challenge Day event. Such as: If providing lunches, who will bring them? How many? By what time?

All of these topics are suggestions. We wanted to provide you with ideas to implement to your flow of your BTCT meetings. Accommodate as needed. Also we know sometimes we are pressed for time or other responsibilities. So we encourage you to delegate, include your team into your planning and preparing of these meetings. The format of these topics have been designed for you to be able to give out a page to whoever it is that will lead your meeting and be able to rely on the instructions provided to have a successful meeting. You can rotate responsibilities so people don't get burned out or overwhelmed. Always know you can reach out to our office staff for support. Call the Challenge Day office at (925) 957-0234 or contact us by e-mail: office@challengeday.org. Thank you for your commitment to Being the Change.



Be the Change Cards

The **Be the Change** Cards is another way to keep the themes of Challenge Day alive in the hearts and minds of all participants.

The cards have 4 goals:

1. To serve as a reminder of what was learned at their Challenge Day
2. To inspire participants to “pay it forward” by doing daily Acts of Change
3. To encourage others to join the **Be the Change** Movement
4. To have everyone touched by the power of the **Be the Change** Movement and to log in their Acts of Change at <http://www.challengeday.org/bethechange>

Be the Change Team Responsibilities:

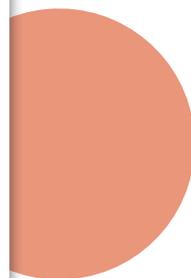
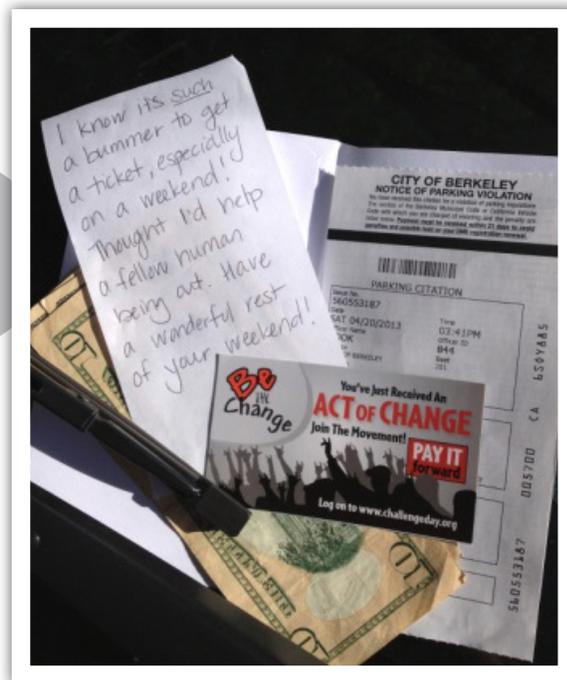
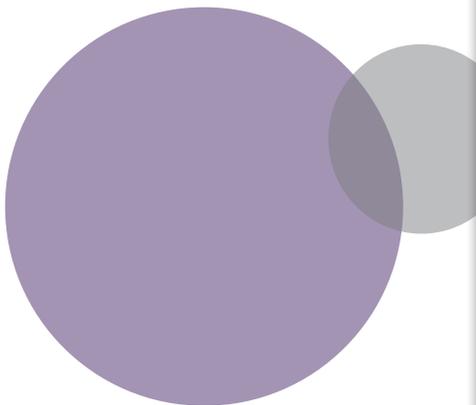
The **Be the Change** Team is responsible for printing the cards and cutting them so they are ready for every participant at your Challenge Day or in your follow-up meetings. **Be the Change** cards are downloadable at <http://www.challengeday.org/bethechange/>. There is also a double sided version available online.

For best results print out on best printer possible and on white card stock. On the backside of the card, you can write a special note from the BTCT with first meeting place and time.

Pay it Forward cards are also available to download from our website. The cards come with instructions on Being the Change and paying it forward. When using the Pay it Forward Cards encourage people to do a random act of kindness and take a picture of it. Post it on instagram and hash tag us:

#BTCWeek #BeTheChange #ChallengeDay #Actsofchange #BTCT #BTCMovement

You can also use these tags to tag us on Facebook as a way to share your Act of Change.



Recruiting Challenge Day Program Volunteers

For some communities, recruiting Challenge Day adult volunteers has been a struggle. So we came up with some ideas to help you recruit adult volunteers. These ideas can be implemented on your own or with the help of your **Be the Change** Team.

Challenge Day video presentation

- Acquire a copy or stream our Teen Files video excerpt from our website www.challengeday.org and invite as many adults as you can. Invite co-workers, teachers, parents, friends, church groups, school alumni, PTA members, etc.
 - a) Have your BTC team help you with sign-ups by talking to parents or any adults they know might be interested or curious to watch the video and attend this presentation.
- How to do presentation? In preparation, when people sign up to attend ask for their e-mail address as well to send them an e-mail reminder to save the date. Ask a group of your teen supporters to help and delegate tasks.
- Who will get snacks? Maybe just some coffee and cookies or doughnuts, or just a fruit tray. (All these can be donated) ask local vendor for support or PTA members to help out.
- Who will make sure the space has everything you need? Like chairs, projector or TV and DVD player. Who is in charge of sending the e-mail reminder?
- What materials will you need? Clipboard with signup sheets, Challenge Day brochures or information materials.
- Have a plan: Ask 4 of your students to do the presentation
 - a) First one introduces the idea of the Challenge day program. How they found out about it? And introduce the video. Play video
 - b) Second student turns off video and talks about why he or she thinks Challenge day will help their school. If the student has already attended Challenge Day talk about their experience.
 - c) Third student can share about school climate, what's going on in school they would like to see change? How Challenge Day can help.
 - d) All students can share a one minute "If you really knew me you would know that..." and how the experience of Challenge day can be beneficial.
 - e) Fourth student thanks everyone for attending and asks attendees to sign up to attend the Challenge day work shop. Also to tell some of their friends or influential people in the community they might know about Challenge Day and invite them to attend as well.
- This method has been really effective since adults get to hear from young people why Challenge Day is wanted and beneficial. It can also be a successful set up for connections in the community supportive of fundraising. Have fun putting it together and always make modifications to what best accommodates your needs.

Ask your local District influential people to check it out.

- Do some research in your community about Influential people that like to contribute to causes like Challenge Day. Set up a meeting, appointment, phone call or e-mail inviting them to attend a Challenge Day. Maybe they know more people interested in participating.
- You can also do a search online about groups that like to help out the youth that are in your community, and ask them if they would be interested in participating at a Challenge Day.
 - a) You can ask for an opportunity to do a presentation for them, if they would like more information about the program.
 - b) You can also guide them to our website for more information. www.challengeday.org
 - c) If you would like to present the program know we have a lot of informational material on our website. This can be of use to you in preparation for your presentation.

Ask your Local Rotary clubs to participate.

- Most Rotary Clubs have members interested in giving back to the community or know of people and organizations that do.
- Connecting with your local Rotary Club is a really smart approach to seek community participation and it can be equally valuable in terms of fundraising.
 - a) Do research online for your local Rotary Club contact information.
 - b) Contact them via e-mail, phone call or mail invitation.
 - c) Go to our website for presentation material if needed.

College students

- Most college students look to volunteer in the community as part of their requirement for certain class credit.
- Challenge Day Leaders can sign their community service forms at the end of the Challenge Day program. This helps them get credit but also it helps them get involved with Challenge Day as well. It's a win situation.
- Know you can reach out to your local colleges for inquiries and invitations to the program.
- If your school is particular about screening who gets involved in participating as a volunteer, create a Volunteer application form. You can ask the questions you would like and have a chance to know ahead of time who will participate.

Challenge Day BTC team recruiting

- Your **Be the Change** Team can help you with recruiting adult volunteers, if you let them know you need their help.
- Ask each member to recruit a minimum amount of volunteers. They can go out in the community and ask people they know would like the experience, and also include family members and family friends.
- The main goal is to help you get the community involved without having our coordinators feel overwhelmed so that way their goals are attainable.
- Remember to ask your BTCT members to get people's contact information to follow up if needed and to send out reminders closer to event date.

PTA involvement

- Check your school's PTA calendar for an opportunity to attend a meeting and possibly talk about CD and the importance of adult participation.
- Ask your BTCT members to help you do a presentation about the program. You can show the "TEEN FILES" DVD, or stream any other video on our website that can showcase what the workshop is about.
- If your students want to share their experience at Challenge Day allow a few minutes for the youth to share.
- Ask for volunteer participation and don't forget to get their contact information to follow up confirmation of attendance closer to event date.

Community counseling programs

- Check your local counseling services or health clinics for potential participants.
- You can also check the services your community provides and get a contact list for potential adult volunteer recruiting.
- These people are usually licensed counselors or psychologists that most likely like to contribute their participations to programs like ours.
- Send an invitation, schedule a phone call, e-mail your information, etc. Find a way to get a hold of them and ask them to volunteer.

Large Organization involvement

- If in your community there are organizations that are involved in community building such as, City Year, Volunteer opportunity building, Orange, or any other city club that is really involved in empowering the youth; invite them to participate.
- Also sometimes big corporations such as Coca Cola or other big name stores have their HR representative available to be reached. You can ask who will be willing to volunteer and sent them the details of the workshop; usually they get back to you with participant information.
- Try it out; it's a great way to get more community involved.
- If your school would like to screen who attends Challenge Day come up with a volunteer application and that way you can have control of who attends.
- Sometimes all it takes is a phone call and they are ready to volunteer, but make sure you check their availability.
- Know your resources available, every community has groups like these out there and they can be great in our event since they are already living a life invested in community building.
- Refer them to our website for more information on our Organization.

Teachers and other school volunteers

- It's a great opportunity for both you and other schools to have teachers attend your Challenge Day.
- If you know there are others interested in bringing Challenge day to their school and they want to see what the program is, invite them to participate.
- It's an easy way to recruit more adults, but also it helps you establish a possible friendship and connection to a nearby school.
- Follow your Coordinator handbook for details on invitation letter materials and welcome letter.

Local business owners

- This is a great one to do with your BTCT. Together you can create a challenge to spread the message of Challenge Day in the community and involve local business participation.
- Ask your BTCT to go out to local businesses and bring them an invitation letter (you can find it on pg. 27 of your coordinator handbook). Also bring your school information and contact for them to respond to the invitation.
- Keep a roster of all the invitations you delivered and check back in them in a few weeks if you haven't heard back from them to find out if they will participate.
- Coordinators: make sure you get your team involved as much as possible they are there to support you. Give them a deadline to have those invitations handed out by.
- Plan meetings accordingly to follow up on invitation progress.

Local Fire and police departments

- Every time any of these groups volunteer is extremely impactful for the community and the students to have a different kind of interaction with one of their local fire and police men.
- You can invite them in person or call; make an appointment, e-mail, etc. Use whatever method is more comfortable for you. Give them details of what our workshop is about what we do in the day, show them our video.
- Refer them to the website for any more information they would like about us.
- You can invite your BTCT to go with you and deliver the invitation, possibly even share a little about how CD can affect their school and most importantly (if already attended CD) the impact it had on them before.

These are just some suggestions on how recruit adult volunteers. You can always adapt any approach to your own style, and community. Remember to check your Coordinator handbook for "ADULT PARTICIPANT INVITATIONS" and "ADULT PARTICIPANT WELCOME LETTER". If there are any other materials you need check our website under "DOWNLOADS" for more informational materials.

Fundraising Ideas

We all know fundraising can be a challenge so we have written out some ideas for you to try and ease the fundraising process.

Sponsoring

Have it be an activity you can do with your BTCT. Ask all the members of your team to find sponsors for students to attend challenge day. They can ask their potential sponsor to donate \$32.00 per student. Have some healthy competition for your BTCT whoever gets the most sponsors wins a prize (have it be something you can get donated from a business like a gift certificate or movie tickets, etc.).

Raffle

Find donations from local vendors or have a budget on a price like an iPod or camera something fun and somewhat not expensive. Sell raffle tickets for \$5.00-\$10.00; all the money goes to Challenge Day fund.

Bake sale

Have all your BTCT members help by bringing baked goods; also get the PTA involved for help. Give the baked goods fun names and all the cash from sales go to CD fund.

Pizza Day

Have a local pizzeria donate food or give you discounted prize for food and have it be an event done during your lunch time where your BTCT helps you sell and serve Pizza and all the money goes to CD fund.

Assembly/rally

Have your BTCT work together on this project. Have them take pictures of people being the change, taking videos of people in school talking about how CD has affected their lives or school interactions. Find people in your campus that can help with editing and putting together as a presentation. Invite influential people in your community like rotary clubs, counseling groups, any potential funding groups that can see this presentation and see the response of the students. This is a great way to keep reminding people of CD throughout the year and a great way to get potential donors involved possibly even get donations.

School Dance/concessions

Work with your school to have a dance where the main focus is to fundraise for CD. Have a concession stand at the dance to sell snacks that are donated or bought in bulk and all the proceeds got to CD fund. If your school already has a schedule where a **Be the Change** dance is not possible then request to have a concession stand at an already existing dance to raise funds for CD.

Sport Games

Ask for permission to have products available that are not already on the menu at concession stands and have a sale for CD funds.

Dress casual day (for schools that wear uniforms)

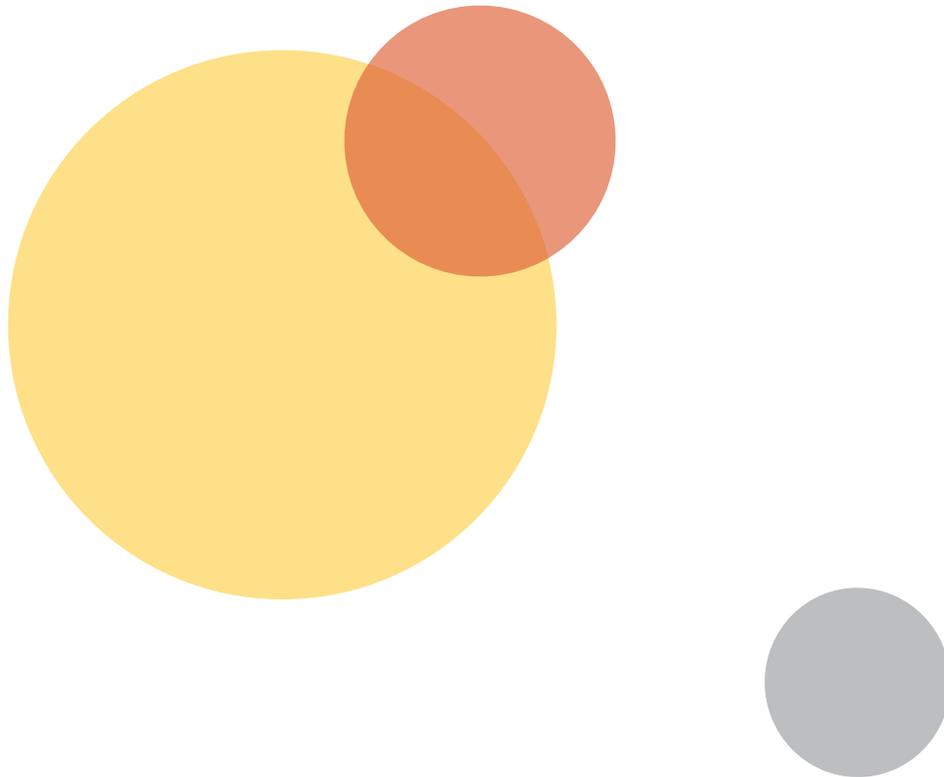
Have your school set a date where people can choose not to wear their uniform and dress casual for a fee and have that money be to raise funds for CD fund.

Community in action

Find out who in your community is involved with the **Be the Change** Movement or would like to be and find out a community focus. Once you have chosen your focus ask your community to reach out to influential people that can contribute to Challenge Day's fund.

BTCT presentation

Prepare a presentation to share what the possibility of Challenge Day could be like in their lives, as well as how it impacts the school. Use all of our informational material to meet your needs. Use our website: www.challengeday.org to find videos, pamphlets, as well as research done on how school climate gets affected after CD is implemented, etc. Involve your BTCT leaders to take a part in this presentation, ask them to share their experience, why they feel challenge day is needed or beneficial as well as why or how it impacted their lives. We find that when people share their experience about challenge day with people is more engaging and personal that people feel connected and want to be involved, participate and even contribute financially. Always call us for support if you need to. Challenge Day's office phone number is (925) 957-0234.



Alternative School Activity Suggestion List

This list has been created as a request for those alternative schools that have interest in implementing the tools of Challenge Day to their ongoing follow up with students. They are merely suggestions and we advise you modify accordingly to fit your needs. These activities can easily be adapted to fit the format of your check in sessions as a guide for your meeting.

Check-in

Most alternative schools have a one on one check in usually once a week with each student to follow their progress in school and in their life in general.

- Checking in at Challenge Day is extremely important because we believe that we as human beings cannot fully pay attention or be productive and focused if we have other things in our minds.
- We suggest the first thing you do with your student when you meet is to set some time to check in. The way to do it Challenge Day style is with a timer, agree on a time you both will take to share with each other. (Example: 2 minutes each)
- In this process whoever is sharing they get to talk about what is going on for them without being interrupted. This is their time to share, that means the other person only listens, no relating, or giving advice, just listen.
- This is powerful because it allows the student to feel respected and the message they receive is that whatever they got to say even if they don't use up the entire time it's important.
- Equally important is for you to take your turn and share with them. We know for a lot of us is not appropriate to share with the youth about our present struggles; however we encourage you to share with them how you felt when you where their age or some of the struggles you have been able to persevere from.
- The biggest message we can give with sharing ourselves is that we also have things that we deal with that could discourage us in life but we continue pushing towards our goals, things and people we love.
- The practice of checking in is a great tool to empty out what is on your mind and be able to talk about it and either get support or just know people are willing to listen.

Dreams Road Map

Most of the time our youth that attend alternative schools have no place where they can share their dreams openly and get support in achieving them. This is a way to enable and empower them to create a road map to reach those goals.

- In your meeting after checking in and addressing what has happened since your last meeting, ask about their dreams.
- Ask your student what does the life of your dreams look like?
- Ask them to answer in detail. What do they see themselves doing for a living? What kind of family and friendships do they have? What kind of reputation do they live up to? Who's a part of their life? Etc. Elaborate with them, give them enough time to be able to share in detail.
- After sharing, ask them what is something they can do now to get closer to that goal or life of their dreams?
- Find out who they would like support from, and how to get them started on that path.
- It is important that we create accountability with them about their commitments to themselves. What is a reasonable timeframe for them to achieve their first step towards that dream life?
- Help them plan out a road map for them to achieve their short term goals that ultimately will help them achieve their life of their dreams.
- Keep those commitments and their time frame in their file as a way to continuously follow up on the progress with them.

Support System

It is an extremely crucial part of our perseverance to know there are support systems in place available for people to connect with if they ever need someone to reach out to. It is important for us to reiterate that information to our alternative school youth as a way to let them know they don't have to do it alone.

- Find out if you don't already know all of the resources available in your school and community and give them a list of phone numbers in case they ever need them or know someone that might.
- Also encourage them to lay out a support system outside of school environment. Ask the following:
 - a) Who do you trust to talk about the issues and situations that matter to you?
 - b) Have you ever had shared with them how much you trust them?
 - c) If you don't have people at home you trust what about friends? Work?
 - d) What holds you back from having that connection with people?
- Encourage them to have conversations with people they care about and create those connections that can become support systems for them in life.
- Share with them the many other community resources such as life coaches or community counselors that can continue to support them even after school.
- Aid in creating a support system roster for them; do it together.

Anger Release

One of the very reasons people of all ages get into trouble or misunderstandings is because of anger or frustration building up inside. It tends to show up in many ways like fights or reactions that can be disrespectful. Usually something else is going on that can be difficult to express or talk about.

- After your meeting check in take a moment to talk about some of the things that trigger them.
- Ask your student what are some of the situations that bother them, and how do those situations affect the way they react in anger?
- As an anger exercise, share with them the many healthy ways people can express their anger. Such as art, sports, physical activity, dance, music, writing it down, poetry, reading, talking about it, going for a walk, etc. Brainstorm with them what are some of those ways they feel like they could try out next time something comes up.
- Remind them that usually when we respond in frustration or anger towards any situation, there might be something else going on. Encourage them to take a moment to think about what they are really mad about and reflect on it.
- Remember it's important to hold them accountable for their commitments to themselves, keep track of those commitments and follow up on their progress throughout the school year.
- If you see improvement validate their efforts and encourage more of what they are doing let them know they are being successful.

Appreciation

It is really important that we encourage our youth to appreciate the people in their lives. We know most of the time we assume the people that we love already know how we feel. We should encourage each other to express those appreciation feelings more often.

- After your check in with them about their current situation, change the theme of the session towards appreciation.
- Ask them if there is someone in their life that has been there for them or that they know they can count on that they haven't appreciated in a while. Give them some time to share their experience.
- Ask them to plan a way to appreciate that person; brainstorm with them the many ways we can show appreciation. For example: an appreciation letter, a phone call, a text, an e-mail, a simple yet powerful conversation.
- If they need support in planning what to say or write offer support.

- Encourage them to express their appreciation more often in their lives.
- Hold them accountable to their commitments, if they will speak to someone, write a letter, e-mail, or call someone follow up with them. Remind the importance of getting to share appreciation.

Gratitude

Most of us tend to focus on the things we want to change or that we don't like or bother us and we spend little time appreciating the things we do have and the people that are there to help us.

- Encourage your students to be in a place of gratitude each day. Take a moment and notice together all the things and people we might take for granted every day.
- Have a share with your student about what are some of those things they are grateful for, and take some time to really appreciate it. Encourage them to take a moment every day to be grateful and acknowledge those things they appreciate.
- If we encourage ourselves to think of all the great things we appreciate it helps us be in a positive mindset and a good mood.

Self Assessment

Most of our youth is used to being told what to do, how to do it, what to do different, etc. We hardly ever hear from them the things they know they want to change about themselves, their behavior and their interactions. This is a way to have it come from them for them.

- After checking in with them about their week and how they are doing, take a moment to ask the following:
 - a) What are some of the behaviors you take part or you don't feel proud of and would like to change? (remind them this will not get them in trouble; that it is only a personal assessment of themselves)
 - b) What would you like more of in your life in terms of support?
 - c) What are some things you would like to change in your life?
- Help your student come up with an action plan to address all of these personal goals they have for themselves. If they need more time figuring out what changes they want to make, take a moment to help them voice out their dislikes.
- Encourage them to continue thinking of those changes and discuss possible actions to take as a way to get closer to making the shift they want.
- Remember to follow up on those new commitments made during your session.

Forgiveness

The main focus of this session is to reflect on the moments we have held back anger and resentment towards someone or ourselves. To work towards finding compassion and hope one day we can find forgiveness.

- After your check in with them about their week take a moment to do an imagery exercise with them.
 - a) Have them take a moment to close their eyes (if closing their eyes does not feel comfortable then just with eyes open). Have them think of a moment in their lives or a person they know they think of when they hear the word forgiveness.
 - b) Who are they? Have you been able to forgive? What will it take for you even consider the possibility?
- Have a conversation with them about the situation, let them share. If they do not want to talk, ask them why? The main goal of this exercise is to start thinking of forgiveness even if at the moment it's not a possibility for them.
- Remind them that forgiveness is so important in their lives, and to be able to move forward and let go of the things that hold them back.

Activity:

- Provide a 10-inch balloon and have them write down the names of everyone they can think of who has ever hurt them and who they still feel anger toward.
 - a) Ask the young person to exhale into the balloon for every person on their list. Tell them to expel their anger into the balloon with their breath.
 - b) Ask to pinch off the opening of the balloon after each exhaled breath. Make a comparison of what happens to them if they don't let go of their anger by forgiving the person who hurt them.
- Explain that the anger continues to build up inside them and cannot be released until they forgive. Forgiveness is not something we do for others; it is something we do for ourselves to let go of things that hold us back and stand in the way of our happiness.
- How can we support you in finding a way towards forgiveness?

Take A Moment to Love Yourself

The main focus of this session is to focus on loving you more, shifting our thinking that we should **Be the Change** with others all the time and start being the Change with yourself first.

- After your session check in about their current situation; ask them to think of the last time they celebrated who they are. Take a moment to ask the following:
 - a) What do you love about yourself? Ask them to elaborate in detail, about their personality, behaviors or habits they like, etc.
 - b) What is a talent you have you might not share with many people?
 - c) What was the last thing you did you felt really proud of?
 - d) When was the last time you took a moment to reflect on all the great things you've accomplished? How often do you take a moment to look back and see all your accomplishments and improvements you've made for yourself?
- After student answers all those questions give them a moment to think about what is one thing they can do for themselves that can be a symbol of self-appreciation.
- As an exercise, have them write a letter to themselves in any format they want, appreciating themselves for everything they are proud of, love about themselves, their accomplishments, etc. They can write a list, letter, poem, in any way they'd like.
- This is for them to take a moment to shift the way they think of themselves even for just a moment and encourage them to show love and respect to themselves more often.
- It also promotes a way of self-nurture so they can refuel the energy to want to continue creating positive change in their lives.

Thank You!

THANK YOU **Be the Change** Team for doing your part in creating the school, community and world of your dreams! To keep your team and school inspired, download more activities at: www.challengeday.org.

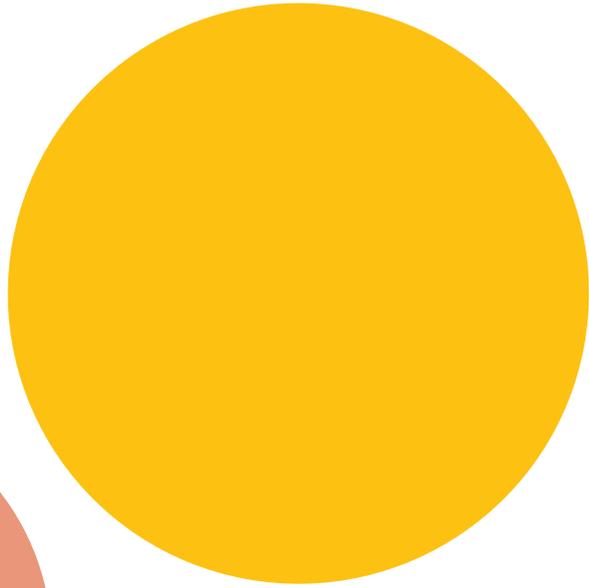
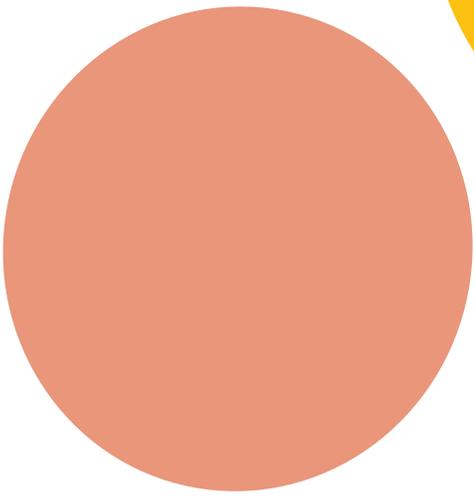
You can also get ongoing support with your **Be the Change** Teams in preparing for activities or planning your yearly school calendar of activities. E-mail us at office@challengeday.org.

Social media is a huge medium for sharing all of our team's pictures, testimonials, ideas and accomplishments. So don't forget to tag Challenge Day on your Facebook blogs and pictures; as well as hash tag on instagram so we can all witness all the **Be the Change** Movement miracles in action.

Remember to join the **Be the Change** Movement by logging in your Acts of Change on our website at www.challengeday.org/bethechange.

Thanks again for your commitment to Being the Change!







www.challengeday.org