

# Session 1: Organizing

**Objective:** + To introduce *Life Training for Teens Option 1*, establish peer instruction and mentoring groups, and prepare students to peer-teach their first lesson of *Positive Actions for Living*.

**Materials Needed** Pens

**Materials Provided** 5 *Positive Actions for Living* Manuals; 5 *Peer Instruction and Mentoring Materials Folders*—1 *Peer Instruction and Mentoring Group Handbook*, 6 *Mentor Notebooks*; 5 *Student Materials envelopes*

## Procedure

**Say** Today we will begin a new program entitled *Life Training for Teens*. I believe that this will be an invaluable experience for you as teenagers. The purpose of this program is to help you answer life’s big question, “Who will I Become?” The lessons will increase your understanding of yourself and your motivation to do or not do things. You will learn the program philosophy, “you feel good about yourself when you do positive actions, and there is always a positive way to do everything.” You will learn the positive actions you can do to feel good about yourself in the physical, intellectual, social, and emotional areas. You will learn to utilize the rationale of the Thoughts-Actions-Feelings Circle in your everyday life. It teaches that positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts. The same is also true for negative thoughts, actions, and feelings about yourself, so it is important to consciously choose positive thoughts so you will feel positive about yourself.

This is a lot to take in at once, but the fun and informative lessons will make these concepts easy to understand and give you opportunities to practice them. You will also learn about others as you help each other learn these lessons in peer instruction and mentoring groups. Through teaching each other the lessons and by mentoring, you will gain knowledge of how you and others think. You will become healthier, more responsible, and actively contributing members of your families and communities.

We will be dividing into groups of four to six; these will be your peer instruction and mentoring groups for the remainder of the term. Let’s do that now.

**Teacher** *At this time, divide your class into five groups of six students or a similar configuration. (This may vary depending on your class size, but the kit provides for 30 students in five groups of six.) Make sure that the division is random; you may wish to use a number count-off or arrange the students alphabetically. This randomized selection is important so that students will have the opportunity to work with a diverse selection of student, not just friends or students like themselves.*

**Say** Now let’s spend some time introducing ourselves within the group. Make sure that you all know each other.

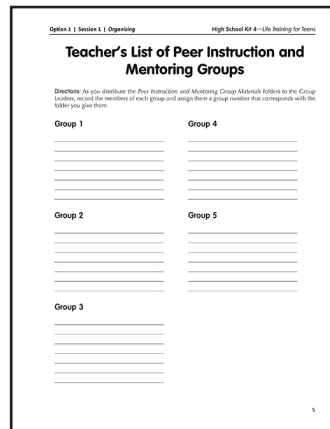
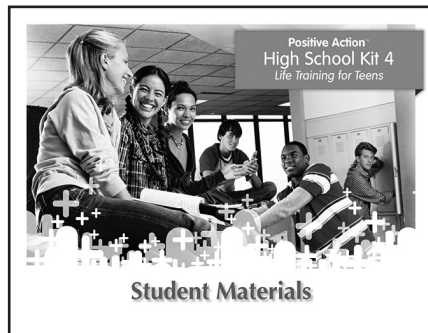
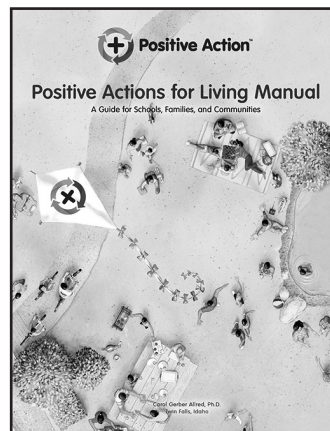
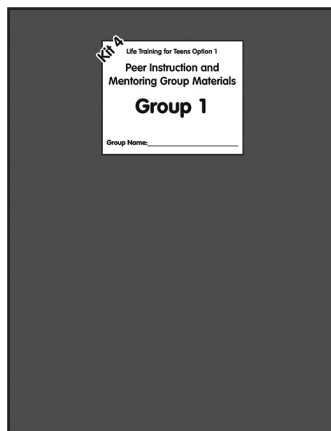
**Teacher** *Give the students a few minutes to do this. Have each student give their name, grade (if applicable), and what they want to achieve in this class, school, and life.*

**Say** Now that you are all acquainted with each other, each group needs to select a member to be the Group Leader for the first unit of the curriculum. There are six units and the leader will change each unit, so you will each have a chance to fill the role. This person will be responsible for retrieving the group materials at the beginning of each session and returning them at the end. Take a few minutes to choose your Unit 1 Group Leader now.

**Teacher** Allow time for students to choose a leader for their group.

**Say** Each Group Leader may come up now and collect your group’s materials.

**Teacher** Distribute to each Group Leader a Peer Instruction and Mentoring Group Materials folder, a Positive Actions for Living manual, and a Student Materials envelope. As they come up, record the members of each group on the Teacher’s List of Peer Instruction and Mentoring Groups (found at the end of this session) and assign them a group number that corresponds with the folder you give them.

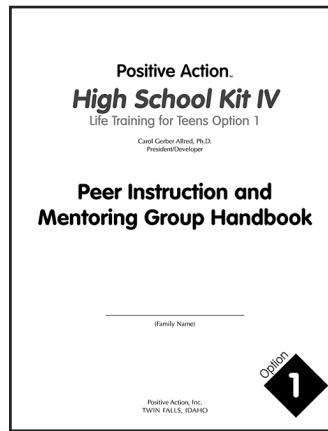


**Say** Now I'd like each Group Leader to read aloud to your group the Option 1 Student Guide on the first page. We will be going over all of those details together in this first session. After the first session, you will conduct the lessons yourselves within your group. Whenever you need to, you may refer back to this guide. Of course, I will always be available to answer questions, also.

**Teacher** Allow a few moments for them to read the Student Guide.

**Say** Your first task as a group is to come up with a group name. Group names may be funny or serious, borrowed or original, but the name must set you apart from the rest of the class, be

representative of everyone in the group, and **be positive**. Add this name to the covers of your *Peer Instruction and Mentoring Group Materials* folders and *Peer Instruction and Mentoring Group Handbooks*.

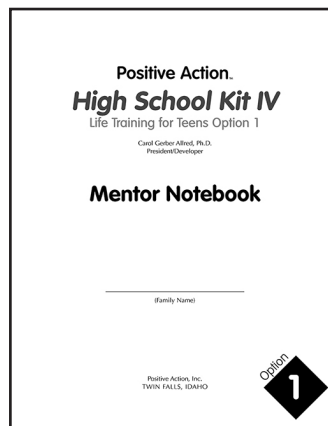


**Teacher** *Allow time for groups to choose a name.*

**Say** Now we're going to organize ourselves within our groups. Please open to the *Group Organization* chart in your handbooks. The Group Leader will record everything. You need to choose a person to be your partner for the Mentoring Pairs and Peer Teachers during the rest of the unit. This person will change when you switch to a new unit. As partners, you will address one-on-one questions at the end of each group lesson. Each Pair will also be responsible for preparing and teaching two lessons during the unit. Pair-up now and decide which lessons you will teach.

**Teacher** *Allow time for activity. Be sure to monitor this progress to make sure no one is being left out. If your groups are not even, some of the students will have to be in groups of three. Remind students that these pairs will change every unit and they will be partners with every person at least once. Also depending on varying group sizes, each pair may have to teach more than two lesson per unit. Make sure they divide up the work evenly, so that no one person is in a pair that teaches several lessons every unit. The students may have to repeat their pairs for Unit 6.*

**Say** Group Leaders, please distribute a *Mentor Notebook* to each student. As you receive your notebook, please record your name on the outside. This will be yours for the rest of the curriculum, although we will store them all together in the *Peer Instruction and Mentoring Group Materials* folder. Spend a few minutes reading the directions at the beginning. You may take notes during the lesson you are about to teach in the "Lesson Notes" section, and we will go over the other two sections later.



- Teacher** *Allow a few moments for them to explore the notebooks.*
- Say** Now, let's see what these lessons are all about. Group Leaders, please open to the beginning of your *Positive Actions for Living* manual. Turn to Section 1 of the introduction, and read aloud to your group the *Overview of Positive Actions for Living* and *Overview of Kit 4* sections.
- Teacher** *Allow time for groups to read the material. Ask if students have any questions.*
- Say** Now, let's dig a little deeper into the manual and materials. Continue reading with the *How to Use Positive Actions for Living* section. First, read "Roles of Lesson Presenters."
- Teacher** *Allow time for students to read. Answer any questions the students might have. Please note that you will have to adjust the role of the Music Director based on the capabilities of your classroom. Each group will be teaching the lesson at a speed and in a way that makes sense for their needs and capabilities. Ideally, you would provide a CD player where the students could listen to the music quietly, as a group when they are ready to. If this is not possible, decide how you will listen to the music as a class. Explain that in this case, the role of the Music Director is to let you know that they are ready to listen to the music together.*
- Say** In our case, the Group Leader and Peer Teachers will share the role of Lesson Leader, since the Group Leader will be collecting and distributing materials, while the Peer Teachers will be leading and teaching the lesson. As a group, you will need to decide which of you will be the Host and Music Director each unit. The Host will direct the mini-celebration at the end of each unit, and he or she can assign other members to help prepare the celebration. However, everyone will take part in being the Host for our End-of-Year Celebration. Assign these roles now.
- Teacher** *Allow time for students to assign these roles. Answer any questions they might have.*
- Say** Now, read "All About the Manual" section.
- Teacher** *Allow time for students to read. Answer any questions the students might have.*
- Say** Now, let's look through the Lesson Goals and Materials.
- Teacher** *Allow time for students to read. Answer any questions the students might have.*
- Say** Now, let's look briefly through the lessons you will be teaching each other.
- Teacher** *Guide students through the section titles, giving a moment or two for students to flip through the lessons.*
- Say** As you can see, we will be teaching a number of positive actions and how they can be used in a family. However, as we'll learn, these skills are applicable to everyone at any time, not just in a family setting. We will start with Unit 1, Lesson 1. I will help guide you through this first lesson, but the majority of the teaching will be done by each of you.
- Now, we are done for today. Next time we will reform these same groups and begin teaching our first lesson. Group Leaders, please return their *Peer Instruction Group Materials Handbooks*. Thanks for a great session, next time will be exciting!

# Teacher’s List of Peer Instruction and Mentoring Groups

**Directions:** As you distribute the *Peer Instruction and Mentoring Group Materials* folders to the Group Leaders, record the members of each group and assign them a group number that corresponds with the folder you give them.

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## Group 4

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## Group 2

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## Group 5

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## Group 3

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