



Character Playbook: Offline Activities for Community Leaders

| Part 1: Analyzing Influences | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------|------|
| Activity | Goal | Debrief method | Activity lead | Time |
| Provide a series of pre-written questions to explore the influences various individuals (friends, family, teachers) have had in students' lives. | Student recognize <i>who</i> they socialize with has an impact on their identify, behavior, etc. | Students may volunteer to share who and what has impacted them to a large group | Community leader | 20m |
| Hold a group discussion of bullying and cyberbullying statistics, with students providing their own feedback (popcorn style). | Students gain awareness of the bullying epidemic and impacts of cyberbullying; students may share their own reactions or thoughts about statistics shared | Large group discussion | Community leader | 10m |
| Students list 5 appropriate ways to responding to bullying. | Encourage students to create strategies to apply when faced with bullying or when witnessing bullying | Create list in small groups; community leader debriefs with large group | Community leader | 15m |
| Review "Inappropriate Interaction" video from <i>Character Playbook</i> . | Students learn to identify inappropriate and dangerous behaviors and their impact | Discuss as a large group | Community leader | 20m |



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Part 2: Understanding and Managing Emotions

| Activity | Goal | Debrief method | Activity lead | Time |
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| Students read a scenario to themselves; then present their reaction/emotion to the group; the group tries to read their body language, facial expression, and other non-verbal cues to guess the emotion. | Students practice recognizing emotions in others based on cues presented in the course | Community leader debriefs activity | Community leader | 10m |
| Students develop a personal plan for managing emotions based on the four steps presented in the course. | Students base their plan off of the four step process from the course: name the emotion; take a deep breath; choose how to react; if these steps aren't enough, talk to someone | Students work independently; then, debrief with the group, facilitated by the community leader | Community leader | 15m |
| Continuing the journal activity at the end of Part 2, students reflect on a recent situation where they felt a strong emotion. They should describe the feeling; whether they understood where the feelings came from; where in their body they felt the emotion; and how to manage the emotion. | Building off the course activity, students reflect on a real-life situation and think critically about how they processed the emotion | Community leader | Self-reflection + community leader | 20m |



Part 3: Communicating Effectively

| Activity | Goal | Debrief method | Activity lead | Time |
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| Students select a piece of paper with an emotion written on it at random. They should try to act out the emotion to the group using nonverbal clues. | By observing facial expressions, body language, and gestures, students practice reading communications through nonverbal communication | Activity takes place in large group, moderated and debriefed by community leader | Community leader | 10m |
| Provide students with scenarios (i.e., you want to hang out with some friends, how do you plan it?). Ask individuals to volunteer how they would communicate via social media in each scenario. | Review the “who,” “how,” and “what” strategies for communicating using technology from Part 3; test students’ assumptions for the best ways to communicate | Activity takes place in large group, moderated and debriefed by community leader | Community leader | 15m |

Part 4: Resolving Conflicts

| Activity | Goal | Debrief method | Activity lead | Time |
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| Part 1: Explore types of conflicts in students’ lives. Students should reflect on conflicts they have had, identify the type of conflict (individual, two people, in a team or group, or between a team or group) and identify the potential cause of the conflict. | Classify the type of conflict encountered, and why that might have occurred | Community leader | Self-reflection + community leader | 10m |



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| <p>Part 2: <i>Think, Say, Listen, Brainstorm, Choose</i>: as a result of the previous activity, select the best solution to address the conflict.</p> | <p>Consider ways to manage emotions and frustrations by selecting the method that works best for each individual; students may also list ways they could have compromised, negotiated, or mediated to arrive at a better outcome</p> | <p>Community leader</p> | <p>Self-reflection + community leader</p> | <p>10m</p> |
| <p>Students fill out the “I” statement formula in response to given scenarios from Part 3. Complete the following prompt:</p> <ul style="list-style-type: none"> • I feel ---- (name the feeling) • When you --- (describe the behavior) • Because --- (provide the reason) • It would help me if we could -- - (say what you need to make it better) | <p>Put the “I” statement method of communication during conflicts into practice</p> | <p>Students work independently; then, debrief with the group, facilitated by the community leader</p> | <p>Community leader</p> | <p>15m</p> |
| <p>As a group, students raise their hands and/or shout out the type of solution that best fits a given scenario:</p> <ul style="list-style-type: none"> • Lose-lose • Win-win • Win-lose | <p>Students demonstrate their understanding of the three types of solutions</p> | <p>Students receive correct or incorrect feedback in real time by the moderator</p> | <p>Community leader</p> | <p>5m</p> |



Part 5: Stepping In

| Activity | Goal | Debrief method | Activity lead | Time |
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| Each student picks a person in their lives (family, friend, teacher, mentor, etc.) and lists their top 5 qualities. | Reflect on the qualities valued in their favorite people; do they make the student feel better after spending time together, allow them to be themselves, and disagree but remain close? | Ask volunteers to share the person they wrote about and what their top qualities are | Self-reflection + community leader | 10m |
| <p>Create a poster (digitally or hands-on) depicting the 5 steps being a bystander</p> <ol style="list-style-type: none"> 1. Notice something isn't right 2. Identify that something needs to be done 3. Talk to others to see if they feel the same 4. Decide the best person to intervene and actions to take 5. Take action in a safe way | Reinforce the 5 steps of bystander intervention through creative application | Break into small groups for the activity; one student from each group shares with the larger group | Community leader | 20m |
| <p>Develop a personal plan to intervene when witnessing something wrong at school, in social settings, or at home</p> <ul style="list-style-type: none"> • Direct • Distract • Delegate • Delay | A personal plan can help students react appropriately next time they are faced with a problematic situation | Students may choose to share their plan with a family member, guardian, or community leader | Self-reflection + community leader | 20m |



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Part 6: Making Decisions

| Activity | Goal | Debrief method | Activity lead | Time |
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| Make a list of decisions made during the past week and classify as significant or insignificant. | Students should explain <i>why</i> they chose to classify decisions as they did | Students volunteer to share a decision and why it was significant or insignificant | Community leader with a large group | 20m |
| Apply the 6-step decision making process to a personal decision. <ol style="list-style-type: none"> 1. Identify the problem 2. List possible solutions 3. List the pros and cons of each choice 4. Consider your values 5. Make a decision and take action 6. Reflect on your decision | Analyze a current challenge or decision using the framework presented in the course; carry out step 6, "reflect on your decision" | Work independently; share in small groups | Community leader with small groups | 20m |