Offline Activities

Activity	Goal	Debrief Method	Activity Lead	Time
PART 1: ANALYZING INFLUENCES				
Provide a series of pre-written questions to explore the influences various individuals (friends, family, teachers) have had in students' lives.	Student recognize who they socialize with has an impact on their identify, behavior, etc.	Students may volunteer to share responses 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 a list in small groups; community leader debriefs with large group	Community leader	15m
Review "Inappropriate Interaction" video from Character Playbook.	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				
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: UNDERSTANDING AND MANAGING EMOTIONS				
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

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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				
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
Part 2: Think, Say, Listen, Brainstorm, Choose: as a result of the previous activity, select the best solution to address the conflict.	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	Community leader	Self-reflection + community leader	10m

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Students fill out the "I" statement formula in response to given scenarios from Part 3. Complete the following prompt: • 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)	Put the "I" statement method of communication during conflicts into practice	Students work independently; then, debrief with the group, facilitated by the community leader	Community leader	15m
As a group, students raise their hands and/or shout out the type of solution that best fits a given scenario: • Lose-lose • Win-win • Win-lose	Students demonstrate their understanding of the three types of solutions	Students receive correct or incorrect feedback in real time by the moderator	Community leader	5m
PART 5: STEPPING IN				
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

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Create a poster (digitally or hands-on) depicting the 5 steps being a bystander 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
Develop a personal plan to intervene when witnessing something wrong at school, in social settings, or at home • Direct • Delegate • Distract • 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
PART 6: MAKING DECISIONS				
Make a list of decisions made during the past week and classify as significant or insignificant.	Students should explain why they chose to classify decisions as they did	Students volunteer to share a decision	Community leader with a large group	20m
Apply the 6-step decision making process to a personal decision. 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