WHOLISTIC LEARNING

The Whole Way

A Facilitator Workbook for Mindful Connection and Restorative Learning

Every young person. Seen. Heard. Valued.

For the four-week Whole Self, Strong Circle youth pilot

SEL • Restorative justice • CBT- and DBT-informed educational skills

Social-Emotional Learning (SEL): CALM teaching approach • CPR application skill

Session flow: Welcoming • Share • Practice • Reflection | Yoga & Mindfulness

Four weekly sessions • One service each week • 45–60 minutes • Maximum 10 youth

Scripts, cues, visual examples, adaptations, participant practice pages, and optional pre/post questionnaires—all in one workbook.

Prepared for Dr. Danielle Nicole Johnson, PhD
Educator • Facilitator • Author • RYT-500
More than 20 years working with students and staff.

Working facilitator edition • Adapt with the school or facility before delivery.

Workbook map

START HERE Read scope, SEL alignment, routines, access and privacy safeguards.

THE TEACHING BRIDGE Connect SEL, restorative justice, CBT-informed thinking and DBT-informed selected skills without delivering therapy.

FACILITATOR HANDOFF Use the orientation, opening/closing scripts and qualification/setting checklist.

CPR LESSONS: WEEKS 1–4 Follow Welcoming, Share, Practice and Reflection with 60/45-minute cues.

YOGA LESSONS: WEEKS 1–4 Use accessible movement, ordinary breathing or external awareness, and reflection.

PARTICIPANT PRACTICE PAGES Offer optional private, oral or drawn practice; do not collect by default.

PRE/POST QUESTIONNAIRES Review the optional draft forms, scripts, timing, privacy and feedback limitations.

REFERENCES Find the framework sources. Original lesson activities are not copied clinical or proprietary manuals.

Another facilitator should read the full lesson before teaching. The workbook does not authorize clinical services, actual harm-conferencing, or unapproved movement or materials.

Social-Emotional Learning (SEL): The teaching umbrella

SEL is the learning umbrella for this curriculum. Its five interrelated competencies are Self-awareness, Self-management, Social awareness, Relationship skills, and Responsible decision-making. Detailed alignment appears later in this workbook.

How the components fit

CALM is the teaching approach within SEL: C—Centering Breathwork; A—Active Yoga; L—Listening with Empathy; M—Mindfulness, Movement, and Meditation. CPR is an application skill within SEL: Center Yourself, Practice Your Power, Respond with Respect.

Yoga, breathwork, movement, mindfulness, meditation, DBT-informed educational skills, journaling, Listening with Empathy, and CPR are learning options under SEL—not separate programs or clinical treatment. Welcoming → Share → Practice → Reflection is the session flow; it is not the meaning of CPR. Every Practice phase retains a named empathy skill and concrete rehearsal.

CALM: Teaching approach within SEL

C — Centering Breathwork

A — Active Yoga

L — Listening with Empathy

M — Mindfulness, Movement, and Meditation

CALM is the user's framework for educational movement, awareness and connection—not a demand to feel calm or a claim of clinical treatment. Centering Breathwork uses ordinary comfortable breathing with external-awareness, observation, rest and pass alternatives; no breath holds, forced eyes closed or intense breath practice.

Listening with Empathy is practiced through the named skills vault. Every Practice section has an explicit skill and a three-step rehearsal opportunity. Empathy is not forced agreement, compliance, an apology, forgiveness, or abandoning a boundary.

Each skill is research-informed by the sources reproduced with it. Its research connection states only what the cited design, population, and measure support. These sources do not validate the original micropractices, the full CALM or CPR framework, a worksheet, or outcomes across all youth, cultural, school, or detention settings. Adult and indirect findings are not direct proof for youth contexts.

CPR: SEL application skill

Strength in Your Body. Power in Your Choices. Respect in Your Actions.

CPR is an application skill within SEL: Center Yourself, Practice Your Power, Respond with Respect. It works through physical strength, emotional power, and relational respect. These are teaching intentions—not claims of physical conditioning, clinical treatment, or measured outcomes.

C — Center yourself

Take a breath and notice what is happening in your body. Choose an ordinary, comfortable breath—or notice the chair, your feet, a sound, or an object. Body or breath focus is not required.

P — Practice your power

Identify what you can control and choose your next action. You may choose a pause, a question, a boundary, a different activity, or approved support. You do not have to control a feeling or another person.

R — Respond with respect

Honor yourself and others in your words, actions, and boundaries. Respect can sound like a clear request, a gentle no, asking for space, or getting support. It does not require agreement, an apology, forgiveness, or staying in an unsafe interaction.

Fictional example: Jordan feels angry after being interrupted. C: Jordan notices a tense hand and chooses an ordinary breath or a look at the table. P: Jordan considers asking for a turn or getting facilitator support. R: Jordan says, 'I want a turn to finish. Can we make space for that?' Jordan does not have to stop feeling angry to make a thoughtful choice.

Keep Welcoming, Share, Practice, and Reflection as the cued session parts and preserve their existing 60/45-minute timing. Within Welcoming or arrival, invite Center yourself. During practice, rehearse an available choice for Practice your power. During communication and reflection, rehearse Respond with respect. In yoga, pose choice, ordinary breathing or external awareness, and boundaries support the same framework without requiring a specific feeling or a difficult posture.

Facilitator cue: "You can feel angry and still consider a next step. What can you notice, what is available to choose, and what boundary or response respects you and others?" Passing, adapting, observation, rest and staff support remain real choices.

Program scope and facilitation guidance

A scripted four-week facilitator workbook

SEL • Restorative justice • CBT- and DBT-informed educational skills

Wholistic Learning • Prepared for Dr. Danielle Nicole Johnson, PhD

Every young person. Seen. Heard. Valued.

This curriculum supports the approved four-week pilot: one 45–60-minute session per week for a group of no more than 10 youth. It contains four CPR lesson plans and four Yoga & Mindfulness lesson plans so the organization can choose one service each week, use a consistent track, or agree on an alternating sequence. It does not prescribe eight sessions for the same pilot group.

The four weekly themes are Arrive & Belong, Notice & Pause, Connect & Respect, and Carry It Forward. Each session includes explicit learning intentions, modeled language, active practice, optional reflection, and a connection to everyday life. The lessons are original educational designs aligned to the CASEL five-competency framework; alignment is not a claim of CASEL approval, certification, or evidence of this pilot's effectiveness. [1]

Planning assumption: lessons are written primarily for adolescents approximately 11–18, with age, accessibility, language, and setting adaptations agreed before delivery. This is not a claim that every facility serves or approves this age range. Younger-youth adaptations are optional only when the organization approves an appropriate group.

The two youth-service images use a coordinated editorial illustration style. They are illustrative—not photographs of actual participants, staff, facilities, or evidence of a partnership. Danielle's portrait and the original Wholistic Education business logo remain authentic, unchanged source artwork.

How to use the curriculum

Before the pilot, choose the service for each week with the school or facility contact. Use the lesson with that week's theme in the selected track. Confirm whether the session is 60 or 45 minutes; do not simply remove the reflection phase to shorten a lesson. Use the phase timings and compression instructions supplied in each plan.

Read the complete lesson before teaching. Practice the model language and activity rules. Gather only approved materials. Select a no-material, oral, or chair-based alternative in advance. Keep a copy of the participation and safety guidance available to the facilitator and designated staff member.

State the learning intention in plain language, model a short example, invite—not demand—practice, and debrief the specific skill. Do not require youth to complete earlier weeks before participating. Briefly reteach the shared agreements at every meeting, because attendance and group composition may change.

This is a cued workbook for another qualified, approved facilitator—not a requirement to repeat every sentence exactly or a substitute for preparation. Each phase provides Say, Do, Ask, Watch for, and 45-minute adaptation guidance. Use the supplied examples as natural-language models, while preserving participation choices, learning intentions, and safety boundaries.

No fixed dates are built into the curriculum. Use Week 1–4 labels, and agree the actual dates and any school-calendar or facility restrictions separately. Staff professional learning, additional youth groups, and curriculum customization remain separate services; this manual does not add those sessions to the pilot.

The five SEL competencies

The following definitions paraphrase CASEL's five interrelated areas. The examples describe what this curriculum gives youth an opportunity to practice, not what every participant must publicly demonstrate. [1]

Self-awareness

Recognizing one's emotions, thoughts, values, identity, interests, and strengths, and noticing how these relate to actions. In this curriculum, youth may identify an existing strength, notice an optional body or attention cue, or name a practice that feels useful. A youth can use a fictional example or keep a personal response private.

Self-management

Choosing ways to manage emotions, thoughts, and actions while working toward personal or shared goals. Here, youth practice a voluntary pause, choose a comfortable movement or external-awareness option, and plan a manageable next step. Stillness and compliance are not evidence that a young person is emotionally regulated.

Social awareness

Considering other perspectives and contexts, recognizing strengths in others, and practicing empathy without assuming what another person feels or has experienced. Here, youth explore more than one interpretation of a fictional situation and notice how different participation styles can belong in the same group.

Relationship skills

Communicating clearly, listening, cooperating, navigating disagreement constructively, and seeking or offering appropriate support. Here, youth rehearse a listening statement, a respectful request, a pass, a help-seeking phrase, or a cooperative group action. Eye contact is not required to demonstrate listening.

Responsible decision-making

Making caring, constructive choices by considering information, safety, possible consequences, and the well-being of self and others. Here, youth compare two responses to a fictional everyday situation, select an approved support option, or create a realistic if–then plan. The aim is reasoning and agency, not labeling a young person's character as good or bad.

Four-week alignment and sequence

Week 1 — Arrive & Belong

Primary focus: self-awareness and relationship skills. Youth are invited to identify a strength or interest, understand their participation choices, and contribute to shared agreements. CPR practices welcome, voice, and listening through low-pressure connection. Yoga practices choosing a comfortable position or movement and noticing without judgment.

Week 2 — Notice & Pause

Primary focus: self-management and responsible decision-making. Youth practice noticing a cue, trying an optional pause, and comparing possible next actions. CPR uses fictional everyday choices and cooperative practice. Yoga offers comfortable movement, natural breathing, or external sensory awareness without requiring a particular feeling afterward.

Week 3 — Connect & Respect

Primary focus: social awareness and relationship skills. Youth practice perspective-taking, respectful requests, and cooperation. CPR makes the communication skills explicit through shared play and dialogue. Yoga connects individual choice with respect for space, boundaries, and different ways of participating.

Week 4 — Carry It Forward

Primary focus: responsible decision-making and self-awareness, with self-management and help-seeking carried forward. Youth may choose a practice, identify a strength, and name a small next step or approved support role. CPR closes the group with voluntary reflection. Yoga invites youth to select and rehearse an accessible practice they might use again.

Across either four-week track, all five competency areas are practiced. A mixed track preserves the weekly themes and skill progression. The lesson-level alignment identifies the actual activity and a possible nonclinical learning indicator for each selected competency; it does not simply list every competency on every page.

Session flow: Welcoming, Share, Practice, Reflection

CPR means Center Yourself, Practice Your Power, Respond with Respect—not first-aid or medical CPR. The session flow remains Welcoming → Share → Practice → Reflection. Those four parts organize delivery; CPR is the framework practiced within them.

Welcoming

Establish welcome, orient youth to the purpose, review participation choices, and invite an accessible greeting. A word, wave, nod, observation, or pass is sufficient. No handshake, touch, eye contact, personal information, or public emotional check-in is required. The facilitator models an example before opening the invitation.

Share

Offer one focused prompt connected to the skill. Allow a short contribution, a fictional example, a private response, a nonverbal choice, or a pass. Set a predictable turn-taking pattern, avoid cross-examination or unsolicited advice, and do not ask youth to explain their court involvement, trauma, diagnosis, family circumstances, or private history.

Practice

Use cooperative community play to practice the skill in action. Explain the goal and rules, model a round, provide an observe/adapt option, and connect what happened to the learning intention. Avoid elimination, public rankings, forced touch, competition based on personal disclosures, and materials or movement that the setting has not approved.

Reflection

Invite youth to notice a skill, describe a possible use, or identify a takeaway. A pass or private response remains valid. Include appreciation or closure without requiring gratitude, forgiveness, optimism, or a positive feeling. Reflection includes the closing and next step; do not add an unplanned fifth phase.

The standard 60-minute CPR allocation is Welcoming 8, Share 12, Practice 28, and Reflection 12 minutes. The 45-minute allocation is Welcoming 5, Share 8, Practice 23, and Reflection 9 minutes. Timings include transitions; each lesson explains which practice rounds to reduce.

CASEL's separate SEL Signature Practices emphasize an inclusive welcome, engaging strategies, and an intentional close. These ideas support purposeful routine design here, but they do not replace or certify the four-part CPR sequence. [2]

Yoga & Mindfulness: the repeatable lesson rhythm

The five phases are Arrival & Choice, Natural Breathing & Awareness, Mindful Movement, Rest & Notice, and Reflection & Transfer. Standard 60-minute timings are 8, 8, 24, 8, and 12 minutes. The 45-minute timings are 5, 5, 18, 7, and 10 minutes.

Natural Breathing & Awareness is a varied teaching segment, not an instruction to attend to breathing continuously for eight minutes. Offer ordinary comfortable breathing or an external anchor such as a visible object, a sound, or the contact of a chair. Never require breath holds, forceful breathing, deep breathing, rapid breathing, or counted breathing ratios.

A qualified facilitator must review the movements for the actual group and approved space. Youth stay within a self-selected comfortable range and may observe or stop. Chair-based and standing versions are available; mats and floor work are not required. No hands-on adjustments, partner balancing, inversions, extreme stretching, or promises of a medical or physiological result are included.

The illustrative artwork shows examples of participation, not a required posture, clothing choice, eye position, or room arrangement. Use the written safety and choice instructions even when a pictured participant has closed eyes.

Facilitator preparation and setting agreement

Confirm a designated staff contact, approved space, group age band, group size, accessibility needs described without identifying details, session length, supervision, permitted materials, and a

stop/pause signal. Coordinate language support and the organization's consent or permission procedures. Do not assume vendor, insurance, screening, or background-check approval is already complete.

In juvenile-serving facilities, obtain approval for facilitator entry, furniture, movement, supplies, printed pages, writing tools, and any participant movement before the visit. Do not rely on a quiet corner or an exit option that conflicts with supervision or movement rules. Staff retain responsibility for supervision, safety, and the setting's incident response.

Arrange chairs or seating so everyone can see or hear without blocking staff sightlines or routes. Do not create an improvised restraint space or ask a young person to move without staff approval. If chairs are not permitted, ask staff to approve a safe seated or standing alternative before delivering the movement track.

In public and private schools, agree how the session fits existing expectations without turning SEL into a reward or punishment. Do not remove participation choices as a behavior consequence. Family or caregiver take-home sharing is optional and follows school or facility policy; no family access or contact is assumed.

Participation, privacy, and response to distress

At every session, state: "You can join, adapt, observe, rest, or pass. You do not need to share anything personal to belong." Treat these as real choices. Do not make youth explain why they pass or require visible emotion to prove engagement.

Do not promise confidentiality. Explain that the facilitator respects privacy, but designated staff may need to respond to safety concerns under the setting's procedures. Redirect private case or trauma details gently: "You do not need to tell that story here. We can keep this activity general, and I can help you connect with the appropriate staff support." Do not investigate disclosures or give case-related advice.

If pain, dizziness, breath discomfort, distress, conflict, or an unsafe situation occurs, stop the activity. Offer a neutral, approved participation option and notify the designated staff contact. Staff handle safety procedures. Do not prescribe a breathing technique, touch the participant, restrain, isolate, or promise that an exercise will make the feeling go away.

SEL instruction is educational and not clinical therapy. This pilot does not diagnose, treat trauma, conduct clinical assessments, or promise reductions in symptoms, discipline referrals, violence, or justice-system involvement. A participant needing clinical or urgent support is connected to the designated staff process rather than asked to process the concern in the circle.

Observe learning without turning it into surveillance

Use the objective, the activity, and the optional reflection together. For example, a youth may demonstrate a respectful request in a fictional scenario, identify two possible responses, choose an approved pause option, or offer an alternative way to cooperate. Watching, adapting, and passing can coexist with learning.

Do not score calmness, disclosure, eye contact, stillness, or compliance. Do not infer a diagnosis or emotional state from posture or facial expression. If no observable demonstration occurs, document only that there was no opportunity to observe the skill—not that the young person failed.

The workbook includes optional pre/post educational feedback questionnaires at the user's latest request. They are clearly labeled new editable drafts based on the earlier survey goals, not recovered verbatim originals and not validated clinical instruments. Use the administration and privacy guidance in the questionnaire section before collecting any feedback. Participant practice pages remain optional learning tools and are not collected by default. This manual does not authorize creating identifiable youth records.

Use a short staff debrief after each session: What learning opportunity was offered? What activity or access change helped? What should be adapted next time? Discuss group-level teaching observations without names, diagnoses, case details, rankings, or causal claims about outcomes.

The Whole Way: the teaching bridge

The Whole Way is the curriculum name. Whole Self, Strong Circle is the four-week pilot that uses it. This workbook brings together SEL learning intentions, restorative values and relationship practice, and selected CBT- and DBT-informed educational skills. The approaches are connected, but they are not interchangeable and this workbook does not deliver clinical treatment.

SEL: what youth are practicing

Use the five competencies to name the learning intention in plain language. “Today we will practice asking for a turn respectfully” is more useful to youth than a lecture about a competency label. Connect the skill to the activity and the reflection. The lesson’s learning check is an opportunity to notice practice, not a test of personality or behavior. [1]

Restorative justice: voice, impact, needs, and possible repair

Restorative justice addresses harm and the needs and responsibilities connected with it. The Restorative Justice Council identifies restoration, voluntary informed participation, fairness, safety, accessibility, and respect as guiding principles. [3]

This workbook applies restorative values through shared agreements, dignified participation choices, listening, and fictional low-stakes exploration of impact, needs, and constructive next steps. Community-building alone is not the same as a formal restorative justice process. A breathing exercise or yoga pose does not itself repair harm.

In CPR, youth can explore how a fictional interruption affects others, what each person might need, and what a voluntary repair could look like. In Yoga & Mindfulness, restorative alignment appears through consent, respect for different bodies and boundaries, and reflection on fictional shared-space situations—not through assigning moral meaning to a posture.

Use these prompts only for fictional or facilitator-created examples: “Who might be affected?” “What might each person need?” “What would make participation more respectful?” “What could someone choose to do to repair a small impact?” A repair could be asking what is needed, offering a new turn, changing a shared plan, or giving more space. It does not have to be an apology.

Do not use the curriculum circle to investigate an actual offense, require an admission, question a harmed person, or press anyone to forgive, apologize, reconcile, or meet another party. Do not assume a detained young person is responsible for a specific harm. A real harm-conferencing process requires a separate, appropriately trained and approved practitioner, preparation, safety review, and informed voluntary participation under the organization’s procedures. [3]

CBT-informed learning: notice the link, check the interpretation, consider a choice

CBT is a talking therapy delivered by a trained therapist. One of its basic ideas is that thoughts, feelings, and actions influence one another. This workbook uses selected related ideas as ordinary educational skill practice with fictional examples—not as a therapy protocol. [4]

Invite youth to distinguish what was observed from what someone guessed it meant. For example, “A person did not respond” is an observation; “They do not respect me” is one possible interpretation. Explore another possibility without insisting that it is true or more positive. A thoughtful next action might be asking a question or seeking approved support.

Do not tell youth their concerns are imaginary or label experiences of racism, threat, unfairness, or harm as distorted thinking. An interpretation may be accurate. The skill is considering available information, context, possible effects, and safe options—not replacing a difficult thought with a happy one.

In CPR, compare possible interpretations and actions in a fictional social situation. In Yoga, notice an optional thought about participation, then distinguish that thought from the available choices. For example, “I have to do the full movement” can be followed by the accurate reminder, “Adapting and observing are available.” Do not argue with a young person about how their body feels.

No exposure exercise, trauma processing, diagnosis, clinical thought record, or treatment goal is included. The participant pages are original learning tools, not copied CBT clinical worksheets.

DBT-informed learning: acceptance and choice together

Dialectical behavior therapy brings acceptance and change together. Its skills are commonly organized into mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. This workbook draws on selected general skills related to those areas; it is not a full DBT program or a clinical DBT skills group. [5]

Mindfulness-informed practice means voluntarily noticing and describing something without judging it. Youth can use an external object or sound instead of attention to the body or breath. A facilitator might say, “You can notice that your attention moved, without calling it wrong.”

A brief pause and an approved support option reflect a limited distress-tolerance-informed learning intention. They are not crisis treatment. Do not introduce ice, cold exposure, intense exercise, forceful breathing, breath holds, or other physiological crisis strategies under this workbook.

Emotion-regulation-informed practice can include privately naming an ordinary feeling or cue and considering a next action. Do not require a public emotional disclosure or infer feelings from appearance. Acceptance of a feeling does not mean agreeing to harmful or unjust treatment.

Interpersonal-effectiveness-informed practice appears in a respectful request, boundary, listening statement, or help-seeking phrase. “I can watch this round and still belong” holds acceptance and choice together. “I understand you want a turn, and we can find a way to share turns” models validation alongside a constructive next step.

In both tracks, use short, optional practice with fictional examples. No proprietary DBT handouts, clinical acronyms presented as a full manual, diary cards, risk assessments, or promises of symptom change are included.

How the approaches work together

An ordinary fictional example can connect all four lenses. Someone is interrupted during a group task. SEL names the skills of self-awareness, listening, and decision-making. Restorative questions consider impact, needs, and a voluntary repair. CBT-informed questions distinguish the interruption from

assumptions about intent. DBT-informed practice rehearses a pause and a respectful request while acknowledging that frustration is understandable.

A movement example can do the same without turning yoga into therapy. A youth wants more space. SEL supports noticing and communication. Restorative values support consent and consideration of others' space. CBT-informed practice notices the difference between "I must copy everyone" and the actual choice to adapt. DBT-informed practice models noticing, asking clearly, and accepting that different participation can be valid.

The lesson-level alignment identifies the specific practice. Use the actual prompt and debrief rather than adding a lecture about four frameworks to every session.

Substitute-facilitator handoff

Before accepting the class

The receiving facilitator reviews the complete lesson and shared safeguards, confirms they are qualified for the selected service and actual group, and obtains the organization's approval. A workbook does not substitute for appropriate training, yoga movement competence, facility onboarding, or the designated staff safety process. Do not introduce therapy or real harm-conferencing because CBT, DBT, or RJ appears in the alignment notes.

Confirm the service, week, duration, approved group size, staff contact, space, materials, language and access supports, and stop signal. Clarify which movement or paper alternatives are approved. Do not request a list of diagnoses, offenses, or personal histories to prepare the class.

Facilitator: _____

Service / Week / Duration: _____

Designated staff role and agreed contact method: _____

Approved materials and access adaptations: _____

_____

Opening script for every class

Say: "Welcome. This is The Whole Way, part of our Whole Self, Strong Circle pilot. Today we will practice [plain-language skill]. You can join, adapt, observe, rest, or pass. You do not need to share personal details or explain your choice. We will use general or fictional examples."

Do: Show or describe the activity choices. Review how to request an approved pause or staff support. Keep staff supervision and room rules visible and predictable.

Say: "We respect privacy, but I cannot promise secrecy. If something needs safety or private support, our designated staff member will follow the setting's procedures. You do not need to tell a private story in this activity."

Watch for: Unclear instructions, inaccessible materials, a choice that is not actually available, or a participant being pressured to speak. Correct the access issue rather than judging participation.

Cues used throughout the workbook

Time gives the 60-minute plan and the corresponding 45-minute version. **Say** is sample word-for-word language. **Do** gives the concrete sequence. **Ask** offers focused prompts. **Watch for** names an access, facilitation, learning, or safety cue without diagnosing a participant. **45-minute adaptation** explains what to reduce while preserving each phase and closure.

The examples of youth responses are possibilities, not expected answers. A pass, a different interpretation, or a suggestion to change the activity can be a legitimate response. Use the follow-up script to acknowledge choice and keep the skill practice available.

Closing script for every class

Say: “You can name one thing you noticed, one thing you would change, a practice you might use again, or pass. Different takeaways are welcome.”

Do: Connect one concrete activity to the day’s learning intention. In Week 4, offer the optional post questionnaire within the planned reflection time. Do not extend the session or remove every closing invitation to make room for a form.

Say: “Thank you for the ways you chose to be here. If you need support with something beyond this activity, our designated staff member can explain the available options.”

After the class

Check that materials and movement followed approvals. Debrief at the group teaching level without identifiers or sensitive quotations. Record the next access or timing adjustment in the lesson note space. Route any safety concern through the organization’s process, not through private curriculum notes or website uploads.

CPR: Center Yourself, Practice Your Power, Respond with Respect

Welcoming → Share → Practice → Reflection

Select this track for the appropriate weekly theme. The workbook includes both tracks; the approved pilot delivers one service each week, not two simultaneous services.

Illustrative youth artwork • Real-world participation may be seated, standing, observing, adapted, or eyes open.

CPR • Week 1 — Arrive & Belong

ESSENTIAL QUESTION How can I arrive as myself and help a group make room for different ways to participate?

LEARNING INTENTIONS Youth will name, select, or privately indicate one strength or participation preference without sharing private information. Youth will make room for another idea by taking turns, acknowledging it, building on it, or passing respectfully. Youth will name two observable agreements and choose one voluntary next action.

MATERIALS Chart paper or whiteboard and marker.; Up to ten paper squares and pencils.; Timer and approved chairs or standing space.

PREPARE Confirm approved setup, staff supervision, and a quiet observation option. Draw a large circle labeled 'I can contribute by...,' 'We work better when...,' and 'Our next step.' Be ready to scribe oral ideas. Before youth arrive, make the shared Week 1 pre questionnaire available as a NEW EDITABLE DRAFT based on previously requested themes of joining comfort, respect, and useful practice; it is optional, not a validated or diagnostic instrument, and uses the first 3 minutes of Welcoming (2 minutes in the 45-minute delivery). Do not collect explanations or extend the phase.

Framework alignment in this lesson

SEL Builds self-awareness and relationship skills through voluntary participation choices, shared agreements, turn-taking, and noticing how a group makes room for different ways to join.

RESTORATIVE LEARNING Youth co-create accessible agreements and use a fictional new-member moment to name a possible impact, a need, and a voluntary low-stakes repair such as re-explaining a choice or re-inviting an idea. The practice centers voice, fairness, respect, and choice rather than blame.

CBT-INFORMED SKILL Youth separate an observable participation fact (for example, "Sam has not added an idea yet") from an interpretation ("Sam does not care"), consider another possible explanation, and choose an inclusive action. Facts and context remain important; no interpretation is treated as automatically correct.

DBT-INFORMED SKILL Uses voluntary observe-and-describe attention and a brief interpersonal request: notice what is happening without judgment, then try "Could we leave room for another option?" Passing, watching, and a quiet pause are valid skills practice.

BOUNDARY Educational, nonclinical community-building only. Fictional low-stakes repair is not restorative conferencing and does not require a real disclosure, admission, apology, forgiveness, or reconciliation; actual harm follows organization safety and reporting procedures.

SEL practice and possible learning evidence

Self-awareness — Youth choose a low-risk way to join: speaking, drawing, watching first, using fiction, or passing. Possible evidence: A youth offers or indicates a strength or preference; purposeful observation or passing is accepted.

Relationship skills — Youth use agreements in a shared, noncompetitive task where every contribution may be included. Possible evidence: The facilitator observes a turn, invitation, acknowledgment, or request for space.

Welcoming • 8 minutes / 5 minutes

SAY *You may speak, write, gesture, watch, or pass. Today we will make room for different ways of arriving.*

DO 1 Welcome without requiring touch, eye contact, names, or speech. Offer approved choices to sit, stand, or observe. State that this is cooperative community play, not a test or contest. Show silent signals: 'ready,' 'watching first,' and 'needing quiet'; all are valid.

DO 2 Within Welcoming, after welcoming and explaining choice, offer the shared optional Week 1 pre questionnaire for up to 3 minutes in the 60-minute plan or 2 minutes in the 45-minute plan. Say: "This page is optional, not a test. Skip any item or the page; you still belong." Reduce the arrival round and repeated examples rather than extending Welcoming; do not ask youth to explain ratings.

DO 3 Invite a two-word response: 'Today I might participate by….' Youth may gesture, pass, or ask you to scribe.

DO 4 Add a plain observe-and-describe practice: point to one room fact, such as "three chairs are open," rather than a guess about who wants to join. Say, "A fact helps us leave room for more information."

ASK What would help you begin? What makes this room easier to enter?

WATCH FOR Whether participation choices, quiet observation, and the pass signal are offered equally; whether anyone is pressed to explain a choice. Treat "watching first" as participation, not withdrawal.

45-MINUTE ADAPTATION Use the first 2 minutes for the optional shared pre questionnaire, then give one spoken-or-silent arrival prompt instead of a full round; retain the pass signal and choices.

Share • 12 minutes / 8 minutes

SAY *You decide what is public. Fiction, quiet observation, and passing count; we are not judging a best strength.*

DO 1 Offer a card and three choices: 'A strength I use…,' 'A fictional character's strength…,' or 'I contribute well when….' Youth may write, draw, tell you, use fiction, or pass. After two quiet minutes, volunteers place cards by the first label or keep them.

DO 2 Read only volunteered cards. Invite acknowledgment, not advice: 'I heard ___.' Ask what helps strengths show up and scribe ideas under 'We work better when…,' such as clear directions, watching first, one voice at a time, or no teasing. Choose two agreements.

DO 3 Use a fictional low-stakes example: "A new character watches the group and no one explains the choices." Ask, "What might the impact be? What might they need?" Scribe a voluntary repair, such as showing the choices again or inviting—not pressuring—an idea.

ASK What safe, everyday strength could you name? What helps someone have a real place?

WATCH FOR Whether acknowledgments name an idea without rating the speaker; whether youth use fictional or general examples rather than being asked for personal history.

45-MINUTE ADAPTATION Take three Share examples rather than a full round, scribe two agreements, and use the fictional example as the single impact–need–repair practice.

Practice • 28 minutes / 23 minutes

Named empathy skill: Observe and Describe Without Quick Labels

Practice 1: Read the fictional moment and name two camera-or-microphone details.

Practice 2: Spot one quick label or guessed motive; replace it with a neutral description.

Practice 3: Choose a respectful next line, or pass: “I noticed ___; what was going on?”

Use a fictional or approved low-stakes example. Write, draw two columns, think privately, observe a fictional character, work alone, share a made-up answer, or pass. Replace repeat rounds or examples within this phase; do not extend session timing.

Research-informed foundation: [E3]. The cited work does not validate this exact original practice; see the vault’s research connection and limits.

> **SAY** *The goal is not a perfect poster; it is noticing what makes room. If you disagree, try: ‘Could we add another option?’ Observers can notice agreements.*

DO 1 Introduce ‘Build Our Belonging Map.’ The group makes one map with words or symbols; no winners, speed scores, elimination, contact, or required movement. Rules: one voice at a time; add, build on, or pass; represent before debating; anyone may request repeat or quiet. Display two agreements.

DO 2 Round 1, 10 minutes: go around once. Each youth adds a general or fictional belonging idea, such as a welcome sign, turn-taking, or asking for help. Youth, peer, or facilitator places it. A pass may become a later turn. After two turns, name one connection.

DO 3 Round 2, 10 minutes: in pairs, or all together, choose two items and add ‘When ___ happens, we can ___.’ Model: ‘When several people want to talk, we can use a turn signal and wait.’ Use ‘we’ language. Add arrows.

DO 4 Round 3, 8 minutes: use a fictional group with several ideas. Youth may speak, hold up an agreement, observe, or ask you to read. Pause: ‘Which agreement is helping?’ Revise an arrow and name cooperation.

DO 5 Before Round 2, model the CBT-informed check: “Fact: Lee has not added an item. Guess: Lee does not care. Another possibility: Lee may be watching first. Our action: leave a later turn.” Add one map arrow using fact, possible explanation, and inclusive action.

ASK What small action makes this usable? How can we make room without putting anyone on the spot?

WATCH FOR Whether “fact” and “guess” are kept distinct, whether disagreement stays with ideas, and whether the group offers a smaller, accessible way to contribute.

45-MINUTE ADAPTATION Run one 8-minute map round, one 9-minute action-arrow round with the fact/guess check, and one 6-minute fictional practice; do not repeat a completed round.

Reflection • 12 minutes / 9 minutes

> **SAY** *Belonging does not require one participation style. Take only a next step useful to you; no promise aloud is needed.*

DO 1 Offer a quiet minute to look, write one word, or think. Use the voluntary stem 'One thing that helped participation was….' Youth may pass, name your observation, or use fiction. Connect an activity moment to participation choice or making room.

DO 2 Close within reflection: youth choose a private, written, or spoken next step—observe first, use a turn signal, ask for clearer directions, invite an idea, or name a strength. Summarize the two agreements and thank quiet attention as well as spoken participation.

DO 3 Use a final fictional repair prompt: "If the map skipped a new character's idea, what impact could that have, what might they need, and what could the group voluntarily do next?" Accept "show choices again," "ask once," "leave a later turn," or pass; do not require an apology.

ASK How do you prefer to join? What action could leave room next time?

WATCH FOR Whether any youth is asked to promise change, disclose a conflict, or make an apology; whether next steps remain private and optional.

45-MINUTE ADAPTATION Use one reflection stem and one fictional repair prompt, then offer a private next step rather than a go-round.

Visual example and model exchanges

Watching can be a valid choice.

Facilitator: A fictional new member watches the map and has not added an idea. What is one fact, one possible need, and one respectful next step?
Possible youth response: Fact: they are watching. Maybe they need to see the choices first. We could leave a later turn.

Facilitator follow-up: That keeps the fact and the guess separate. Offering a later turn is a voluntary way to leave room; the character can still pass.

Facilitator: What could the group do if an idea was skipped on the fictional map?

Possible youth response: Ask if they want it added, but they can say no.

Facilitator follow-up: Yes. Asking once and accepting no can repair access without putting anyone on the spot.

Use the image to ask what is observable and what is an assumption. The pictured clothing, posture and furniture are not required. Actual chair or room adjustments need staff approval.

Adapt the access, not the dignity

45-MINUTE VERSION Keep CPR at 5, 8, 23, and 9 minutes. Use the silent signal, take three to five Share examples, then run an 8-minute map round, 9-minute action-arrow round, and 6-minute fictional practice with pause-and-revise. Use one reflection stem and a private or spoken next step.

LOW-MATERIAL, LANGUAGE, LITERACY, ACCESS, AND APPROVED YOUNGER-AGE ADAPTATION Without cards, build the map orally or on an approved board while you repeat and scribe ideas. Youth may gesture, use a partner scribe, use home-language words with clarification, or receive one direction at a time. For

approved ages 8–10, ask ‘What helps a new person join?’ and let youth point to a symbol while an adult scribes; retain passing and noncompetitive rules.

Learning check and transfer

OBSERVE Use an observational teaching check, not a score or survey. Note whether the group names two agreements and whether you see a participation choice, acknowledgment, turn, invitation, respectful pass, or request for space. In reflection, listen for a voluntary agreement-to-activity connection. If evidence is thin, reteach with a neutral fictional scenario next session rather than calling out individuals.

TRANSFER Invite youth to silently ask before a group, ‘How can I arrive as myself and leave room for someone else?’ They may keep their answer private, write one word, or choose no action.

If the lesson needs a change

SEVERAL YOUTH SPEAK AT ONCE OR ONE IDEA DOMINATES. Pause without blame: ‘More than one idea is waiting; let’s represent them before building on them.’ Reuse visible turns, scribe ideas, or invite the frequent speaker to notice inclusion.

A YOUTH DECLINES TO SHARE, BECOMES QUIET, OR SHOWS DISTRESS. Say, ‘You may pass, watch, or use the approved quiet option.’ Do not seek a reason or personal details. Stop that youth’s participation demand, offer a low-demand role only if welcome, and follow designated staff procedures for any safety concern.

Facilitator workbook notes

What was approved or adapted? What teaching opportunity was offered? What should change next time? No youth identifiers, case details, clinical conclusions, or sensitive quotations.

CPR • Week 2 — Notice & Pause

ESSENTIAL QUESTION How can pause support a group response?

LEARNING INTENTIONS Youth will name or indicate one non-identifying pause cue, such as a fast voice, tense shoulders, or confusion. Youth will practice a pause in cooperative play and generate two options for a fictional group situation. Youth will explain, point to, or use a stem to show how one option supports safety or respect.

MATERIALS One soft foam ball or rolled clean socks and a visible timer.; Large signs: NOTICE, PAUSE, OPTIONS, and NEXT STEP.; Six fictional scenario cards, a marker, and approved chairs or standing spaces.

PREPARE Confirm room, supervision, and materials with site staff. Make a clear circle, post signs, and identify an approved observation spot. Prepare cards such as, 'Two people start talking over each other.' Without materials, speak cards, use hand signals, and point around the circle rather than pass an object.

Framework alignment in this lesson

SEL Builds self-management and responsible decision-making as youth notice a general cue, pause, compare options, and choose a safety- and respect-supporting next step in fictional play.

RESTORATIVE LEARNING For fictional group mix-ups, youth consider who may be affected, what participation need is present, and a voluntary repair that restores access—such as restating a rule, making a turn available, or asking an approved adult for help.

CBT-INFORMED SKILL Uses the educational thought-feeling-action connection: a card detail can lead to an interpretation, a feeling or body cue, and an action. Youth compare alternative possibilities and choose a constructive response without dismissing safety concerns or unfair treatment.

DBT-INFORMED SKILL Practices a short mindfulness pause—observe a cue, describe it plainly, and choose stillness, a respectful request, or approved support. The skill holds acceptance of a feeling together with the option to change an action.

BOUNDARY This is not therapy, exposure, or crisis treatment. Youth use fictional examples and may pass; if a situation feels unsafe or distressing, they use approved adult support and site procedures.

SEL practice and possible learning evidence

Self-management — Youth notice a cue at a signal and choose still hands, an option card, seated space, or a repeated prompt. Possible evidence: Youth show a pause tool without sharing personal history.

Responsible decision-making — Groups compare fictional next steps: Is it safe? Is it respectful? What might happen next? Possible evidence: Youth state, point to, or repeat why an option is constructive.

Welcoming • 8 minutes / 5 minutes

SAY *You can speak, point, gesture, or pass. We are making a moment before choosing what happens next.*

DO 1 Welcome youth without requiring touch, speech, or eye contact. Offer sitting, standing, or observing first. Invite a name, gesture, or pass. Say the play practices noticing, pausing, and choosing a next step.

DO 2 Raise a flat hand and say 'Notice.' Everyone may become still, lower the object, or observe; release with 'Continue.' Practice five seconds. Ask for two agreements, such as leaving space and not teasing.

DO 3 After the signal practice, say, "We can notice a fact—voices are louder—without deciding why." Youth may point to NOTICE, PAUSE, or pass; this is a voluntary observe-and-describe skill.

ASK What helps a group pause without putting anyone on the spot? How will you show readiness?

WATCH FOR Whether the signal is used as an access support rather than discipline; whether stillness, observation, and alternate communication are accepted.

45-MINUTE ADAPTATION Use one signal rehearsal and one agreement. Do not repeat the readiness round; retain sitting, standing, and observation choices.

Share • 12 minutes / 8 minutes

SAY *We use fictional moments, not real stories. A cue helps us compare options.*

DO 1 Point to the signs and model: 'In a made-up game, my voice gets fast. I put my feet still. I could ask for a repeat, suggest turns, or watch. I choose a repeat to understand.' Explain that cues are information, not labels; they can be thoughts, body signals, or behavior changes.

DO 2 Read: 'A player grabs for the ball twice' and 'The group cannot agree on rules.' Youth may pass, point, or make up an example. Chart short answers, changing 'slow down' into 'ask for one voice at a time.' A pause is a choice, not punishment; seek an approved adult if something feels unsafe.

DO 3 Add a short thought–feeling–action example using a card: "Fact: two people talk at once. One possible thought is 'I will not be heard'; someone might feel tense and grab for the ball. Another possibility is to use the turn signal." Ask for possibilities, not a "correct" thought.

ASK What might someone notice here? What pause does not require talking? Which step is respectful and useful?

WATCH FOR Whether interpretation is presented as tentative and whether youth are redirected to approved support if a scenario feels unsafe, instead of being asked to think positively.

45-MINUTE ADAPTATION Model one card only, chart one cue and two options, and use the thought–feeling–action example in place of additional examples.

Practice • 28 minutes / 23 minutes

Named empathy skill: Listen and Reflect Back

Practice 1: Choose a fictional line and silently notice its main point.

Practice 2: Offer one brief reflection: "It sounds like …"

Practice 3: Add "Did I get that right?" and revise only if new information is offered.

Use a fictional or approved low-stakes example. Practice aloud with the fictional scenario, write or draw a reflection, think of one silently, observe a modeled example, or pass. No personal story, eye contact,

or partner sharing is required. Replace repeat rounds or examples within this phase; do not extend session timing.

Research-informed foundation: [E2] [E6]. The cited work does not validate this exact original practice; see the vault's research connection and limits.

SAY *Do not react fastest; make room for a constructive choice. At 'Pause,' choose still hands, watching, or ask for the card again. We need two options, not one perfect answer.*

DO 1 Play 'Notice–Pause–Choose Circle.' Move the soft object while completing six fictional cards. There are no winners, outs, points, speed goals, or physical contact. Youth may roll or hand it to a consenting next person, or point instead. The facilitator or a participant may use NOTICE. While the object rests, choose stillness, observation, or an approved alternative. Practice one pass and signal.

DO 2 For each card, the person with or nearest the object names, points to, or asks for a cue. Say 'Pause,' wait five seconds, and ask for two options. A different volunteer or the group selects a NEXT STEP using the three lenses. Use: 'Two teammates both want to explain'; 'Someone laughs when a rule is missed'; 'Voices get louder'; 'A new player looks unsure'; 'A suggestion is ignored'; and 'The ball rolls outside.' Redirect personal stories to the card.

DO 3 After three cards, huddle for two minutes. Rehearse feet still, hands in lap, looking at OPTIONS, or raising a hand. Finish the cards, rotating opportunities without requiring speech or object-holding. Name one cooperative action.

DO 4 On one card in the circle, add a restorative check: "If a fictional player is left out, what might the impact be, what might they need, and what voluntary repair could restore a turn?" Examples include restating the rule, offering the next turn, or asking staff; do not assign fault.

ASK What is the cue? Name two next steps before choosing one. What could happen next with that option?

WATCH FOR Whether cards remain fictional and low stakes; whether repair is offered as a choice that restores access, not a required apology or punishment.

45-MINUTE ADAPTATION Complete four cards total; use the restorative check on one card, huddle after card two, and omit two repeat card rounds.

Reflection • 12 minutes / 9 minutes

SAY *We practiced: notice, pause, compare options, choose. Keep practice small and appropriate for the setting.*

DO 1 Return to the signs. Invite one cue, pause tool, and constructive option heard during play. Youth may speak, point, or use: 'A pause can help when ___.' 'One next step I could try is ___.' Accept a pass. A pause makes room to choose or ask for help.

DO 2 Close inside Reflection with a private choice: notice a neutral cue, try an approved quiet pause, or listen for two options before advice. Youth may signal with a finger, nod, or no public response. Thank the group and identify staff support under site practice.

DO 3 Pair the closing stem with a respectful request: "I notice ___. Could we __?" or "I need an approved adult's help." Explain that a pause can accept a feeling and still change the next action.

ASK Which pause tool felt possible? How did two options change the group's choice? What small, respectful next step might you choose later?

WATCH FOR Whether youth can pass or choose a nonverbal option; whether help-seeking is affirmed without inviting details of real incidents.

45-MINUTE ADAPTATION Take one cue–pause–option response and one request model, then use a private signal for the transfer choice instead of multiple shares.

Visual example and model exchanges

An external attention anchor is optional.

Facilitator: In the card, two people talk at once. What is a cue, and what are two options?
Possible youth response: The voices are loud. We could use the turn signal or ask for the card again.

Facilitator follow-up: Those are two constructive options. We do not have to decide why voices got loud before choosing a respectful pause.

Facilitator: If a fictional player misses a turn, what could help repair participation?

Possible youth response: Give them the next turn or explain the rule again.

Facilitator follow-up: Those are voluntary repairs that restore access. A player may still choose to watch or pass.

Use the image to ask what is observable and what is an assumption. The pictured clothing, posture and furniture are not required. Actual chair or room adjustments need staff approval.

Adapt the access, not the dignity

45-MINUTE DELIVERY Use 5–8–23–9. Model one Share card, complete four Practice cards, huddle after card two, and retain two options plus transfer.

LANGUAGE, LITERACY, AND COMMUNICATION ACCESS Pair signs with gestures or icons, read cards aloud, and allow pointing, drawing, home-language words, AAC, or approved read-back. Offer 'I notice __,' 'I pause __,' and 'We could __ or __.'

MOBILITY, SENSORY, OR SPACE NEEDS Run seated or from fixed locations, replace passing with pointing, use a visible signal, and offer an approved quieter observation place.

OPTIONAL APPROVED ADAPTATION FOR AGES 8–10 Use four picture cards and 'Notice it; pause; pick a helpful choice.' Name two options before a pointing choice. Use only for site-approved ages.

Learning check and transfer

OBSERVE Use an unscored check in Practice and Reflection. Look for a youth identifying a fictional cue, using or observing the pause signal, and naming, pointing to, or echoing an option with a safety or respect reason. Keep non-identifying notes, such as 'group generated two options after prompt,' to guide the next lesson; do not score youth or use this as research or clinical assessment.

TRANSFER At the next approved activity, youth may privately notice a cue, use a quiet pause, or name two respectful options. Next session may use fictional examples; disclosure remains optional.

If the lesson needs a change

GROUP SHOUTS ANSWERS OR TREATS THE SIGNAL AS A JOKE. Rest the object; re-model a five-second pause. Limit one round to two voices plus pointing, then say: 'We waited, then heard two options.'

A YOUTH DECLINES THE OBJECT OR APPEARS DISTRESSED DURING A SCENARIO. Do not ask why or require participation. Offer approved observation, pointing, quieter seating, or later re-entry without spotlighting the youth. Follow site staff procedures for any safety concern.

Facilitator workbook notes

What was approved or adapted? What teaching opportunity was offered? What should change next time? No youth identifiers, case details, clinical conclusions, or sensitive quotations.

CPR • Week 3 — Connect & Respect

ESSENTIAL QUESTION How can I show respect when someone sees a situation differently?

LEARNING INTENTIONS Youth will use 'might,' 'could,' or 'I wonder' to name a possible need in a fictional situation. Youth will paraphrase an idea before offering a response. Youth will create one practical plan that acknowledges two fictional perspectives.

MATERIALS One fictional Situation Card and three matching Perspective Cards per group, plus a board or paper with 'Might need,' 'I heard,' and 'We could.'; Markers, optional index cards, a visible timer, and the posted frame: 'They might need ___. I heard ___. We could ___.'; Only facility-approved materials and seating.

PREPARE Arrange groups and post the sentence frame. Prepare a fictional talent-show team: one wants a clear schedule, one wants ideas heard, and one has early transportation. Confirm the scenario fits the setting and establish an approved quiet observe-only choice with staff.

Framework alignment in this lesson

SEL Builds social awareness and relationship skills through tentative perspective-taking, paraphrasing, and cooperative planning that does not require agreement or personal disclosure.

RESTORATIVE LEARNING Using the fictional showcase team, youth identify a possible impact of a plan, a card-supported need, and a voluntary repair or adjustment that increases fair participation, such as offering an earlier meeting option or collecting ideas before scheduling.

CBT-INFORMED SKILL Youth distinguish what the card states from the story they might add, test a second plausible interpretation, and link the more careful understanding to a collaborative action. They do not relabel valid concerns, racism, injustice, or safety risks as distorted thinking.

DBT-INFORMED SKILL Uses nonjudgmental observation and interpersonal effectiveness practice: "I heard ___. Could we ___?" Youth can make a clear request, offer a boundary-respecting option, or ask for approved support.

BOUNDARY Educational fictional rehearsal only; it is not mediation or restorative conferencing about real conflicts. No youth is asked to identify a person who caused harm, forgive, reconcile, or solve another person's life.

SEL practice and possible learning evidence

Social awareness — Youth use card details and tentative language to distinguish a possible perspective from a fact. Possible evidence: A youth says, points to, or dictates one card-supported 'might' or 'could' statement.

Relationship skills — Youth listen, paraphrase, and cooperate instead of trying to win an argument. Possible evidence: A group creates a short plan naming two perspectives and one respectful action.

Welcoming • 8 minutes / 5 minutes

SAY *You may speak, point, write, help, or observe. Be curious about what someone might need; do not claim to know their whole story.*

DO 1 Welcome youth without requiring a handshake, eye contact, or spoken reply. Point to the agenda: Welcoming, Share, Practice, Reflection. Invite youth to say, point to, or write one respectful quality; quiet listening counts. Acknowledge answers neutrally.

DO 2 Model that two people can care about a group while disagreeing. Introduce 'might,' 'heard,' and 'could.' For 45 minutes, take one response, then model.

DO 3 Add a 20-second facts-or-story cue: point to a card detail, then say, "A story we might add is not a fact yet." Invite a "might" question or pass before the respectful-quality response.

ASK What quality helps a group feel respectful? What phrase leaves room for curiosity?

WATCH FOR Whether curiosity language is used without guessing private motives; whether youth can listen or point rather than speak.

45-MINUTE ADAPTATION Take one respectful-quality response and one facts-or-story model; move directly to the Share scenario.

Share • 12 minutes / 8 minutes

SAY *We practice possibilities, not labels. 'Taylor might need time to get home' is different from deciding what Taylor is like. A listener says, 'I heard transportation matters.'*

DO 1 Read: 'The showcase team is choosing a meeting time. Kai wants a detailed plan, Morgan wants ideas heard, and Taylor has an early bus.' Youth may respond or pass. In pairs, finish, 'This person might care about __ because __.' The listener says, 'I heard __.' Youth may point to the frame or request a reader.

DO 2 Invite two examples and ask, 'What card detail helped you think that?' In 45 minutes, model one pair exchange and invite one example.

DO 3 After a pair exchange, ask for one alternative possibility supported by the card: "Taylor might need transport time; another possibility is that the schedule needs checking." Link the different possibilities to asking before deciding.

ASK What detail supports your 'might' statement? How does paraphrasing show understanding?

WATCH FOR Whether youth cite card details rather than stereotypes or labels and whether paraphrasing occurs before a new idea.

45-MINUTE ADAPTATION Use one pair model and one youth example only; keep the alternative-possibility check within that example and omit additional shares.

Practice • 28 minutes / 23 minutes

Named empathy skill: Validate without necessarily agreeing

Practice 1: Choose the fictional situation or quietly imagine one; name one possible feeling or concern without claiming certainty.

Practice 2: Write, say, or think: "It makes sense you felt ___ when ___."

Practice 3: Add: "I may see it differently, and I still need ___."

Use a fictional or approved low-stakes example. Practice silently, write or draw one line, use only the fictional scenario, observe a demonstration, or pass. No personal story, partner work, or eye contact is required. Replace repeat rounds or examples within this phase; do not extend session timing.

Research-informed foundation: [E10] [E11]. The cited work does not validate this exact original practice; see the vault's research connection and limits.

> **SAY** *Do not solve a real person's life or prove a point. Use details, listen, and create a respectful next step. If unsure, try, 'I wonder if they might need ___.'*

DO 1 Make cooperative groups. Give each group the cards and a Bridge Map. State rules: use fictional cards, use 'might' or 'could,' make room for every card, and create one shared plan. There are no winners, rankings, or personal disclosures. Offer reader, recorder, frame-checker, and observer roles; roles may be shared.

DO 2 For six minutes, groups place or dictate one need per card under 'Might need.' For six more, one youth names a need and the next paraphrases before adding an idea. Model: 'Morgan might need to share ideas.' 'I heard Morgan wants space to contribute.' Redirect unsupported assumptions to card details.

DO 3 For ten minutes, groups rehearse: 'We heard that __ and __. We could __.' Model: 'We heard Taylor needs bus time and Morgan wants input. We could meet for twenty minutes, collect ideas, and send the schedule.' In the final six minutes, groups read, display, or have the facilitator read their plan. Peers offer one noticing, not a judgment. For 45 minutes use three, five, nine, and six minute rounds; omit rotation.

DO 4 After the shared plan, add: "If the fictional schedule left Taylor out, what might the impact and need be? What voluntary repair could improve access?" Invite a plan adjustment such as an earlier option, a short meeting, or collected ideas before scheduling.

ASK What might this person be trying to make easier? What did you hear before adding your idea? What could address more than one perspective?

WATCH FOR Whether groups name impact, need, and a practical repair without assigning blame or treating a fictional repair as a real-conflict process.

45-MINUTE ADAPTATION Use three, five, nine, and six minute rounds: one need per card, one paraphrase round, one shared plan with the repair check, and one display; omit rotation.

Reflection • 12 minutes / 9 minutes

> **SAY** *Respect does not mean everyone wants the same thing. It can mean checking details, naming a need, and making room for more than one voice.*

DO 1 Offer thirty seconds of quiet think time with eyes open or on the Bridge Map. Youth may speak, write, draw, or pass. Ask where a paraphrase or 'might' statement changed the plan. Do not ask for private examples.

DO 2 Close within Reflection: youth may choose 'I heard you,' 'What detail are we using?' or 'We could' for a future approved group task. They may say it, circle it, keep it private, or pass. Thank the group. For 45 minutes, take one response and one takeaway.

DO 3 Offer a boundary-respecting interpersonal stem: "I heard ___. Could we check ___?" Youth may select it, keep it private, or pass. Clarify that respect can include asking for support or not continuing a conversation that feels unsafe.

ASK Where did your group use a paraphrase or 'might' statement? What made the plan more respectful? Which phrase could help in a future group conversation?

WATCH FOR Whether youth are not pressured to use a phrase outside the setting; whether support is named as appropriate when a concern exceeds the fictional activity.

45-MINUTE ADAPTATION Take one response and one take-away phrase. Keep the selected stem visible rather than doing a second reflection round.

Visual example and model exchanges

A respectful request leaves room for another voice.

Facilitator: What is a card fact, and what is a possible need for Taylor?
Possible youth response: The card says Taylor has an early bus. Taylor might need an earlier time.

Facilitator follow-up: You used a detail and "might," so we are not assuming Taylor's whole story. What plan could check that need?

Facilitator: What could a group say if its plan might leave one fictional person out?

Possible youth response: I heard bus time matters. Could we collect ideas before the meeting?

Facilitator follow-up: That paraphrases, makes a respectful request, and offers a repair without deciding who is right.

Use the image to ask what is observable and what is an assumption. The pictured clothing, posture and furniture are not required. Actual chair or room adjustments need staff approval.

Adapt the access, not the dignity

45-MINUTE DELIVERY Use 5, 8, 23, and 9 minutes. Shorten examples and omit rotation, but retain exchange, paraphrase, shared plan, group share, and Reflection close.

LOW-MATERIAL FALLBACK Read one scenario aloud and verbally assign three viewpoints. Draw or repeat the headings while youth dictate, point to, or say 'might,' 'heard,' and 'could.'

LANGUAGE, LITERACY, AND COMMUNICATION ACCESS Read cards aloud, use symbols, and keep frames visible. Permit approved home-language discussion, pointing, AAC, dictation, drawing, or a peer reader; value meaning over grammar.

ACCESSIBILITY AND SETTING Keep participation seated or standing by choice and offer clear space, readable print, and observer or recorder roles. Use scenarios without personal names or sensitive disclosures.

OPTIONAL APPROVED ADAPTATION FOR AGES 8–10 Use two picture-supported viewpoints and say 'what someone might need.' Offer choices such as time, a turn, directions, or help while keeping cooperative planning.

Learning check and transfer

OBSERVE While circulating, make optional, nonidentifying marks for a tentative statement, paraphrase, and plan naming two perspectives. Note one phrase to reteach. Do not score youth or treat silence as failure; use this to decide whether to model the frame again.

TRANSFER Offer this voluntary prompt: 'At my next approved group task, could I try "I heard you," "What detail are we using?" or "We could"?' Youth may keep an answer private, write it, or share without naming another person.

If the lesson needs a change

A GROUP DEBATES WHICH FICTIONAL CHARACTER IS RIGHT OR CLAIMS MORE THAN THE CARD SUPPORTS. Pause: 'We do not need a winner. Show the detail, then try "might."' Have the group name one need for every card before returning to its plan.

ONE YOUTH DOMINATES WHILE ANOTHER IS SILENT OR CHOOSES NOT TO SPEAK. Restate participation choices. Offer pointing, recording, observing, passing, or a facilitator-read selection; ask the speaker to paraphrase before adding another idea.

Facilitator workbook notes

What was approved or adapted? What teaching opportunity was offered? What should change next time? No youth identifiers, case details, clinical conclusions, or sensitive quotations.

CPR • Week 4 — Carry It Forward

ESSENTIAL QUESTION How can I choose a practice, take a step, and use approved support respectfully?

LEARNING INTENTIONS Youth will identify one CPR practice that could help a fictional person in an everyday situation. Youth will make a cooperative plan with a cue, a respectful action, and approved support. Youth will voluntarily give a safety, respect, or likely-result reason for a choice.

MATERIALS Four cards labeled Notice, Pause, Connect with Respect, and Carry It Forward; paper and markers.; Optional: fictional situation and sentence-stem cards. Low-material fallback: use an oral or board map headed Notice, Choose, and Carry It Forward.

PREPARE Confirm room, staffing, procedures, and materials. Display cards. Prepare fictional situations: task exclusion, a disrespectful group-chat comment, game-rule disagreement, or feeling rushed before replying. Use no real names or personal stories. Arrange seats for group work, observation, or quiet approved space. Before youth arrive, make the shared Week 4 post questionnaire available as a NEW EDITABLE DRAFT based on previously requested themes of joining comfort, respect, and useful practice; it is optional, not a validated or diagnostic instrument, and uses up to 4 minutes of Reflection (3 minutes in the 45-minute delivery). Do not collect explanations or extend the phase.

Framework alignment in this lesson

SEL Builds self-awareness and responsible decision-making as youth identify a cue or preference, compare constructive options, select a small next step, and identify approved support.

RESTORATIVE LEARNING Groups use fictional everyday situations to ask how a choice could affect participation, what a person or group may need, and what voluntary repair could restore access or respect. Plans include voice, safety, and shared responsibility rather than punishment.

CBT-INFORMED SKILL Youth use a simple observation–interpretation–action check: name a concrete cue, avoid treating a first assumption as fact, compare options, and make an if–then plan for a fictional situation. Context and real safety concerns are not argued away.

DBT-INFORMED SKILL Practices mindful noticing, a brief pause, and interpersonal effectiveness through a respectful request or boundary plus approved support. A youth may choose observation rather than active rehearsal.

BOUNDARY The shared post questionnaire and all lesson activities are optional educational feedback/practice, not clinical assessment or treatment. Fictional repair is not a substitute for safety, legal, reporting, or organization processes for actual harm.

SEL practice and possible learning evidence

Responsible decision-making — Groups compare two respectful responses to a fictional situation and select a small action after considering safety and likely results. Possible evidence: In a map share, a group names its action and one reason.

Self-awareness — Youth name, point to, or draw a cue or preference that guides a usable practice choice. Possible evidence: In reflection, a youth may use a sentence stem, write, point, or pass.

Welcoming • 8 minutes / 5 minutes

SAY *All participation modes count. Rehearse respectful next steps, not perfect answers.*

DO 1 Welcome youth from seats or doorway; touch, eye contact, and spoken replies are optional. Point to the four labels and offer speak, write or draw, point, help, or observe. Review the sequence with a point or word. Explain that today uses fictional situations and small next steps, not personal stories.

DO 2 Add the CBT-informed prompt, "What is one observable cue, and what is one story we should not treat as a fact yet?" Model that a respectful choice can be to pause and ask for more information.

ASK Which label is familiar today? How can someone participate without talking?

WATCH FOR Whether youth can join by pointing, writing, observing, or passing; whether facts and interpretations are kept separate without dismissing real safety or unfairness.

45-MINUTE ADAPTATION Review the four labels once, model the observation-versus-story prompt, and take no additional greeting round.

Share • 12 minutes / 8 minutes

SAY *Use a character or pass; no one needs to share a personal event. Listen for what the person noticed, could do, and how the choice may affect others.*

DO 1 Offer an optional pair-share or group round: "A practice that could help a fictional person is ___ because ___." Youth may pass, point to a card, or use the model: "A student notices their shoulders tightening before replying online. A pause could help them choose a respectful response." Hear two or three examples from a movie, game, school, or invented story. Name the skill without judging the person.

DO 2 For one fictional person, trace a small link: "They notice rushed shoulders; they think 'I have to answer now'; they pause and choose a respectful reply or support." Ask for a second possible interpretation only if it helps; facts and context still matter.

ASK What might tell a person to slow down? What makes a next step small enough to try?

WATCH FOR Whether youth use fictional examples and whether "another possibility" is not used to invalidate a person's safety concern, discrimination, or unfair treatment.

45-MINUTE ADAPTATION Use one facilitator model and two volunteer or point-to-card examples, including the link; omit further Share turns.

Practice • 28 minutes / 23 minutes

Named empathy skill: Notice Impact and Practice Voluntary Repair

Practice 1: Use a fictional or low-stakes moment; name what happened and one possible impact without guessing anyone's feelings.

Practice 2: Try: "I notice my choice may have affected you. Would you like to tell me what it was like?"

Practice 3: Offer one realistic repair or ask what would help; respect "no," "not now," or no response.

Use a fictional or approved low-stakes example. Work only with the fictional story, a made-up comic, or a private low-stakes example; write, draw, rehearse silently, or pass. No personal disclosure, partner

work, eye contact, or direct contact is required. Replace repeat rounds or examples within this phase; do not extend session timing.

Research-informed foundation: [E18] [E19]. The cited work does not validate this exact original practice; see the vault's research connection and limits.

> **SAY** *This is rehearsal, not a test. A character angry about game rules might ask for a pause, use a respectful sentence, or ask staff for help. Which choice best protects respect and safety?*

DO 1 Form groups of two to four; observers may point or offer a word. Give each group a fictional situation and paper divided into Notice, Choose, and Carry It Forward. Rules: stay fictional, make room for ideas, disagree with ideas rather than people, and name approved staff support when adult help is needed. No winners, rankings, eliminations, required movement, or required sharing.

DO 2 In Notice, write or draw one cue, such as "I feel rushed." In Choose, generate two constructive options, select one, and add a safety, respect, or likely-result reason. In Carry It Forward, name one action possible within a day and one approved support. Circulate and ask questions rather than give a right answer.

DO 3 After about fourteen minutes, each group gives a one-minute share. Listeners offer one bridge: "A strength in that plan is ___," or "Another respectful option could be ___." Ask which box was easiest and which needed thought.

DO 4 Add a fourth, spoken check to the map: "Who could this choice affect, what might they need, and what voluntary repair would restore respect or access?" Keep the three written boxes; groups may add the answer orally, for example, "restate the rule and offer the next turn."

ASK What cue says slow down? What two actions avoid pressure or put-downs? Why choose this option? What small action and approved support fit?

WATCH FOR Whether the group considers impact and access without identifying a culprit; whether repair is voluntary, realistic, and paired with approved support when needed.

45-MINUTE ADAPTATION Give groups one brief situation, one cue, two options, one reason, and one oral impact–need–repair check; hear two shares plus one bridge.

Reflection • 12 minutes / 9 minutes

> **SAY** *A useful plan is small, respectful, and possible. You may keep it private. Asking an approved adult for help is a strong decision.*

DO 1 Return to the cards and offer quiet thinking time. Give the voluntary stem, "One practice I might carry forward is ___; a small next step could be ___." Youth may speak, write, point, use a fictional person, or pass. If needed model, "I might carry forward Pause. I can pause before a hard conversation and ask the staff member on duty for help if respect is slipping." Close within reflection: youth privately choose one practice to notice this week, and name where approved support is available.

DO 2 After initial quiet thinking, administer the shared optional Week 4 post questionnaire for up to 4 minutes in the 60-minute plan or 3 minutes in the 45-minute plan. State: "This new editable draft asks about joining comfort, respect, and useful practice; it is not a test. You may skip items or pass." Do not ask follow-up about responses. Then offer the private carry-forward choice and approved-support reminder; reduce verbal reflection shares rather than extending this phase.

ASK Which practice feels useful? What could help you remember it?

WATCH FOR Whether questionnaire participation and every item are optional, private, and free of explanation; whether no participant is asked to display, read, score, or compare another youth's responses and no personal disclosure is requested.

45-MINUTE ADAPTATION Use the shared post questionnaire for up to 3 minutes, one private carry-forward choice, and one support reminder; omit voluntary examples and additional reflection shares.

Visual example and model exchanges

A voluntary repair can change a shared plan.

Facilitator: A fictional student feels rushed before replying online. What is an observation, and what action could follow?
Possible youth response: Their shoulders are tight. They could pause and ask staff for help if the comment is not respectful.

Facilitator follow-up: That is a small if–then plan. A first thought does not have to be treated as a fact, and support is a valid choice.

Facilitator: How could a fictional group repair a rule decision that left someone out?

Possible youth response: Explain the rule and offer the next turn.

Facilitator follow-up: That names an action that can restore access. The group can ask; it does not pressure the person to rejoin.

Use the image to ask what is observable and what is an assumption. The pictured clothing, posture and furniture are not required. Actual chair or room adjustments need staff approval.

Adapt the access, not the dignity

45-MINUTE DELIVERY Use 5/8/23/9 minutes. Review labels in Welcoming; use one model and two volunteers in Share. Give all groups one brief situation, limit maps to one cue and two options, and hear two shares plus one bridge. Preserve the private carry-forward choice and support prompt in Reflection.

ACCESS, LANGUAGE, LITERACY, AND FACILITY NEEDS Read situations aloud and pair key words with site-approved icons or gestures. Offer drawing, pointing, dictation, sentence stems, or trusted language support. Participation never requires standing, touch, eye contact, or disclosure. For the optional approved ages 8–10 adaptation, use one situation, say "what might happen next," and scribe a group plan.

LOW-MATERIAL FALLBACK Say or draw the three headings. Read one fictional situation and make one oral map with two options, one reason, one small action, and one approved support.

Learning check and transfer

OBSERVE Use an observational teaching check during map shares, never a score or survey. Listen for a fictional cue, two constructive options, an action with a safety, respect, or likely-result reason, and

approved support. Model a missing box before reflection. Youth may show learning by speaking, pointing, drawing, helping, or observing; do not record personal information. Nonclinical.

TRANSFER Invite youth to privately notice when CPR may help and try one respectful step: "When I notice ___, I can ___, and an approved support I can use is ___." They may keep this internal or use a fictional character.

If the lesson needs a change

A GROUP RUSHES TO ONE ANSWER, JOKES ABOUT A CHARACTER, OR DEBATES WHO IS RIGHT. Pause and require two constructive options before choosing. Say, "We are testing ideas, not ranking people. Name one option that protects respect and one that changes what happens next." Model an option, then return choice to the group.

A YOUTH DECLINES TO JOIN A GROUP OR BEGINS SHARING A PERSONAL SAFETY CONCERN. Honor a pass and offer observing, pointing, drawing, or quiet work within site rules. Say, "You can use the fictional card or watch." For a safety concern, stop the group conversation and follow designated staff procedures rather than seeking details.

Facilitator workbook notes

What was approved or adapted? What teaching opportunity was offered? What should change next time? No youth identifiers, case details, clinical conclusions, or sensitive quotations.

Yoga & Mindfulness

Arrival & Choice → Natural Breathing & Awareness → Mindful Movement → Rest & Notice → Reflection & Transfer

Select this track for the appropriate weekly theme. The workbook includes both tracks; the approved pilot delivers one service each week, not two simultaneous services.

Illustrative youth artwork • Real-world participation may be seated, standing, observing, adapted, or eyes open.

Yoga & Mindfulness • Week 1 — Arrive & Belong

ESSENTIAL QUESTION How can I join a group respectfully?

LEARNING INTENTIONS Youth will indicate one choice by speaking, gesturing, or passing. Youth will practice mindful movement using chair, standing, observing, or rest options. Youth will name one shared agreement and respectful next-group choice.

MATERIALS An approved chair or standing area with personal zones and a clear exit.; Optional paper for agreements and cards labeled move, chair, watch, and rest.; A clock or timer. No props, mats, music, or floor work are required.

PREPARE Confirm supervision, entry expectations, approved equipment, and staff response if support is needed. Arrange chairs neutrally, say or display the four choices, and offer them equally. This secular lesson requests no personal histories. Before youth arrive, make the shared Week 1 pre questionnaire available as a NEW EDITABLE DRAFT based on previously requested themes of joining comfort, respect, and useful practice; it is optional, not a validated or diagnostic instrument, and uses the first 3 minutes of Arrival & Choice (2 minutes in the 45-minute delivery). Do not collect explanations or extend the phase.

Framework alignment in this lesson

SEL Builds self-awareness and relationship skills through noticing comfort, choosing a participation route, communicating a boundary or preference, and co-creating agreements for shared space.

RESTORATIVE LEARNING Youth use community voice to make accessible agreements. In Reflection & Transfer they consider a fictional newcomer whose participation is made harder, name a possible impact and need, and choose a voluntary repair such as clearly offering choices or re-inviting participation.

CBT-INFORMED SKILL Youth practice separating a neutral observation from a quick interpretation—for example, noticing that someone watches first rather than deciding they are uninterested—and choose a respectful action that leaves room for more information.

DBT-INFORMED SKILL Uses voluntary observe-and-describe attention to room, support, and comfort, along with interpersonal boundary language such as “I choose the chair,” “I am watching,” or “Please leave room.” No special breathing ratio or forced stillness is used.

BOUNDARY Movement is not presented as RJ, CBT, or treatment. This is secular, educational, and nonclinical; participation, eyes, movement range, rest, and disclosure remain voluntary, and actual safety concerns go to approved staff.

SEL practice and possible learning evidence

Self-awareness — Youth notice sensory information and choose movement or observation. Possible evidence: A youth names, points to, or demonstrates a chosen option.

Relationship skills — Youth use agreements about space, passing, and listening in a sequence. Possible evidence: A youth repeats an agreement, waits for a turn, or acknowledges a choice.

Arrival & Choice • 8 minutes / 5 minutes

SAY *You do not have to move, speak, close your eyes, or share personal information. What agreement would help people participate without being put on the spot?*

DO 1 Welcome youth without required touch or eye contact. Invite a chair, standing, or observation place; name move, chair, watch, and rest. Identify personal space, exit route, and an approved pause signal.

DO 2 Offer an arrival round: youth may use a name and finish, 'A new group can feel workable when ___.' They may speak, point, use a fictional answer, or pass. Turn suggestions into three to five agreements, such as space, listening, and no teasing.

DO 3 Within this phase, use the shared optional Week 1 pre questionnaire for up to 3 minutes in the 60-minute plan or 2 minutes in the 45-minute plan. Say: "This is a new editable draft about joining comfort, respect, and useful practice, not a test. You can skip any item or pass." Do not ask youth to explain responses; reduce the arrival round rather than extending time. Add a boundary choice: youth may point to chair, standing, watch, or rest and say "I choose ___," or remain silent.

ASK Answer, point, fictional example, or pass? What does enough personal space look like?

WATCH FOR Whether the questionnaire is optional and private; whether every route, including watch and rest, is genuinely available and no youth is asked to explain comfort, movement, or a pass.

45-MINUTE ADAPTATION Use the first 2 minutes for the optional shared pre questionnaire, collect two agreements, and invite one silent or spoken choice rather than a full arrival round.

Natural Breathing & Awareness • 8 minutes / 5 minutes

SAY *Let breathing do its regular job; there is nothing to fix or count. If breath is not useful, return to the room, feet, or chair.*

DO 1 With eyes open or softly focused, invite youth to find three neutral details: a color, shape, or chair texture. Then they may notice natural breathing without changing it, or notice feet, chair support, or room.

DO 2 Ask whether stillness, gentle movement, or watching fits now. Youth may point, touch a thigh, or do nothing. Name responses as information, not performance.

DO 3 Add an observation-versus-interpretation cue: "Observation: a person chooses the chair near the exit. Interpretation: they do not want to join. We do not know that." Ask what respectful action leaves room for more information, such as keeping a choice open.

ASK What neutral thing can you see or feel? Does stillness, movement, or watching fit?

WATCH FOR Whether breath remains natural and optional, eyes may stay open, and neutral noticing is not used to judge mood, readiness, or participation.

45-MINUTE ADAPTATION Choose two neutral details and one support point only; give the observation-versus-interpretation cue once and omit a second check-in.

Practice — Mindful Movement • 24 minutes / 18 minutes

Named empathy skill: Observe and Describe Without Quick Labels

Practice 1: Read the fictional moment and name two camera-or-microphone details.

Practice 2: Spot one quick label or guessed motive; replace it with a neutral description.

Practice 3: Choose a respectful next line, or pass: “I noticed ___; what was going on?”

Use a fictional or approved low-stakes example. Write, draw two columns, think privately, observe a fictional character, work alone, share a made-up answer, or pass. Replace repeat rounds or examples within this phase; do not extend session timing.

Research-informed foundation: [E3]. The cited work does not validate this exact original practice; see the vault’s research connection and limits.

> **SAY** *Watch first if you want. Choose a steady range; there is no best shape. Stop and tell staff if something hurts, feels dizzy, or becomes upsetting.*

DO 1 Demonstrate, then lead two slow rounds: grounded feet, shoulder rolls, arm reach or resting hands, side weight shift or seated side reach, and a small step or seated heel lift. After each, pause for a smaller range, chair or standing version, watching, or rest. Stop with pain, dizziness, or distress and notify staff.

DO 2 Create the cooperative ‘Belonging Sequence.’ Invite one safe seated-or-standing movement, such as open palms or pressing feet down; substitute a neutral option if needed. Practice four selected movements. Rules are no contact, ranking, or perfect synchronization.

DO 3 Ask youth to name, point to, or pass on one adapted, steady, or observed movement. Reinforce leaving space and not commenting on bodies.

DO 4 During the Belonging Sequence, include a voluntary boundary rehearsal without contact: youth may point, speak, or imagine, “I choose chair/watch/rest,” or “Please leave room.” A peer response can be “Okay, that choice works.” Explain that the movement is a route for practicing respectful choice, not the RJ or CBT skill itself.

ASK What made this workable? What helped make room for choices?

WATCH FOR Whether space, no-touch rules, and the option to stop are maintained; whether no body is corrected, compared, or used as evidence of participation.

45-MINUTE ADAPTATION Lead one core round plus one youth-selected movement and one boundary phrase; do not repeat the full sequence.

Rest & Notice • 8 minutes / 7 minutes

> **SAY** *Rest can be stillness, looking around quietly, or sitting comfortably. Notice information, not a right answer.*

DO 1 Invite a one- to two-minute reset in a chair, standing, or other approved position. Eyes may remain open or close by choice. Offer feet, hands, chair support, or a visual point as anchors; youth may also look around quietly.

DO 2 Return with a gradual scan: notice one sound, contact point, and room detail. Invite an optional open palm for ready, hand near body for taking time, or no signal; do not interpret it.

DO 3 Add a short nonjudgmental notice: "I can name support—chair, floor, room detail—or say pass." Youth may distinguish a body/room fact from a rating of themselves.

ASK What did your attention notice? What choice supported your comfort?

WATCH FOR Whether rest is accessible seated, standing, or observing and whether a signal is not interpreted as consent, readiness, or emotional information.

45-MINUTE ADAPTATION Offer a one-minute reset, one anchor choice, and no readiness share beyond an optional signal.

Reflection & Transfer • 12 minutes / 10 minutes

SAY *Belonging does not mean everyone participates the same way. A useful next step can be small. Share, point, or keep your choice private.*

DO 1 Review agreements and model: 'A student joining a club might choose the chair near the exit and still listen.' Invite youth to name, point to, or pass on one way a person can arrive and belong while keeping boundaries. Acknowledge without requiring disclosure or positivity.

DO 2 Close within reflection: youth select one next-group action—notice feet, choose a workable seat, use a pass, make room, or state a respectful need. They may offer an exit phrase, gesture, or silent choice. Thank youth and preview noticing choices next session.

DO 3 Use the required fictional restorative practice: "A new club member sees only standing options and stays by the door. What might the impact be? What might they need? What voluntary repair could the group try?" Accept "show chair/watch/rest choices," "make room," or "ask once and leave choice open." Then offer the private next-group action. Do not request a real story, apology, or reconciliation.

ASK What agreement would a fictional new member notice? Which small choice could help you arrive next time? How could you make room for another choice?

WATCH FOR Whether the scenario remains fictional and repair restores access without blame; whether youth may pass and boundaries are respected even when the group wants participation.

45-MINUTE ADAPTATION Use the fictional impact–need–repair prompt once, one private next action, and no full go-round.

Visual example and model exchanges

Watching can be a valid choice.

Facilitator: A fictional new club member chooses the chair near the exit. What is an observation and a respectful response?
Possible youth response: They chose that chair. We can show them the watch and rest choices too.

Facilitator follow-up: Right. We do not need to guess why. Offering clear choices can make participation more accessible.

Facilitator: In the fictional club, only standing options were shown and the new member stayed by the door. What might help?

Possible youth response: They might need chair or watch options. We could show the choices again.

Facilitator follow-up: That is a voluntary repair of access. The member can choose any option or pass.

Use the image to ask what is observable and what is an assumption. The pictured clothing, posture and furniture are not required. Actual chair or room adjustments need staff approval.

Adapt the access, not the dignity

45-MINUTE DELIVERY Use the stated 5, 5, 18, 7, and 10-minute phases. Collect three agreements, lead one core round plus one youth-selected movement, and take full-group reflection. Preserve every phase and transfer.

LOW-MATERIAL, LIMITED-SPACE, OR FACILITY-RESTRICTED SETTING Use cleared chair or standing space, spoken choices, and finger signals; no cards, board, music, mats, or floor work. Replace steps with heel lifts or weight shifts and repeat agreements.

APPROVED YOUNGER YOUTH AGES 8–10 ADAPTATION With school or facility approval, use 'my space,' 'kind words,' and 'my choice'; demonstrate one movement at a time and use a fictional new character.

LANGUAGE, LITERACY, ACCESS, AND VARIED COMFORT NEEDS Read prompts aloud, demonstrate movement, allow home-language responses or gestures, and use short agreement phrases. Offer chair, standing, observation, and rest equally; coordinate individual needs through approved staff.

Learning check and transfer

OBSERVE Use an optional, non-scored teaching check: observe whether youth can indicate a choice, recognize an agreement, and connect it to respectful involvement. Record brief nonidentifying notes, such as 'group named space agreement' or 'needed chair model,' to adjust teaching; this is not a survey, clinical assessment, or outcome measure.

TRANSFER Before the next group, invite youth to choose one arrival action: notice a neutral detail, select a workable seat or stance, use a pass, or make space for another person. Next time ask which participation choice they noticed without requesting details or proof.

If the lesson needs a change

A YOUTH DECLINES MOVEMENT, DOES NOT RESPOND, OR SEEMS RELUCTANT TO JOIN. Normalize observation and quiet listening: 'Watching is one of today's choices.' Offer a neutral observation role or seat without singling the youth out, and continue without explanation, eye contact, or disclosure.

YOUTH COPY PEERS, LAUGH AT DIFFERENCES, OR TURN THE SEQUENCE INTO A CONTEST. Pause calmly: 'We are practicing options, not judging shapes.' Show chair and standing versions, then restart with room for choices. Stop activity and follow staff procedures if safety or distress arises.

Facilitator workbook notes

What was approved or adapted? What teaching opportunity was offered? What should change next time? No youth identifiers, case details, clinical conclusions, or sensitive quotations.

Yoga & Mindfulness • Week 2 — Notice & Pause

ESSENTIAL QUESTION How can noticing a cue and taking an optional pause help me choose a constructive next step?

LEARNING INTENTIONS Youth will identify one general cue that signals a need to slow down. Youth will practice an optional seated, standing, or observation-based pause with a natural comfortable breath. Youth will compare two constructive options and say why one could help.

MATERIALS Use approved chairs or standing spaces and a visible timer.; Use signs labeled NOTICE, PAUSE, and CHOOSE; spoken labels and room spots are the low-material fallback.; Use a board, if available, for fictional options; youth need not write.

PREPARE Confirm room, movement conditions, staff coverage, and site procedures. Place three signs or name three spots. Prepare: 'During a group task, Jordan hears a disrespectful comment and notices a tight jaw and fast words.' Offer chair, standing, and observer locations. No floor work, touch, or closed eyes are needed.

Framework alignment in this lesson

SEL Builds self-management and responsible decision-making by noticing general cues, selecting an accessible pause, comparing options, and recognizing approved support.

RESTORATIVE LEARNING With a fictional group-task scenario, youth consider the impact of a disrespectful comment on participation, what someone may need, and a voluntary low-stakes repair such as restating an agreement, making room for a turn, or seeking approved support.

CBT-INFORMED SKILL Youth distinguish the card's observable details from assumptions about intent, notice how an interpretation can influence a feeling or action, and compare another possibility before selecting a constructive response. This does not minimize actual danger or injustice.

DBT-INFORMED SKILL Practices brief, voluntary mindfulness and distress-tolerance-informed pausing: observe a cue, name it without judgment, ground through a comfortable approved option, and choose a respectful request, space, or support.

BOUNDARY No pose, breath pattern, or pause is a cure or required coping response. The lesson is educational rather than a clinical DBT group; youth can observe or pass and use site safety procedures when needed.

SEL practice and possible learning evidence

Self-management — Participants notice a cue and select a pause within their comfort range. Possible evidence: A youth identifies a cue and chooses grounding, stillness, or observation.

Responsible decision-making — Participants compare fictional, setting-appropriate responses. Possible evidence: A youth names an option and why it may help.

Arrival & Choice • 8 minutes / 5 minutes

SAY *Practice: notice a cue, take an optional pause, choose a constructive step. A pause is not punishment. Sit, stand, observe, or pass without explaining.*

DO 1 Welcome without a physical greeting. Invite a chair, standing, or observer choice. Youth notice a room detail and feet or seat. Passing, adapting, resting, and quiet listening count.

DO 2 Use a self-selected range; do not touch or correct others. Stop if pain, dizziness, or distress occurs; take the site-approved quiet choice and notify staff.

DO 3 Add one community-access agreement: "A pause can include sitting, standing, watching, or asking for room; no one has to explain." Youth may signal agreement or pass.

ASK What neutral detail do you notice? Which starting choice fits today?

WATCH FOR Whether route choices are honored and the pause is never used as punishment, forced compliance, or a demand for a personal explanation.

45-MINUTE ADAPTATION State the agreement once, invite a room-detail cue, and omit repeat starting-choice shares.

Natural Breathing & Awareness • 8 minutes / 5 minutes

SAY *Keep breath natural and comfortable. We are gathering information, not fixing. A cue can signal that a pause gives more choice.*

DO 1 Invite open eyes or lowered gaze. Notice three outside sounds, feet or seat support, and natural breath without changing it. Watching an object is welcome. Silently note: settled, busy, or in between.

DO 2 A cue is information, not a label. Examples: clenched hands, quick talking, a loud room, or a repeating thought. Offer a fictional example or pass.

DO 3 Use Jordan's card for a fact-or-story check: "Card fact: a comment did not meet the group agreement. A guess about intent may need more information." Ask youth to identify a cue and one constructive option without disputing that disrespect can have real impact.

ASK Which cue is easiest to notice? What might Jordan notice before words speed up?

WATCH FOR Whether the facilitator avoids minimizing disrespect, racism, injustice, or valid safety concerns; whether natural breathing remains unforced and observation is enough.

45-MINUTE ADAPTATION Name one room/body cue and use Jordan for the single fact-or-story example; do not solicit additional personal or fictional examples.

Practice — Mindful Movement • 24 minutes / 18 minutes

Named empathy skill: Listen and Reflect Back

Practice 1: Choose a fictional line and silently notice its main point.

Practice 2: Offer one brief reflection: "It sounds like …"

Practice 3: Add "Did I get that right?" and revise only if new information is offered.

Use a fictional or approved low-stakes example. Practice aloud with the fictional scenario, write or draw a reflection, think of one silently, observe a modeled example, or pass. No personal story, eye contact, or partner sharing is required. Replace repeat rounds or examples within this phase; do not extend session timing.

Research-informed foundation: [E2] [E6]. The cited work does not validate this exact original practice; see the vault's research connection and limits.

SAY *We are practicing choices, not stretching for a shape. NOTICE gathers information; PAUSE gives space; CHOOSE selects a safe next step. Asking staff for help can be constructive.*

DO 1 Teach the Signal-to-Choice Path. At NOTICE, sit or stand tall and comfortably look at a fixed point. At PAUSE, ground feet or rest hands on thighs and notice natural breath. At CHOOSE, take a small step, return to a chair, or remain still while naming an option. Demonstrate, then repeat slowly. Youth may walk, work beside a chair, watch, or rehearse.

DO 2 Read Jordan's scenario. In pairs, trios, or one group, youth move or gesture through the signs: NOTICE—a cue; PAUSE—ground feet, a fixed point, permitted space, or a moment; CHOOSE—a respectful sentence, approved adult help, return when ready, or task focus. Discuss only Jordan; observer and pass roles remain.

DO 3 Debrief without ranking: share a cue and two options. Ask what could make an option useful and what support Jordan needs. Model: 'Jordan notices a tight jaw; grounding feet could make space for a respectful sentence.' Pausing creates room to choose.

DO 4 After the Path, add a restorative fictional prompt: "If Jordan's chance to participate is affected, what could the impact be, what might Jordan or the group need, and what voluntary repair could help?" Offer choices such as restating the agreement, making a turn, using a respectful request, or approved adult help.

ASK What cue might Jordan notice? Which pause follows group rules? When could approved adult support help?

WATCH FOR Whether the practice stays about Jordan and low-stakes participation; whether repair is not framed as an apology demand, investigation, or substitute for safety procedures.

45-MINUTE ADAPTATION Keep one Path round and Jordan's scenario. Use the impact–need–repair prompt during the existing debrief and omit a second movement round.

Rest & Notice • 8 minutes / 7 minutes

SAY *Rest can be seated, standing, or watching. Keep eyes open if helpful. Notice without changing anything; your next step can be small.*

DO 1 Invite seated rest, standing, or a neutral object. For one minute, notice sounds, support, and natural breath. Repeat: 'Notice—what is here? Pause—what gives space? Choose—what option?' Silence is complete.

DO 2 Invite an optional sentence stem, point, or pass: 'A pause could look like ___.' Affirm that stillness, movement, asking for space, and approved support can all be pauses.

DO 3 Add a DBT-informed plain-language cue: "Notice and name: 'my hands are tight' or 'the room is loud'; then choose a small approved pause." No youth has to name an emotion or change it.

ASK What pause is available here? What became clearer?

WATCH FOR Whether silence and pass are accepted; whether grounding is comfortable and no breath holding, intense exercise, or special breathing count is introduced.

45-MINUTE ADAPTATION Use one minute of rest, one notice-and-name example, and one optional stem; no extra shares.

Reflection & Transfer • 12 minutes / 10 minutes

SAY *You need not promise to use this every time. Consider one small option to remember. If a moment feels too big or unsafe, getting approved support is constructive.*

DO 1 Lead voluntary reflection. Invite youth to speak about Jordan rather than themselves. Summarize: cues provide information, a pause makes room to compare safe choices, and approved support is legitimate. Accept speech, a choice card, or a pass; require neither disclosure nor positive feelings.

DO 2 For closure, invite each youth to privately choose a cue and approved pause, such as grounding feet, looking at a fixed object, or saying, 'Can I have a moment?' They may practice silently or aloud. Thank all participation and preview next week's respectful connection skill.

DO 3 In the fictional reflection, say, "A pause can make space to check impact and needs before a next step." Invite one respectful request—"Could we restate the rule?"—or approved support. Keep the private cue-and-pause choice.

ASK Which option is constructive, and why? When I notice ___, an optional pause is ___. What support route could Jordan use?

WATCH FOR Whether youth are not asked to practice a request aloud or report using it; whether staff support is emphasized if a moment is too big or unsafe.

45-MINUTE ADAPTATION Take one constructive-option reason and one fictional request model, then preserve the private transfer rehearsal without additional discussion.

Visual example and model exchanges

An external attention anchor is optional.

Facilitator: Jordan hears a comment that does not meet the group agreement. What can Jordan notice, and what pause could fit?
Possible youth response: Jordan might notice a tight jaw and put both feet down or watch for a moment.

Facilitator follow-up: That is noticing information, not judging it. Jordan can then choose a respectful request or approved support.

Facilitator: What could help if the fictional comment made it harder for Jordan to participate?

Possible youth response: Restate the agreement and give Jordan a turn if they want one.

Facilitator follow-up: That considers impact and access. It is a group repair option, not a demand that Jordan talk or forgive anyone.

Use the image to ask what is observable and what is an assumption. The pictured clothing, posture and furniture are not required. Actual chair or room adjustments need staff approval.

Adapt the access, not the dignity

45-MINUTE DELIVERY Use 5, 5, 18, 7, and 10 minutes. Keep one Path round and Jordan's scenario; preserve Rest & Notice and transfer rehearsal.

ACCESS, LANGUAGE, LITERACY, AND APPROVED YOUNGER 8–10 ADAPTATION Model actions, repeat the three words with gestures, read scenarios aloud, and accept pointing, movement, or one-word responses. For approved younger youth, use shorter wording and two choices at a time.

LIMITED SPACE, MOBILITY VARIATION, OR LOW MATERIALS Run the path from chairs or standing spots: look at a fixed point, ground feet or hands, then point toward an option. Use spoken labels. Youth may observe, use approved mobility support, or rehearse mentally.

Learning check and transfer

OBSERVE During the scenario and closing, listen for a general cue, an optional pause, and an option with a reason. Keep only an aggregate teaching note, such as 'most named cues; revisit consequences,' with no names, scores, diagnoses, or research claims. Passing and quiet observation are valid participation.

TRANSFER Offer the voluntary reminder, 'Notice, pause, choose.' In an ordinary moment, youth may identify a cue, use a setting-appropriate pause, and consider a respectful sentence, returning to a task, or approved staff support. No reporting back is required.

If the lesson needs a change

A PARTICIPANT DECLINES MOVEMENT, SAYS IT FEELS AWKWARD, OR COPIES ANOTHER PERSON'S RANGE. Say, 'Observing is practice, and your comfortable range is enough.' Offer seated practice or mental rehearsal and redirect from bodies to the three-step skill.

FICTIONAL DISCUSSION SHIFTS TO REAL CONFLICT DETAILS, TEASING, OR DISTRESS. Say, 'Keep this about Jordan so no one must share personal details.' Return to the general skill; if distress is present, stop, offer the site-approved quiet choice, and notify designated staff.

Facilitator workbook notes

What was approved or adapted? What teaching opportunity was offered? What should change next time? No youth identifiers, case details, clinical conclusions, or sensitive quotations.

Yoga & Mindfulness • Week 3 — Connect & Respect

ESSENTIAL QUESTION How does curiosity support respectful cooperation?

LEARNING INTENTIONS Youth will identify a neutral observation in a fictional situation. Youth will rehearse a respectful question and either-or option. Youth will choose one communication practice for an approved everyday setting.

MATERIALS A site-approved area with chairs, timer, and four signs: NOTICE, ASK, OPTIONS, and AGREE. With no materials, use board locations or fingers.; Three fictional cards: planning shared art supplies, choosing loud or quiet game roles, and welcoming someone new to a routine.

PREPARE Confirm the site-approved room, staffing, chairs, entry routines, and movement space. Place signs apart, or identify board locations. Prepare seated, standing, and observer routes; no floor work, touch, or personal stories are needed.

Framework alignment in this lesson

SEL Builds social awareness and relationship skills through neutral observation, curiosity, listening, offering meaningful options, and cooperative next steps.

RESTORATIVE LEARNING In Reflection & Transfer, youth use a fictional participation scenario to consider impact, need, and a voluntary repair that increases voice or access. The focus is fair participation and shared agreements, not deciding fault or requiring reconciliation.

CBT-INFORMED SKILL Youth distinguish an observable fact from an assumption, consider a second possible explanation, and connect a more careful interpretation to a respectful question or action. Valid safety, discrimination, and injustice concerns are not reframed away.

DBT-INFORMED SKILL Uses nonjudgmental observe-and-describe attention and interpersonal effectiveness practice: make a respectful request, offer a real choice, honor a boundary, and check in without demanding agreement.

BOUNDARY The Respect Path is an educational communication rehearsal, not therapy, mediation, or a restorative conference. Movement is optional and not claimed to create RJ or CBT outcomes.

SEL practice and possible learning evidence

Social awareness — Youth separate an observable fact from an assumption and ask curiously about a fictional perspective. Possible evidence: A youth selects a fact, such as ‘We have different ideas,’ before a question.

Relationship skills — Youth listen, offer choices, and build a shared response without needing the same preference. Possible evidence: A youth uses an observation, question, option, and next step for a fictional card.

Arrival & Choice • 8 minutes / 5 minutes

SAY *Choose seated, standing, or observing. We will notice what is happening and ask before guessing; no personal story is needed.*

DO 1 Welcome youth without requiring a response. Offer a chair, standing space, or observation place and show the signs. Agree to use personal space, discuss fictional situations only, and choose a comfortable range. A nod, thumb, or pass can show readiness; quiet listening counts.

DO 2 Add the community agreement, "We can describe what we see, ask before guessing, and leave room for a pass." Invite a nod, point, or quiet observation.

ASK What helps a group feel respectful? You may pass. Which route fits today?

WATCH FOR Whether the facilitator avoids requiring a response or treating quiet observation as nonparticipation; whether grouping and movement options comply with site approval.

45-MINUTE ADAPTATION State the agreement once and invite one silent route choice; omit further arrival responses.

Natural Breathing & Awareness • 8 minutes / 5 minutes

SAY *Breathe naturally. Ask before deciding another person's preference.*

DO 1 With eyes open or resting comfortably, find two colors, one steady surface, and one sound. Notice the natural, comfortable breath without changing it. Quietly notice whether moving, sitting, watching, or pausing fits today, then consider that another person's preference may differ.

DO 2 Add a CBT-informed contrast: "Observation: two people chose different sound roles. Interpretation: one is trying to be difficult. We need more information." Invite a curious question rather than a conclusion.

ASK What can you observe without making a story? What question could learn a preference?

WATCH FOR Whether the activity distinguishes facts from assumptions without denying a youth's real concern; whether breath and gaze choices remain voluntary and comfortable.

45-MINUTE ADAPTATION Find two colors, one surface, and one sound; use one observation-versus-interpretation example and move directly to the path.

Practice — Mindful Movement • 24 minutes / 18 minutes

Named empathy skill: Validate without necessarily agreeing

Practice 1: Choose the fictional situation or quietly imagine one; name one possible feeling or concern without claiming certainty.

Practice 2: Write, say, or think: "It makes sense you felt ___ when ___."

Practice 3: Add: "I may see it differently, and I still need ___."

Use a fictional or approved low-stakes example. Practice silently, write or draw one line, use only the fictional scenario, observe a demonstration, or pass. No personal story, partner work, or eye contact is required. Replace repeat rounds or examples within this phase; do not extend session timing.

Research-informed foundation: [E10] [E11]. The cited work does not validate this exact original practice; see the vault's research connection and limits.

SAY *Chair, still, and observing are equal routes. Use facts, curiosity, a real choice, and a cooperative next step. We practice language, not real-life decisions.*

DO 1 Demonstrate the Respect Path. At NOTICE, make a tall seated or standing shape and state a fact: 'We have different ideas.' At ASK, gently roll shoulders or settle hands and say, 'What would help this work for you?' At OPTIONS, take a small step, toe tap, or seated heel shift and offer, 'Would A or B help more?' At AGREE, return to a steady shape and say, 'Let's try one and check in.' An observer tracks the words with eyes or a finger.

DO 2 Youth choose independent work, facilitator support, or pairs/groups of three. Read one card aloud; youth travel the path in order, taking turns offering, repeating, or passing on a phrase. Rules: individual spaces, no touch, fictional talk, and room for a pass. After one round, revise one phrase to be clearer or kinder, switch who begins, and use a second card. Debrief with the model: 'I notice different sound preferences. What would help? Would a quieter role or a later turn work? Let's try the quieter role and check in.'

DO 3 After the first card, have youth test one alternate explanation and connect it to an action: "We do not know why the role differs; we can ask what would help and offer A or B." Keep seated, standing, still, and observer routes equal.

ASK What did you observe before asking? How could a question be more curious? Which two options could work?

WATCH FOR Whether options are meaningful rather than pressure disguised as choice; whether no youth is asked to mirror a peer or disclose a real preference.

45-MINUTE ADAPTATION Demonstrate once, complete one card round, and revise one phrase; omit the second card round while retaining the full NOTICE–ASK–OPTIONS–AGREE sequence.

Rest & Notice • 8 minutes / 7 minutes

SAY *Rest can be seated, standing, still, or watching. Notice without grading your body or anyone else's.*

DO 1 Choose seated rest, steady standing rest, or quiet observing, with eyes open and hands comfortable. Notice one contact point, one sound, and whether stillness or adjustment helps. Privately rehearse 'What would help?' Invite voluntary shares, pointing, or passes, then reflect that pausing can make room for information.

DO 2 Use a nonjudgmental check-in: "Name a contact point or room sound, not a score about your body." Privately rehearse the boundary-respecting question, "What would help?"

ASK Which phrase felt easiest? What changed when the group asked first?

WATCH FOR Whether rest is not treated as a reward and whether body comments, performance comparisons, or forced eye contact are interrupted.

45-MINUTE ADAPTATION Use one contact point and one sound, then privately rehearse one phrase; do not take a group share unless time remains.

Reflection & Transfer • 12 minutes / 10 minutes

SAY *Notice, ask, offer options, and agree on a next step. Keep any stem that feels useful, or simply listen today.*

DO 1 Return to the essential question. Invite speech, pointing, or listening: we need not guess a perspective; we can leave respectful room to learn more. Offer, 'I noticed different ideas, so I asked what would help before we chose.' Youth may privately select a class activity, recreation group, or home conversation where a respectful question could help; request no names or details. Close within reflection by choosing one stem: 'I notice…,' 'What would help?,' or 'Would A or B work?'

DO 2 Use the required restorative fictional discussion: "In the shared-art-supplies card, one person's idea is skipped. What could the impact be? What might they need? What voluntary repair could restore voice or access?" Scribe choices such as offering a turn, asking a curious question, or revisiting the plan. Clarify that this is not deciding fault or asking for an apology. Then close with a private stem.

ASK What differs between an observation and assumption? Which stem could support cooperation? What choice do you want to remember? Pass is welcome.

WATCH FOR Whether the impact–need–repair discussion remains fictional, low stakes, and voluntary; whether youth are not asked to reconcile a real conflict or continue an interaction that feels unsafe.

45-MINUTE ADAPTATION Use the single shared-art-supplies scenario for impact–need–repair, one selected transfer stem, and no additional voluntary examples.

Visual example and model exchanges

A respectful request leaves room for another voice.

Facilitator: Two fictional teammates choose different sound roles. What can we observe before we guess?
Possible youth response: They chose different roles. We can ask what would help.

Facilitator follow-up: Exactly. A fact plus a curious question leaves room for an answer instead of a story about why.

Facilitator: In the shared-art-supplies card, one idea was skipped. What might repair participation?

Possible youth response: Ask what they want to add and give them a turn.

Facilitator follow-up: That can restore voice. The fictional person can answer, choose another option, or pass.

Use the image to ask what is observable and what is an assumption. The pictured clothing, posture and furniture are not required. Actual chair or room adjustments need staff approval.

Adapt the access, not the dignity

45-MINUTE DELIVERY Use the listed 5, 5, 18, 7, and 10 minute timings. Demonstrate once, complete one card round, and use the facilitator model again. Retain rest and the reflection-and-transfer close.

OPTIONAL APPROVED ADAPTATION FOR AGES 8–10 Use picture-and-word signs and short stems: 'I notice,' 'What helps?,' 'Try A or B,' and 'Let's try.' Read one card aloud, echo the model, and repeat as a group. Use only with site approval.

ACCESSIBILITY, LANGUAGE, AND LITERACY Offer seated, standing, still, and observer choices. Youth may point, use a communication device, echo, or choose a card. Read cards aloud, use symbols, preteach key words, and accept home-language responses with approved support.

SCHOOL, COMMUNITY, OR JUVENILE-SERVING FACILITY CONTEXT Use only approved arrangements, supervision, materials, and grouping. If small groups are unsuitable, lead the path from individual spaces with facilitator cards. Keep quiet alternatives within staff rules and follow designated staff procedures for safety concerns.

Learning check and transfer

OBSERVE As an optional teaching check, observe whether youth can select a neutral observation, curious question, or two-choice option for a fictional card. Record no names, scores, diagnoses, or disclosures; use this only to decide whether to model facts, guesses, and questions again.

TRANSFER Before leaving, youth may privately choose 'I notice...,' 'What would help?,' or 'Would A or B work?' for an approved everyday interaction. Next time, invite only a general, voluntary report of a stem remembered, not a personal story or evaluation.

If the lesson needs a change

YOUTH GUESS WHY THE FICTIONAL PERSON WANTS SOMETHING OR JOKE ABOUT PEOPLE IN THE ROOM. Pause at NOTICE: 'We do not know the reason yet. Use the card facts and ask a question that leaves room to answer.' Use a fresh card if needed and offer observing as a reset.

A YOUTH DECLINES MOVEMENT, APPEARS UNCOMFORTABLE, OR A GROUP CANNOT SETTLE ON AN OPTION. Normalize chair, still, and observer routes without drawing attention to the youth. Offer the facilitator phrase card and a temporary option. If discomfort or distress continues, stop that activity, offer the site-approved quiet choice, and notify designated staff.

Facilitator workbook notes

What was approved or adapted? What teaching opportunity was offered? What should change next time? No youth identifiers, case details, clinical conclusions, or sensitive quotations.

Yoga & Mindfulness • Week 4 — Carry It Forward

ESSENTIAL QUESTION How can I choose a practice, small step, and approved support?

LEARNING INTENTIONS Youth will try, adapt, or observe three accessible practices and select one for an ordinary transition. Youth will use notice, choose, test, decide with a fictional or personally chosen everyday situation. Youth will rehearse, point to, or privately write a brief request to an approved support.

MATERIALS Approved chairs with clear personal space and a room permitting seated, standing, and observation options.; A board with Notice, Choose, Test, Decide and three cards: Ground, Look Around, Reset.; Optional private half-sheets and pencils; never collected.

PREPARE Confirm approved room, chairs, staffing, and movement permissions. Ground means chair or floor support; Look Around means three room details; Reset means one small shoulder release. Without supplies, say the words, show one to four fingers, and rehearse silently. Before youth arrive, make the shared Week 4 post questionnaire available as a NEW EDITABLE DRAFT based on previously requested themes of joining comfort, respect, and useful practice; it is optional, not a validated or diagnostic instrument, and uses up to 4 minutes of Reflection & Transfer (3 minutes in the 45-minute delivery). Do not collect explanations or extend the phase.

Framework alignment in this lesson

SEL Builds self-awareness, responsible decision-making, and relationship skills as youth select or decline an accessible practice, make a small plan, and identify an approved support request.

RESTORATIVE LEARNING Youth use fictional transition and group-participation situations to consider whose participation could be affected, what is needed, and a voluntary repair that restores access—such as a quiet reminder, a turn, or a clearer option.

CBT-INFORMED SKILL Youth use an educational notice–choose–test–decide sequence: identify a concrete observation, hold first interpretations lightly, test a low-stakes option, and decide to keep, change, or leave it. The practice does not dispute valid threats or unfair treatment.

DBT-INFORMED SKILL Uses voluntary mindfulness of neutral details and accessible grounding, plus respectful help-seeking and boundary language. Acceptance of “not sure” sits alongside changing a next action; no clinical protocol is taught.

BOUNDARY The shared post questionnaire is optional educational feedback, not a diagnostic tool. The lesson is nonclinical, and no movement or plan replaces approved staff support, safety procedures, or organization policy.

SEL practice and possible learning evidence

Responsible decision-making — Youth test choices during fictional transitions, then keep, change, or leave each option. Possible evidence: A youth selects or privately marks one practice and next step; passing is valid.

Self-awareness — Youth notice neutral room details, support from chair or floor, and comfort. Possible evidence: A youth signals or says “steady,” “not sure,” or “I prefer sitting.”

Relationship skills — Youth identify an approved support and practice a concise fictional help request. Possible evidence: A youth models, points to, or quietly listens to a support request.

Arrival & Choice • 8 minutes / 5 minutes

SAY *You can move, sit, watch, or pass. We are practicing useful choices, not perfect poses.*

DO 1 Welcome youth without required touch, eye contact, or speech. Show three routes: standing, seated, or observing. Invite a chair or standing spot with room around it.

DO 2 Explain that a low hand, looking at the display, or quiet listening can mean pass. Introduce Notice, Choose, Test, Decide using a fictional noisy-hallway transition.

DO 3 Add a simple observation cue for the fictional hallway: "Fact: it is noisy and the next step is unclear. A guess about another person's intent can wait." Youth may identify a route or pass.

ASK Which route fits today? What might someone notice before choosing in the fictional hallway?

WATCH FOR Whether choice of seated, standing, or observing is equal and whether youth are not asked to reveal why a transition is difficult.

45-MINUTE ADAPTATION Introduce the four words once, use the observation cue, and take no extra greeting responses.

Natural Breathing & Awareness • 8 minutes / 5 minutes

SAY *Let breathing do its ordinary job. Notice the room and your support; "not sure" is complete.*

DO 1 Offer eyes-open or eyes-soft. For one minute, youth notice two ordinary room details with natural, comfortable breathing. Then they notice chair or floor support and one near and one farther sound.

DO 2 Invite a sideways thumb, one finger, or pass for readiness. No one changes breathing or explains a response.

DO 3 Add, "A room detail or chair support is an observation; 'I cannot handle this' is a thought that can be noticed without grading it." Youth may then select a small approved next action or observe.

ASK What ordinary detail do you notice? Do you notice chair support, floor support, both, or pass?

WATCH FOR Whether language does not dismiss real danger, injustice, pain, or access needs; whether all breathing stays natural and no response signal is interpreted.

45-MINUTE ADAPTATION Notice two room details and one support point only; omit the readiness signal round.

Practice — Mindful Movement • 24 minutes / 18 minutes

Named empathy skill: Notice Impact and Practice Voluntary Repair

Practice 1: Use a fictional or low-stakes moment; name what happened and one possible impact without guessing anyone's feelings.

Practice 2: Try: "I notice my choice may have affected you. Would you like to tell me what it was like?"

Practice 3: Offer one realistic repair or ask what would help; respect "no," "not now," or no response.

Use a fictional or approved low-stakes example. Work only with the fictional story, a made-up comic, or a private low-stakes example; write, draw, rehearse silently, or pass. No personal disclosure, partner work, eye contact, or direct contact is required. Replace repeat rounds or examples within this phase; do not extend session timing.

Research-informed foundation: [E18] [E19]. The cited work does not validate this exact original practice; see the vault's research connection and limits.

SAY *Gather information, not strain. Keep it, make it smaller, change it, or leave it; each is thoughtful.*

DO 1 Offer every choice seated, standing, or observed. Ground: gently press feet or notice the chair, then neutral. Look Around: direct attention to three landmarks. Reset: make one small shoulder roll or lift-and-release, then settle hands. Demonstrate without touch; youth select comfort.

DO 2 Run three four-minute Practice Path rounds: arriving before class, waiting for an activity, and returning after a disagreement. Rules: notice a need, choose one card, test about 20 seconds or observe, then decide "keep," "change," or "leave it." There is no ranking, correction, elimination, or comparison.

DO 3 After each round, invite speech, pointing, gesture, or pass: "I noticed…," "I chose…," or "I would change…." In the final minutes, youth make or mentally sequence a 20-second reset with two choices. Stop movement with pain, dizziness, or distress and notify designated staff.

DO 4 In one Practice Path round, add an interpersonal choice: "If the fictional transition affects someone's access, what could they need, and could a respectful request or approved support restore a workable option?" Model "Could I have a quiet reminder of the next step?" Keep testing, changing, or leaving an option as valid.

ASK Which practice could help in the fictional waiting moment? Was it useful, different, not useful, or not sure? How could you make it quieter or smaller here?

WATCH FOR Whether every practice can be reduced, observed, changed, or left; whether help-seeking and a boundary are accepted without requiring personal disclosure.

45-MINUTE ADAPTATION Teach choices once and use two fictional rounds. Integrate the access-and-request question into the second round; omit the third repeat round.

Rest & Notice • 8 minutes / 7 minutes

SAY *Rest can be sitting, standing quietly, or watching. Notice information, not a right answer.*

DO 1 Invite seated rest, quiet standing, or observation. For one minute, youth notice one contact point, one sound, and one orienting place, with eyes open or lowered.

DO 2 Offer an open palm for "found an option," a sideways hand for "still deciding," or no signal for pass. Youth hold in mind one realistic practice or a choice to ask for help.

DO 3 Add a mindful, nonjudgmental cue: "Notice one contact point and one sound. 'Still deciding' is complete; you do not need to force a choice."

ASK What neutral detail do you notice now? Which option seems realistic for a short transition?

WATCH FOR Whether hands and other signals stay optional and are not interpreted as wellness, consent, or readiness; whether youth can choose quiet observation.

45-MINUTE ADAPTATION Use one minute of rest, one contact point, one sound, and no round of signals beyond an optional private gesture.

Reflection & Transfer • 12 minutes / 10 minutes

SAY *A carry-forward plan is small enough to try and safe for this place. You do not need to share it.*

DO 1 Model: "Before a group activity, I notice I am unfocused. I choose Ground for ten seconds. My first step is placing both feet down. I ask approved staff, 'May I have a quiet reminder of the next step?'" Youth may use the model, make a private plan, or pass.

DO 2 Offer private stems: "In a common transition, I choose…," "My first small step is…," and "An approved support is…." Youth may write, draw, point, rehearse privately, or listen; do not collect sheets.

DO 3 Invite voluntary fictional examples. Close within this phase: youth press feet down, look toward the door, or notice their next destination. Thank them and remind them to use site procedures for support.

DO 4 At the start of Reflection & Transfer, administer the shared optional Week 4 post questionnaire for up to 4 minutes in the 60-minute plan or 3 minutes in the 45-minute plan. Say: "This new editable draft asks about joining comfort, respect, and useful practice. It is not a test; skip any item or pass." Do not collect explanations or compare answers. Then use a fictional participation prompt: "If someone misses the next-step directions, what might the impact and need be, and what voluntary repair could restore access?" Offer "quiet reminder," "clearer choice," or "approved support," then keep the private small-plan and support-request practice.

ASK What first step could take ten seconds? Who is approved support in the fictional example? What words could ask for a quiet reminder?

WATCH FOR Whether post feedback is voluntary, private, and never scored; whether the fictional repair remains about access rather than blame, apology, or a real incident; whether support requests use site-approved roles.

45-MINUTE ADAPTATION Use the shared post questionnaire for up to 3 minutes, one fictional impact–need–repair prompt, and one private plan or support phrase; omit voluntary example shares and preserve the exit action.

Visual example and model exchanges

A voluntary repair can change a shared plan.

Facilitator: In the fictional noisy hallway, what is one fact and one small option?
Possible youth response: It is noisy and the next step is unclear. I could look around and ask for a quiet reminder.

Facilitator follow-up: That is a concrete observation and an approved support request. Keeping, changing, or leaving a practice are all valid choices.

Facilitator: A fictional person missed the next-step directions. What could restore access?

Possible youth response: An adult could repeat the

direction or show the choices.

Facilitator follow-up: That is a voluntary repair that supports participation without blaming or forcing anyone to explain.

Use the image to ask what is observable and what is an assumption. The pictured clothing, posture and furniture are not required. Actual chair or room adjustments need staff approval.

Adapt the access, not the dignity

45-MINUTE DELIVERY Use stated timings, teach choices once, use two fictional rounds, and preserve Rest & Notice, Reflection & Transfer, and the exit action.

YOUNGER YOUTH AGES 8–10, ONLY IF APPROVED BY THE SCHOOL OR FACILITY Use picture-plus-word cards and say "spot it, pick it, try it, choose." Use ten-second tests, pointing, and familiar examples such as lining up.

ACCESS, LANGUAGE, LITERACY, AND SETTING NEEDS Demonstrate first; use icons, gestures, repeated short phrases, or a preferred communication method. Keep every option seated, standing, or observed and substitute locally approved staff-role words.

LOW-MATERIAL FALLBACK Use chairs and room details: say practice names, show one to four fingers, and invite silent or oral planning.

Learning check and transfer

OBSERVE Use an optional teaching check: observe whether youth select, adapt, observe, or decline a practice and connect it to a small step or approved support. Record aggregate planning notes only; do not collect personal information. Quiet listening and passing count.

TRANSFER During one ordinary transition, youth may notice a detail, choose a ten-second practice or quiet reminder, and decide what helped. This is optional; requests use approved adults and site procedures.

If the lesson needs a change

A YOUTH REFUSES, CALLS MOVEMENT BORING, OR COMPARES PERFORMANCES. Say, "Observing is a real role." Redirect to the least disruptive fictional option, invite a safe smaller version, and restate that information—not performance—is the goal.

A YOUTH APPEARS DISTRESSED, REPORTS PAIN OR DIZZINESS, OR BEGINS A SERIOUS PERSONAL DISCLOSURE. Stop movement, offer the quietest permitted choice, and promptly involve designated staff. Do not seek details or counsel; continue only as staff directs.

Facilitator workbook notes

What was approved or adapted? What teaching opportunity was offered? What should change next time? No youth identifiers, case details, clinical conclusions, or sensitive quotations.

Participant practice pages and facilitator tools

These pages support practice; they are not surveys, clinical assessments, or scored tests. No name or identifying details are requested. Youth may respond privately, say a fictional example, draw, observe, pass, or leave a page blank. Paper and writing tools are optional and must be approved. Do not collect completed pages by default.

Practice page 1 — My strengths and choices

Week 1: Arrive & Belong • Self-awareness and relationship skills

A strength can be something you enjoy, a way you help, a skill you are learning, or a quality you bring. You do not have to share personal history to name a strength.

One strength or interest I choose to notice today:

_____

_____

One way I can take part: join / adapt / observe / rest / pass.

I can show respect for another person's choice by:

_____

Practice a greeting that feels comfortable. You can use a word, a wave, a nod, or a pass. You do not have to touch anyone or make eye contact.

Fictional practice: Jordan wants to watch the first round before joining. What could the facilitator or group say that makes room for that choice?

_____

Possible model: "You can watch this round. We'll explain the next step, and you can choose whether to join." There is more than one respectful response.

Private takeaway: A choice I want others to respect is _____.

Practice page 2 — Notice, pause, choose

Week 2: Notice & Pause • Self-management and responsible decision-making

You can use a fictional example. You do not need to explain a personal situation.

A cue someone might notice: attention wandering / a tense posture / talking quickly / wanting more time / another cue.

A pause option that could be available: notice an object / feel the chair's support / try a comfortable movement / listen to a sound / ask for an approved pause / stay with ordinary breathing.

Fictional practice: A group is choosing an activity. Taylor has not had a chance to speak. Taylor could interrupt, stay quiet, ask for a turn, or request help from the facilitator.

Two options Taylor could consider:

1. _____

2. _____

How might each option affect Taylor and the group?

_____

An if–then plan: If _____, then I could _____.

You do not have to feel calm before making a thoughtful choice. A pause is an option, not a demand or a guarantee that a feeling will change.

Practice page 3 — Listen, ask, make room

Week 3: Connect & Respect • Social awareness and relationship skills

Fictional practice: A group member is quiet. One person thinks they are not interested. Another thinks they may want more time to think. Neither person knows for sure.

What can the group actually observe?

_____

What are two possible explanations without assuming either is true?

_____

A respectful question or invitation could be:

_____

Practice language: “Would you like to add something, watch, or pass?” “I heard you say _____. Did I understand?” “I have a different idea. Can we consider _____?”

Choose one phrase to practice aloud, silently, or with a fictional example.

A way to cooperate without making everyone participate in the same way:

_____

Listening does not require eye contact. Someone can listen while looking away, using an assistive tool, or choosing a quieter role.

Practice page 4 — My next small step

Week 4: Carry It Forward • Responsible decision-making and self-awareness

One practice I might use again—or a practice I might adapt:

_____

A situation where it could be useful, using only a general or fictional example:

_____

My small next step:

_____

If the first option is unavailable, another approved option could be:

_____

A support role I could ask, without writing a person's name: designated staff member / teacher / facilitator / another approved support role.

Practice a request: "I could use support with _____. What options are available?"

You may keep this page private. Plans can change. Not choosing a practice today is also a valid response; you can notice what you might want next time.

Facilitation language to keep nearby

Offer real choice

“Here are the options. You can join, adapt, observe, rest, or pass. You do not need to explain your choice.” After offering choices, pause long enough for youth to consider them. Do not follow a pass with repeated invitations that become pressure.

Model without oversharing

“I sometimes need a moment to decide what to say. In our fictional example, I might ask for a turn.” Keep adult examples ordinary and brief. Do not model a trauma story, a case detail, or a disclosure that invites youth to match the level of vulnerability.

Name the skill, not the person’s character

“That sentence asked for a turn without deciding what the other person meant.” “We noticed two possible interpretations.” Describe the specific action rather than labeling a young person compliant, difficult, good, bad, calm, or dysregulated.

Redirect private material

“You do not need to share those details in this activity. Let’s keep the example general. The designated staff member can help with anything that needs a private support conversation.” Do not promise secrecy or investigate. Use the setting’s procedures if a safety concern arises.

Stop and adapt

“We can pause this activity. Watching or another approved option is available.” If a movement causes discomfort or a participant becomes distressed, stop the practice, notify designated staff, and do not assume breathing, touch, or a quiet location is appropriate.

Close without forced positivity

“You can name something useful, something you would change, or pass.” “A next step can be small, and it can be different for each person.” Do not require gratitude, forgiveness, a smile, or a claim that the activity helped.

Low-material and changing-attendance adaptations

With no paper, use two or three spoken choices and repeat them. With no writing tools, model an example verbally and invite a private mental response or a pass. If mobility or room rules limit movement, use an approved seated option, observation, or a communication role without changing the learning intention.

If a new participant joins in Week 3 or 4, explain the purpose, participation choices, and activity rules before inviting practice. Use the current lesson as a complete session. Do not ask the group to summarize another youth’s previous disclosures or require the newcomer to demonstrate earlier learning.

For youth who prefer more processing time, preview the prompt and allow a quiet pause before inviting responses. For language access, use short sentences, demonstrate the activity, offer key terms in an approved language format, and coordinate qualified interpretation when needed. Do not use another youth to translate private or safety-related information.

Non-identifying staff debrief guide

Use this guide only for an approved teaching debrief. It is not a participant assessment or permission to create individual records.

Which learning intention and service were offered? Describe the activity, not the youth.

What specific opportunity to practice occurred? Example: “The group explored two interpretations of the fictional scenario.” Avoid “The group became less aggressive” or “Everyone was regulated,” which exceed what this pilot can establish.

What access or facilitation change helped? Example: “Repeating two choices before inviting responses made the instructions clearer.” Do not include names, diagnoses, offenses, case details, or sensitive quotations.

What should change next time? Consider time allocation, material approval, language access, prompt complexity, or staff coordination. A quiet group may need a different invitation, not pressure to disclose.

Any safety concern goes through the organization’s existing process, not into these curriculum practice pages. Agree any retention or sharing of group-level teaching notes with the organization; do not upload participant work or staff notes to the website.

Program boundaries and implementation notes

The pilot is complimentary, with no rate or price listed in this curriculum. It includes a planning conversation, four facilitated sessions, activity preparation, and a closing staff conversation. Additional youth groups, staff trainings, or ongoing services require separate discussion and agreement. The curriculum does not confirm a booking, partnership, permission, or screening clearance.

The Whole Model, The CALM Classroom, and Lead from Within remain available staff-learning titles, but this manual does not invent their modules, offer CE credits, or add them to the youth pilot. Metaphysical or other founder qualifications do not make the secular school/facility lessons clinical or religious.

Framework sources accessed October 28, 2026. Competency definitions are paraphrased and attributed. Lesson scripts, activities, adaptations, and practice pages are original drafts prepared for Wholistic Learning. CASEL is not represented as the author, sponsor, reviewer, or certifier of this curriculum. This new curriculum has not been evaluated for effectiveness.

Pre/post questionnaires

Facilitator administration guide

These are **new editable working drafts** based on the earlier requested survey themes: comfort joining, feeling respected, and finding a useful practice. The available handoff, original pasted attachment, and prior conversation did not contain a question-by-question original questionnaire. These forms are therefore not presented as recovered verbatim originals. They are educational feedback tools, not validated SEL scales, CBT/DBT assessments, clinical screening, or proof of program effectiveness.

Use one pre questionnaire at the beginning of Week 1 and one post questionnaire at the end of Week 4. Use the same six core items and response choices so feedback can be described consistently. The post form adds separate process-feedback items and optional comments; those extra items are not baseline-to-post measures.

Obtain the organization's approval for wording, age and language access, any required parent/guardian permission or youth assent, handling, and intended use before administration. Explain that completion is optional, any question can be skipped, and opting out does not affect access to the session, grades, privileges, or support. Do not offer a participation reward tied to completion.

The default is no names, case numbers, dates of birth, diagnoses, offenses, or personal histories. Do not add an identifying code or match individual responses unless the organization has separately approved a suitable privacy process and purpose. Even without names, small groups, handwriting, or narrative details can make someone recognizable; do not promise complete anonymity or confidentiality.

Reserve 3 minutes within the 60-minute Welcoming or Arrival & Choice phase for the Week 1 pre form, and 4 minutes within the Week 4 Reflection phase for the post form. In the 45-minute version, reserve 2 minutes and 3 minutes respectively. Reduce repeat examples or rounds—not participation choices, safety guidance, or the entire closing—to preserve the session total. Offer completion without pressure if the form takes longer than the planned time; follow the setting's approved timing rather than extending the class unilaterally.

Offer approved language or accessible-format support. Questions may be read privately by an approved adult if the youth chooses; do not require public ratings or have another youth read a peer's answers. If private assistance cannot be provided, offer skipping the form. Practice pages are not collected as a substitute for a questionnaire.

Script before the pre form

Say: "This optional page asks about some everyday skills we will practice. It is not a test. You can skip any question or the whole page, and you still belong in the session. Do not write your name or private details. Choose the answer that fits right now; there is no answer we want you to give."

Do: Show the response choices, clarify the approved collection method, and check that no one is pressured to complete or display a response. Staff manage materials under the organization's rules.

Watch for: A participant asking whether the answer affects privileges, not understanding a statement, or starting to include private information. Reassure choice, explain the wording neutrally, or invite a blank response without coaching a higher rating.

Script before the post form

Say: "This optional page asks about the same skills and about your experience of the session. It is okay if a rating stayed the same, went down, or you did not find something useful. Honest feedback and a blank answer are both welcome. Please do not write anyone's name or personal story."

Do: Give the same core response choices as the pre form. Offer the post form regardless of whether the youth completed the pre form; do not identify or exclude youth based on completion.

How to describe feedback responsibly

The default review is a non-identifying, group-level description of response patterns, not individual tracking. Keep pre and post response counts visible for each item. Skipped items are missing responses, not zero or evidence of failure. Group membership and response counts may change across four weeks, so apparent differences are not necessarily changes in the same young people.

Do not combine items into a clinical, risk, "SEL mastery," CBT, or DBT score. Do not create diagnostic thresholds or use the feedback to rank youth. Do not treat perceived usefulness as proof of treatment benefit, discipline change, or reduced justice involvement. A four-week pilot without an appropriate evaluation design cannot establish that the program caused an observed difference.

Discuss only an approved, non-identifying teaching summary with the designated contact. Avoid reproducing handwritten comments or sensitive quotations from a small group. Follow the organization's collection, access, retention, and destruction procedures. Do not upload forms or participant comments to the website, or use them as marketing testimonials without separate appropriate permission.

If a response raises a safety concern, follow the designated staff process; these questionnaires do not screen for or rule out clinical risk. No question asks youth to report trauma, self-harm, court details, or a diagnosis.

Pre questionnaire — before Week 1

The Whole Way • Whole Self, Strong Circle pilot

Optional. No name needed. You may skip any question or the whole page.

Choose how true each statement feels **right now**. Use one number, or leave it blank.

1 = Not true for me yet. 2 = A little true. 3 = Somewhat true. 4 = Mostly true. 5 = Very true for me. Blank = I choose not to answer.

1. I can name a strength or interest I bring.

Response: 1 / 2 / 3 / 4 / 5 / blank

2. I know a comfortable way to pause before choosing what to do.

Response: 1 / 2 / 3 / 4 / 5 / blank

3. I can consider more than one possible meaning of a situation.

Response: 1 / 2 / 3 / 4 / 5 / blank

4. I know a respectful way to ask for a turn or support.

Response: 1 / 2 / 3 / 4 / 5 / blank

5. I can think about how a choice might affect me and other people.

Response: 1 / 2 / 3 / 4 / 5 / blank

6. I know I can pass or choose another way to participate.

Response: 1 / 2 / 3 / 4 / 5 / blank

Optional starting check-in: How comfortable do you feel joining today?

Not comfortable / A little comfortable / Somewhat comfortable / Very comfortable / Prefer not to answer

You do not need to explain your response. Please do not add private or identifying details.

Post questionnaire — after Week 4

The Whole Way • Whole Self, Strong Circle pilot

Optional. No name needed. You may skip any question or the whole page.

Choose how true each statement feels **right now**. Use one number, or leave it blank.

1 = Not true for me yet. 2 = A little true. 3 = Somewhat true. 4 = Mostly true. 5 = Very true for me. Blank = I choose not to answer.

1. I can name a strength or interest I bring.

Response: 1 / 2 / 3 / 4 / 5 / blank

2. I know a comfortable way to pause before choosing what to do.

Response: 1 / 2 / 3 / 4 / 5 / blank

3. I can consider more than one possible meaning of a situation.

Response: 1 / 2 / 3 / 4 / 5 / blank

4. I know a respectful way to ask for a turn or support.

Response: 1 / 2 / 3 / 4 / 5 / blank

5. I can think about how a choice might affect me and other people.

Response: 1 / 2 / 3 / 4 / 5 / blank

6. I know I can pass or choose another way to participate.

Response: 1 / 2 / 3 / 4 / 5 / blank

Separate feedback about your experience. Use the same response choices; these items are not a baseline-to-post comparison.

7. I was treated with respect during the sessions I attended.

Response: 1 / 2 / 3 / 4 / 5 / blank

8. I could choose to join, adapt, watch, rest, or pass.

Response: 1 / 2 / 3 / 4 / 5 / blank

9. I found a practice or idea I might use again.

Response: 1 / 2 / 3 / 4 / 5 / blank

Optional: One activity or idea I would keep, change, or leave out:

_____

_____

No names, case information, or personal stories are needed. Thank you for any feedback you choose to give.

Item-to-framework alignment for facilitators

Item 1 relates to self-awareness and strength-based participation. Item 2 relates to self-management and the limited DBT-informed pause/awareness practice. Item 3 relates to social awareness and CBT-informed consideration of interpretations. Item 4 relates to relationship skills, restorative voice, and DBT-informed respectful requests. Item 5 relates to responsible decision-making, restorative impact, and CBT-informed options and effects. Item 6 concerns participation choice and restorative voluntarism; it is a process-access item, not a separate SEL competency.

Post-only Items 7–9 describe perceived respect, available choice, and possible usefulness. They do not measure justice outcomes or clinical improvement. These links explain the curriculum design; they do not validate the questionnaire or create a psychometric scale.

References and source notes

[1] CASEL: What Is SEL and the CASEL Framework

[2] CASEL: SEL 3 Signature Practices Playbook

[3] Restorative Justice Council: Principles of Restorative Practice

[4] NHS Every Mind Matters: Self-help CBT Techniques

[5] Marsha Linehan via Psychwire: The Four DBT Skills Modules

Sources accessed October 28, 2026. Framework concepts are paraphrased and attributed. Scripts, activity sequences, examples, questionnaires and practice pages are original educational drafts. The workbook is not a CASEL-certified curriculum, an RJC-approved harm-conferencing manual, or a CBT/DBT clinical treatment protocol.

The pre/post forms are editable drafts based on earlier requested goals; exact previously written questionnaire forms were not available in the provided materials. Do not treat their responses as a validated score or causal evidence.

Wholistic Learning • wholisticeducation46@gmail.com

CALM Empathy Skills Vault

C — Centering Breathwork
A — Active Yoga
L — Listening with Empathy
M — Mindfulness, Movement, and Meditation

This reusable vault gathers 12 distinct, original, choice-based empathy micropractices for the Listening with Empathy component of CALM. The practices use fictional or low-stakes scenes and invite learners to write, draw, think, watch, participate, or pass. The lesson and week maps are flexible planning placements, not a hierarchy, mastery sequence, or validation claim.

Every Practice section includes a named empathy skill and an actual opportunity to rehearse it. Choose one practice within the existing session time; the vault is not an extra set of required assignments.

CPR: Center Yourself, Practice Your Power, Respond with Respect.
Strength in Your Body. Power in Your Choices. Respect in Your Actions.

Empathy makes room for another person's perspective without giving up your own voice or boundary. No one has to tell a private story, agree, forgive, apologize, make eye contact, or stay in an unsafe interaction.

How to use a practice

Choose a named skill. Use the fictional example or another approved low-stakes scene. Practice the three steps by speaking, drawing, thinking quietly, observing, or passing. Reflect on the action —not whether a person is "good at empathy."

Research note

Each skill is research-informed by the sources reproduced with it. Its research connection states only what the cited design, population, and measure support. These sources do not validate the original micropractices, the full CALM or CPR framework, a worksheet, or outcomes across all youth, cultural, school, or detention settings. Adult and indirect findings are not direct proof for youth contexts.

References below support the underlying research connection. The practice names, teaching steps and journal prompts are original educational adaptations, not copied clinical worksheets or a validated treatment package.

01 • Pause and Make Attention Available

SEL: Social Awareness • Relationship Skills

Pause before replying so you can choose whether and how to offer your attention. Make that offer clear without assuming what another person feels, agrees with, or wants to share.

A brief pause can interrupt a quick reaction and create room to listen, ask what is wanted, or respectfully set a limit. Attention is an offer, not a demand, and empathy does not require agreement.

One-Minute Attention Offer

3–5 minutes • Adapt within the agreed session time.

1. Pause your reply; let your hands rest and notice one object in the room.

2. Clear a small listening space: silence distractions if safe, or say what attention you can offer.

3. Offer a choice: "I can listen for a minute. Do you want listening, help, or space?"

Fictional example: In a fictional after-school room, Jordan says, "People kept talking over me today." Rei is packing up and wants to say, "That happens." Rei pauses, puts the phone away, and says, "I can listen for a minute. Would listening, help, or space fit best?" Jordan may answer, decline, or leave.

Words to try: "I'm pausing so I can give this a little attention. I can listen for a minute; would you rather I listen, help think, or give you space?"

Think, draw, or write about the fictional scene: What could Rei notice before replying? Draft one sentence that makes attention available and one sentence that respectfully names a limit. You may pass.

Practice with the fictional story by speaking, writing a response card, drawing the three steps, silently rehearsing, observing, or passing. No one has to share, pair up, make eye contact, or discuss personal experiences. Use this when it is safe and wanted. You may keep distance, decline, leave, seek trusted support, or say, "I can't talk now." Do not pressure disclosure, touch, eye contact, forgiveness, agreement, or an apology. Attention never means accepting harm; power, racism, injustice, and limited choices matter.

Research connection

In a preregistered video-vignette experiment, 1,001 UK adolescents aged 13–16 anticipated greater well-being and future self-disclosure after viewing good rather than moderate parental listening (Weinstein et al., 2021). The videos varied listener attention and positive intention in parent–adolescent disclosure scenes. In a separate initial-interaction experiment with 115 U.S. undergraduates, active-listening responses (paraphrase and sometimes an invitation to elaborate) produced greater perceived understanding than advice or simple acknowledgements (Weger et al., 2014). These are related listening findings, not proof that this original practice works or that results generalize to all youth or detention contexts. [E1] [E2]

Limit: Vignette and young-adult studies support related listening processes; they do not validate this practice or establish outcomes across youth, cultures, or detention settings.

Facilitator notice: Offer the fictional practice and options; notice whether youth had a choice to pass or observe. Do not score attention, disclosure, eye contact, or empathy.

02 • Observe and Describe Without Quick Labels

SEL: Social Awareness • Relationship Skills

Notice what a person says or does, then separate those observable details from the quick story, trait, or motive your mind adds. Describe only what a camera could record or a microphone could hear before choosing what to say next.

Quick labels can turn a single moment into a fixed story about someone. Observable details leave room for context, fairness, curiosity, and boundaries. The skill asks a listener to distinguish what is known from an assumption before deciding how to respond.

Camera, Caption, Choice

3–5 minutes • Adapt within the agreed session time.

1. Read the fictional moment and name two camera-or-microphone details.
2. Spot one quick label or guessed motive; replace it with a neutral description.
3. Choose a respectful next line, or pass: "I noticed ___; what was going on?"

Fictional example: In a group project, Jordan arrives ten minutes after the agreed start, puts their backpack down hard, and says, "Just start without me." Sam thinks, "Jordan is lazy and rude." Jordan's bus route was delayed, but Sam does not know that.

Words to try: ""I noticed Jordan arrived after the agreed start, put their backpack down hard, and said, 'Just start without me.' I do not know why yet. If it feels okay to ask, what happened?""

Where do I most quickly turn one action into a label? Write or draw one camera-style description and one question you could ask. You may use a fictional person or pass.

Write, draw two columns, think privately, observe a fictional character, work alone, share a made-up answer, or pass. Use only fictional or low-stakes scenes. No one must disclose, partner, make eye contact, close their eyes, agree, forgive, or make contact. Observable description does not erase harm; use boundaries and seek support when something feels unsafe.

Research connection

Epinat-Duclos et al. randomly assigned 312 third-year French medical students to 2.5 days of nonviolent communication training or a non-NVC control. The curriculum practiced distinguishing observation from interpretation. At three months, the intervention group increased on a custom five-item self-report Jefferson empathy subset; Empathy Quotient and implicit empathy-related tests did not change. This adult, multi-part professional-training finding is a research-informed foundation, not evidence that this original youth activity improves empathy. [E3]

Limit: One adult medical-student study tested a multi-part training; no direct evidence validates this original youth micropractice.

Facilitator notice: Offer a fictional or private observation practice and a pass option; notice access needs without scoring accuracy, empathy, disclosure, or participation.

03 • Ask Curious Open Questions

SEL: Social Awareness • Relationship Skills

Ask a question that invites another person to share what they choose, then make room for their answer. Curious open questions begin with what, how, or which, rather than assuming you already know their reasons, feelings, or story.

Curious questions can shift a conversation from guessing to learning. They give another person control over what to share and make it easier to notice a perspective different from your own. A question is an invitation, not a demand, and it does not replace listening.

One Door, One Follow-Up

3–5 minutes • Adapt within the agreed session time.

1. Read the fictional scene and choose one detail you genuinely want to understand.

2. Write one open question that starts with what, how, or which; skip personal questions.

3. Choose Sam's reply—"My ride fell through" or "I want to focus on the project"—and write one follow-up using a detail from it, or pass.

Fictional example: Sam arrives late to a group project and says, "I had a lot going on." Two classmates want to know what happened before deciding how to divide the work. Sam has not said they want advice or to explain everything.

Words to try: "What part of today do you want us to understand? If you would rather not explain, we can focus on the project."

In Sam's situation, what is one question that could invite sharing without asking for private details? What could you do if Sam does not want to answer?

Write, draw a speech bubble, think silently, observe the fictional scene, or pass. Work alone or with a willing partner; no eye contact or personal disclosure is required. Ask about what someone chooses to share; do not press for reasons, trauma, identity, or private information. Accept "I don't want to talk" or no answer. Curiosity is not agreement, permission to cross boundaries, or a reason to delay safety support.

Research connection

Research-informed foundation: In adult stranger conversations, asking more questions—especially follow-ups tied to what a partner said—was associated with greater liking and perceived responsiveness: listening, understanding, validation, and care (Huang et al., 2017). A psychotherapy review found mixed immediate effects: open questions can support emotional expressiveness and exploration, but questions can also relate to poorer perceptions of therapist empathy. These adult findings do not test this youth practice or prove empathy increases. [E4] [E5]

Limit: Adult conversation and psychotherapy evidence informs question use; neither source tests this youth practice or shows it builds empathy.

Facilitator notice: Offer each young person a fictional, written, spoken, or pass option; notice whether an open question avoids assumptions and respects a no-answer—do not score empathy or disclosure.

04 • Listen and Reflect Back

SEL: Relationship Skills

Listen for the main point, then say back what you heard in your own respectful words and check whether you understood. A reflection can include a tentative feeling word, but it does not assume you know someone's whole story.

Reflecting back can slow a conversation down and make room to check meaning before responding. It is one way to show attention while leaving the speaker free to correct, add to, or keep their perspective private.

Hear–Reflect–Check

3–5 minutes • Adapt within the agreed session time.

1. Choose a fictional line and silently notice its main point.

2. Offer one brief reflection: "It sounds like …"

3. Add "Did I get that right?" and revise only if new information is offered.

Fictional example: In a fictional group project, Jordan says, "I did my part, but people keep acting like I did nothing. Now I don't even want to speak up." A classmate wants to respond without fixing the problem or taking sides.

Words to try: ""It sounds like you feel overlooked after putting in effort, and speaking up now feels hard. Did I get that right?""

What words helped the reflection stay close to what the fictional speaker actually said? What might you ask or change if they said, "Not exactly"?

Practice aloud with the fictional scenario, write or draw a reflection, think of one silently, observe a modeled example, or pass. No personal story, eye contact, or partner sharing is required. Reflecting back is not agreeing, diagnosing, forgiving, taking responsibility for harm, or promising secrecy. Use tentative words; do not guess private history. Anyone may use a fictional example, request space, choose another role, or pass. If safety or harm is raised, follow the setting's adult-support and reporting expectations.

Research connection

In a lab experiment with 115 college students, active listening that included paraphrasing and, when appropriate, an elaboration question produced greater immediate perceived understanding than advice or simple acknowledgements. In a separate peer-interview experiment with 180 undergraduates, a paraphrase alone was associated with listener social attractiveness but not participants' felt understanding or conversation satisfaction. These adult, brief laboratory findings inform the skill's focus; they do not test this practice with youth or in detention settings. [E2] [E6]

Limit: Two brief adult college experiments; no direct evidence for this original practice, adolescents, schools, or detention settings.

Facilitator notice: Offer the fictional practice and multiple participation choices; notice whether a participant had a chance to try, observe, write, think, or pass—do not score empathy, disclosure, or eye contact.

05 • Name Feelings with Tentative Language

SEL: Social Awareness • Relationship Skills

A respectful way to name what someone may be feeling without claiming you know for sure. Notice their words or actions, offer a possibility such as "I wonder if...," and leave room for them to correct, add to, or decline the guess.

Tentative words can show you are paying attention while protecting the other person's authority over their own experience. They help avoid treating a guess as a fact and can open a respectful conversation without requiring anyone to explain personal details.

Maybe, Not Mind-Reading

3–5 minutes • Adapt within the agreed session time.

1. Read, watch, or choose the fictional scene.

2. Write, say, draw, or think one feeling possibility beginning "I wonder if..." or "It seems like...."

3. Add: "I could be wrong. Do you want to correct me, add something, or leave it there?"

Fictional example: Jordan's poster for the community showcase is removed because the hallway is being repainted. Jordan crumples the event flyer, says "Whatever," and walks to another table while others plan the display.

Words to try: ""Jordan, I wonder if you might be disappointed or frustrated that your poster was removed. I could be off. Do you want to say more, correct me, or leave it there?""

In the fictional scene, what words made the feeling guess sound open rather than certain? Write or draw another respectful possibility.

Practice with the fictional scene; write, draw, say, point to a feeling word, observe silently, or pass. No personal sharing, eye contact, or partner work is required. A feeling guess is not a fact. Do not press for an answer, diagnose, label motives, or use it to excuse harm. Respect "no," pause if safety is involved, and get adult or support help when needed.

Research connection

Direct but limited evidence comes from a randomized laboratory paradigm with 74 romantic couples: partner-chosen emotion labels during aversive-picture viewing reduced targets' reported distress compared with self-labeling, and the effect increased with regulators' empathy. This measured interpersonal affect labeling, not youth learning or this practice. In a separate experiment, 115 undergraduate participants felt more understood after active-listening responses than after advice or simple acknowledgments. That supports related empathic communication, not tentative wording specifically. [E7] [E2]

Limit: Evidence comes from romantic couples and undergraduates, not adolescents, detention settings, classrooms, or exact tentative-language practice trials.

Facilitator notice: Offer the fictional practice and participation choices; notice whether learners have a chance to use tentative language and a correction/pass option. Do not score, require disclosure, or judge emotional accuracy.

06 • Get a Perspective by Asking Rather Than Guessing

SEL: Social Awareness • Relationship Skills

Instead of deciding what someone thinks or feels, use a respectful, optional question to invite their view, then listen to the answer or their choice not to answer.

People's experiences and needs may differ from what they show or from our assumptions. Asking can make room for information the person chooses to share, while leaving them control over privacy, boundaries, and whether conversation is welcome.

Question, Not Conclusion

3–5 minutes • Adapt within the agreed session time.

1. With a fictional scenario or a low-stakes moment, notice one conclusion you might be tempted to make.

2. Turn it into one open, choice-respecting question: "What was that like for you?" or "What would you want me to understand?"

3. Pause; accept an answer, "not now," or silence, then name only what you heard.

Fictional example: At lunch, Imani sees Jo leave the group chat after a joke about their shoes. Imani thinks, "Jo is mad at everyone." Before repeating that guess, Imani could ask Jo privately whether they want to say what was going on.

Words to try: "I noticed you left the chat. I might be reading it wrong. Would you want to tell me what was going on, or would you rather not talk about it?"

Write, draw, or think: What is one conclusion people sometimes jump to in a fictional conflict? What respectful question could open space for the person's own view? When might it be better not to ask?

Practice on the fictional scenario, write a question instead of saying it, observe and notice guessing words, or pass. No personal story, eye contact, or partner disclosure is required. Do not press for explanations, ask in unsafe situations, or use questions to debate someone's experience. "No," "not now," and silence are complete responses. Asking does not require agreement, forgiveness, or accepting harm; create distance or seek support when needed.

Research connection

Direct perspective-getting evidence: in Eyal, Steffel, and Epley's adult experiments, conversing to obtain a partner's views increased prediction accuracy compared with simply trying to take that partner's perspective. This supports asking as information-gathering, not a claim about empathy or youth. Related youth communication evidence: in McLaren and Sillars's 98 parent–adolescent conversations, supportive listening was associated with children's greater empathic accuracy; the observational study did not test this micropractice. [E8] [E9]

Limit: Evidence includes adult experiments and one observational parent–adolescent study; it does not validate this practice or predict outcomes in other youth settings.

Facilitator notice: Offer, without scoring: Did each participant have a chance to turn a guess about a fictional situation into an optional, open question or choose to pass?

07 • Validate without necessarily agreeing

SEL: Social Awareness • Relationship Skills

Validation means showing you understand that someone's feeling or viewpoint makes sense from what they experienced. It does not mean agreeing with every choice, excusing harm, giving up your boundary, or knowing their whole story.

Validation makes room to acknowledge another person's experience before deciding what you think or need. In a disagreement, it can help keep attention on the issue instead of treating a feeling as wrong.

Name–Sense–Boundary

3–5 minutes • Adapt within the agreed session time.

1. Choose the fictional situation or quietly imagine one; name one possible feeling or concern without claiming certainty.

2. Write, say, or think: "It makes sense you felt ___ when ___."

3. Add: "I may see it differently, and I still need ___."

Fictional example: At lunch, Nia says she is angry because Jordan reposted a private joke. Jordan thinks the post was harmless and does not want to argue. Jordan can acknowledge Nia's embarrassment while still seeing the intent differently.

Words to try: ""I hear that you felt embarrassed when it was reposted. I see the intent differently, and I will not debate your feeling. I need us to talk without insults.""

Think, write, or draw: What words can acknowledge a feeling without agreeing with every conclusion or giving up a boundary?

Practice silently, write or draw one line, use only the fictional scenario, observe a demonstration, or pass. No personal story, partner work, or eye contact is required. Validate the person's experience, not harm or misinformation. You may set limits, disagree, pause, seek support, or choose safety. When power, racism, or other injustice affects choices, do not explain away or debate the person's experience. Do not pressure anyone to disclose, forgive, reconcile, or continue a conversation.

Research connection

Two direct validation studies inform the distinction. In a randomized laboratory experiment with 60 adult undergraduates, invalidating rather than validating responses during a stress task were associated with higher negative affect, heart rate, and skin conductance. An observational longitudinal study of 38 high-risk adolescents and parents found parent validation/invalidation associated with later self-harm; it did not establish cause or test peer or school practice. These studies support validation as an interpersonal process, not proof that this original activity changes youth outcomes. [E10] [E11]

Limit: Evidence is adult-lab and high-risk family research; it does not test this practice in general youth, school, or detention settings.

Facilitator notice: Offer the fictional prompt and several ways to participate; notice whether youth had access to a validation sentence, without rating sincerity, disclosure, agreement, or performance.

08 • Check Understanding and Correct a Misread

SEL: Relationship Skills • Social Awareness

Checking understanding means saying what you think you heard, marking it as a guess, and inviting the other person to correct it. A correction helps you learn their meaning; it does not require agreement.

People can mean something different from what we first assume. A brief check can slow down guessing and make room for the speaker's own words, perspective, and correction.

Guess, Check, Update

3–5 minutes • Adapt within the agreed session time.

1. Choose the fictional message and notice your first guess.

2. Offer one tentative summary: "I might be hearing ...; did I get that right?"

3. Hear the correction and restate only what changed.

Fictional example: During a group project, Jordan says, "I'm not doing the slides tonight." Sam assumes Jordan does not care and starts to reply. Jordan actually has a late shift and can work on the slides tomorrow.

Words to try: ""I might be hearing that you do not want to help tonight. Did I get that right?" "Not exactly. I am working late; I can do slides tomorrow." "Thanks for correcting me. You can help tomorrow, not tonight.""

Journal, draw, or think: What is one time a fictional character, or a situation you choose, might say, "That's not what I meant"? Write a respectful check-in that leaves room for their correction.

Practice aloud with a fictional figure, write or draw the three lines, think through them silently, watch a demonstration, or pass. No partner work or personal sharing is required. Use a made-up scenario or pass. A correction is information, not an argument; do not press someone to explain private details, agree, forgive, or continue a conversation that feels unsafe. You can pause, set a boundary, seek support, or name unequal power or unfair treatment.

Research connection

These brief experiments tested communication responses related to, rather than direct measures of, empathy. In 115 undergraduates, active-listening responses—paraphrasing plus, when appropriate, elaboration questions—produced higher immediate self-reported feeling understood than advice or simple acknowledgements. In 180 undergraduates, paraphrasing alone did not improve reported feeling understood. This adult/college evidence does not test youth, detention contexts, or this original practice. [E6] [E2]

Limit: Evidence comes from brief experiments with undergraduates; it does not establish effects for adolescents, classrooms, detention settings, or this original practice.

Facilitator notice: Offer a chance to practice a tentative check-in using the fictional scenario in any participation mode; do not score youth for correctness, disclosure, eye contact, or speaking aloud.

09 • Respectful disagreement and boundaries

SEL: Relationship Skills • Social Awareness • Responsible Decision-Making

Respectful disagreement and boundaries means saying what you think or need without attacking someone, and noticing their right to say no or step back. You can listen for understanding while keeping your own limits.

Disagreement can involve real differences, unequal power, or safety concerns. A clear, respectful response can name a boundary, protect choice, and leave room for another person's perspective. Respect does not require agreement, disclosure, forgiveness, or staying in a harmful situation.

Different, Need, Next

3–5 minutes • Adapt within the agreed session time.

1. Read a fictional disagreement; choose an observer role if preferred.

2. Say or write: "I see it differently. I need ___ / I'm not okay with ___."

3. Add a respectful next step: "Let's pause," "Please stop," or "We can ask for support."

Fictional example: During a group project, Kai wants everyone to keep joking about another student's drawing. Rowan disagrees and does not want to join. Rowan may speak, write a response card, ask a trusted adult for support, or simply step away.

Words to try: "I hear your point. I see it differently, and I'm not okay with jokes about someone's work. Please stop. If you want space, I'll give it to you; we can get support."

Journal, draw, or think: In the fictional scenario, what words could Rowan use to disagree without putting Kai down? What could Rowan do if speaking feels unsafe or does not change the situation?

Use the fictional scenario only. Youth may say a line aloud, write it, draw a response card, watch as an observer, choose an external focus, or pass. No personal examples, partner work, eye contact, or disclosure are needed. Use fictional material; do not ask anyone to reveal a conflict. A boundary can be brief and can include leaving, seeking staff support, or reporting harm. Young people do not owe someone a debate, explanation, forgiveness, or continued contact. If immediate safety or a power difference is involved, use the setting's support and reporting options rather than practice confrontation.

Research connection

In a cross-sectional Dutch study of 307 adolescents ages 13–16, dispositional affective empathy was associated with more self-reported positive problem solving and less conflict engagement with same-sex best friends; it did not test boundary setting or a lesson. In two U.S. parent–adolescent laboratory-discussion studies, observed open communication was associated with smaller differences between parent and adolescent conflict reports. That related communication finding is not a direct empathy result and does not establish causation. Together they inform, but do not validate, this original fictional micropractice. [E12] [E13]

Limit: Correlational adolescent studies link empathy or open communication with conflict processes; neither tests this practice, youth detention settings, safety outcomes, or boundary-setting effects.

Facilitator notice: Offer fictional scenarios and choices to speak, write, draw, observe, or pass; notice whether an opportunity to name a respectful limit was available, not whether youth perform it correctly.

10 • Invite Voices and Share Turns

SEL: Social Awareness • Relationship Skills

Invite voices and share turns means making room for more than one viewpoint: offer a low-pressure way to join, speak briefly, and leave space before responding. It is a choice, not a demand to disclose or agree.

This is a discussion habit for balancing participation. It treats listening as active and makes room for viewpoints, questions, or a pass while keeping boundaries and safety in view.

Two Spaces, One Story

3–5 minutes • Adapt within the agreed session time.

1. Read the fictional situation; choose Speak, Pass, or Write, and offer one brief observation or question—or pass.

2. After each turn, pause for two silent counts; someone who has not spoken may add a view, or the space may stay open.

3. Name one idea that was heard and one question still open; no one has to explain a personal experience.

Fictional example: A youth group is choosing a mural theme. Three people have already named bold ideas. Jay quietly sketches a river and says, "I'm not sure it fits." The group has two minutes before deciding what to propose.

Words to try: "I have an idea, and I can keep it brief. I'd also like to leave space for someone who has not spoken. Passing is okay. What feels important to add—or would anyone rather write it down?"

Think, write, or draw: In the mural conversation, which voice might be easiest to miss? What could make sharing safer or easier without requiring anyone to speak?

Speak once, point to a prepared card, write a sentence, observe the turn pattern, or pass. No eye contact, partner work, or personal story is required. Participation is optional. Do not press anyone to share, explain silence, make eye contact, agree, or disclose experiences. A turn may be a pass. Keep the fictional topic; honor safety, power differences, racism/injustice, and boundaries.

Research connection

Andolina and Conklin's case study directly reports high-school participants' perceived listening and empathy gains after a multi-part civic curriculum, not a turn-sharing test. Malti et al.'s review/meta-analysis of 19 school programs and 36 evaluations reports a small average social-emotional competency effect (d=0.27); evaluated participants were approximately ages 4–11. That review concerns broader empathy-related programs. Together, these are research-informed background, not evidence that this original practice changes empathy, participation, or outcomes in detention settings. [E14] [E15]

Limit: Evidence supports broader curricula, not this original practice; neither source establishes effects for equitable turn-sharing or in youth detention settings.

Facilitator notice: Offer the options and notice whether space was made available; do not score youth for speaking, passing, confidence, or agreement.

11 • Offer Help With Consent

SEL: Relationship Skills • Social Awareness

Offer useful support only after checking what, if anything, another person wants; accept a yes, no, or different request without pressure.

A consent-based offer makes room for another person's choices, boundaries, and knowledge of what feels useful. It can be practiced without assuming access, safety, or a need to disclose.

Ask–Offer–Respect

3–5 minutes • Adapt within the agreed session time.

1. Choose a fictional moment when someone may need support; pause and name one possible need.

2. Ask once: "Would you like help, company, or space?"

3. Respect the answer; offer the agreed action, or say, "Okay—I'll give you space."

Fictional example: Rae notices Jordan staring at an unfinished poster before a group showcase. Rae wants to step in, but does not know whether Jordan wants ideas, quiet, or another kind of support.

Words to try: ""I noticed the poster seems unfinished. Would you like help, company, or space? 'No' is okay.""

Journal or draw: What words could you use to offer help without deciding for someone else? How might you show respect if they say no, not now, or ask for something different?

Write, draw, think privately, watch a facilitator model it, or pass. Practice only with the fictional scenario; no personal sharing or partner role-play is required. Do not pressure anyone to accept help, explain a refusal, disclose personal experiences, or work with a partner. A "no," "not now," silence, or different request is respected. For immediate safety concerns, follow the setting's safeguarding procedure rather than asking youth to handle it alone.

Research connection

Ishikawa et al. studied young people's help-seeking intentions, not peer offers of help. Gray et al. showed that adults can experience intended workplace support as unhelpful and reported associated strains. Together, they support treating offers as invitations rather than assumptions. They do not test this youth practice, prove empathy outcomes, or establish effects in schools or justice settings. [E16] [E17]

Limit: No study tested this exact youth practice; evidence concerns help-seeking intentions in youth and unhelpful workplace support among adults.

Facilitator notice: Offer the practice and note whether youth had a voluntary way to participate; do not score disclosure, wording, eye contact, or acceptance of help.

12 • Notice Impact and Practice Voluntary Repair

SEL: Social Awareness • Relationship Skills • Responsible Decision-Making

Noticing how your words or actions may have landed, then freely choosing a respectful step to address harm. You can ask, listen, make a specific offer, or pause. Repair is an invitation, not a demand for forgiveness, closeness, or a private conversation.

After a hurtful moment, focusing on impact can make room for responsibility without mind-reading or self-shaming. A voluntary repair can be small and concrete: checking in, replacing something, correcting misinformation, or giving space. The person affected decides whether, when, or how to respond.

Impact–Choice–Repair

3–5 minutes • Adapt within the agreed session time.

1. Use a fictional or low-stakes moment; name what happened and one possible impact without guessing anyone's feelings.

2. Try: "I notice my choice may have affected you. Would you like to tell me what it was like?"

3. Offer one realistic repair or ask what would help; respect "no," "not now," or no response.

Fictional example: During a group poster project, Jordan laughs and says Sam's drawing is "useless." Sam goes quiet and stops contributing. Later Jordan notices the comment may have affected Sam and wants to address it without pressuring Sam to forgive or work together.

Words to try: ""I said your drawing was useless. I can see that may have shut you down. I'm sorry for the comment. Would it help if I removed it, listened, or gave you space? You do not have to answer now.""

In Jordan's situation, what is one impact Jordan can name without deciding how Sam feels? What repair choice could Jordan offer, and how would they respect a "no," "not now," or no response?

Work only with the fictional story, a made-up comic, or a private low-stakes example; write, draw, rehearse silently, or pass. No personal disclosure, partner work, eye contact, or direct contact is required. Use only safe, low-stakes situations; do not contact someone who feels unsafe or holds power over you. Repair does not require forgiveness, renewed access, a private meeting, or sharing personal details. Seek trusted adult or support guidance for serious harm, threats, discrimination, or legal or school processes.

Research connection

Research-informed foundation: Fehr, Gelfand, and Nag's meta-analysis of 175 interpersonal-forgiveness studies (26,006 participants) found apology associated with victims' forgiveness (r = .42); this does not mean anyone owes forgiveness or that repair will be accepted. Lodi and colleagues' school review (34 studies, ages 6–18) identifies restorative conversations and conferences as studied practices but reports limited direct evidence. These sources inform a choice-based repair process; they do not test this original micropractice or prove outcomes for individual learners. [E18] [E19]

Limit: Evidence links apologies and school restorative practices to related processes; it does not validate this micropractice, compel forgiveness, or establish outcomes in all youth settings.

Facilitator notice: Offer—not score—the chance to name a possible impact and choose, adapt, or pass on a repair idea.

Empathy research references

Research details are for adults preparing the practices. Each study's population, design and limits matter. These citations are not an endorsement or validation of CALM, CPR, these original pages, or the youth pilot.

[E1] Netta Weinstein, Andrew Huo, and Guy Itzchakov (2021). Parental listening when adolescents self-disclose: A preregistered experimental study

Journal of Experimental Child Psychology, 209, 105178

Design and population: Preregistered 2 × 2 video-vignette experiment; N = 1,001 UK adolescents aged 13–16 imagined disclosing to a parent in two vaping-related scenarios.

Finding: Viewing good rather than moderate parental listening predicted higher anticipated well-being and intention to self-disclose; autonomy and relatedness need satisfaction mediated the effects.

Limit: Participants watched scripted vignettes and reported anticipated reactions; the study did not observe actual family conversations or test this practice in classrooms, programs, or detention settings.

DOI: 10.1016/j.jecp.2021.105178

[E2] Harry Weger Jr., Gina Castle Bell, Elizabeth M. Minei, and Melissa C. Robinson (2014). The Relative Effectiveness of Active Listening in Initial Interactions

International Journal of Listening, 28(1), 13–31

Design and population: Laboratory experiment with 115 undergraduates at a large southeastern U.S. university (ages 18–50; M = 20.01); confederates used active listening, advice, or simple acknowledgements in first conversations.

Finding: Participants receiving active listening felt more understood than participants receiving advice or simple acknowledgements; satisfaction and social attractiveness did not differ from the advice condition.

Limit: Single 3–7 minute initial interactions with university students; nonverbal involvement was held moderate but not tested, and findings do not establish effects for adolescents.

DOI: 10.1080/10904018.2013.813234

[E3] Epinat-Duclos, Justine; Foncelle, Alexandre; Quesque, François; Chabanat, Eric; Duguet, Alexandre; Van der Henst, Jean-Baptiste; Rossetti, Yves (2021). Does nonviolent communication education improve empathy in French medical students?

International Journal of Medical Education, 12, 205–218

Design and population: Randomized controlled pre/post study of 312 volunteer third-year medical students at Sorbonne University in Paris; median age 22 (intervention n=123; control n=189).

Finding: Three months after training, the intervention group increased on a five-item adapted Jefferson Scale subset; Empathy Quotient scores and three implicit empathy-related cognitive tests did not significantly change.

Limit: Only a subjective custom subset showed change; the study tested a multi-component adult training, had an arbitrarily selected three-month follow-up, and could not identify whether observation-versus-interpretation practice caused the result.

DOI: 10.5116/ijme.615e.c507

[E4] Huang, Karen; Yeomans, Michael; Brooks, Alison Wood; Minson, Julia; Gino, Francesca (2017). It doesn't hurt to ask: Question-asking increases liking

Journal of Personality and Social Psychology, 113(3), 430–452

Design and population: Three live adult dyadic-conversation studies: behavioral-lab chat participants, online strangers, and heterosexual speed daters; two experiments varied question-asking instructions and one field study observed speed dating.

Finding: Across the three studies, more questions—especially follow-up questions—were linked to greater partner liking; perceived responsiveness statistically explained the question-asking effect in the experiments.

Limit: Adult get-acquainted and speed-dating settings; the study measured liking and perceived responsiveness, not youth empathy or this specific practice.

DOI: 10.1037/pspi0000097

[E5] Williams, Elizabeth Nutt (2023). The use of questions in psychotherapy: A review of research on immediate outcomes

Psychotherapy, 60(3), 246–254

Design and population: Review of naturalistic empirical research on therapist questions in individual psychotherapy; included populations varied and it was not a youth classroom trial.

Finding: The review reports mixed immediate effects: open questions can support client emotional expressiveness and affective exploration, while questions can also relate to poorer client perceptions of therapist empathy, helpfulness, and session smoothness.

Limit: Clinical psychotherapy research does not evaluate ordinary youth peer conversation or this original micropractice.

DOI: 10.1037/pst0000471

[E6] Weger Jr., Harry; Castle, Gina R.; Emmett, Melissa C. (2010). Active Listening in Peer Interviews: The Influence of Message Paraphrasing on Perceptions of Listening Skill

International Journal of Listening

Design and population: Experiment with 180 undergraduate students (mean age 18.5) completing peer interviews about a proposed university examination policy.

Finding: Compared with a simple acknowledgement, a paraphrased reflection was associated with the listener's social attractiveness, but not with conversational satisfaction or participants' feelings of being understood.

Limit: Tests one paraphrase in a college interview context, not an ongoing youth relationship or a complete empathy lesson; outcomes were self-reports immediately after the interaction.

DOI: 10.1080/10904010903466311

[E7] Shamay-Tsoory, Simone G.; Levy-Gigi, Einat (2021). You Name It: Interpersonal Affect Labeling Diminishes Distress in Romantic Couples

Behavior Therapy, 52(2), 455–464

Design and population: Randomized laboratory paradigm with 74 romantic couples; one partner was the target and the other the regulator.

Finding: Viewing a partner-chosen emotion label reduced targets' reported distress more than self-labeling; the effect increased with regulator empathy.

Limit: An aversive-picture laboratory task with romantic couples; it does not establish effects for adolescents, classrooms, detention settings, or tentative phrasing.

DOI: 10.1016/j.beth.2020.06.004

[E8] Tal Eyal, Mary Steffel, and Nicholas Epley (2018). Perspective mistaking: Accurately understanding the mind of another requires getting perspective, not taking perspective

Journal of Personality and Social Psychology, 114(4), 547–571

Design and population: Twenty-five experiments; Experiment 25 recruited 104 heterosexual romantic couples from the community, ages 19–72, with 58% married.

Finding: Across 25 experiments, instructions to take another's perspective did not consistently improve accuracy. In Experiment 25, conversation that obtained a partner's views increased accuracy compared with perspective-taking instructions.

Limit: The studies used adults and laboratory-style interpersonal-judgment tasks; they do not test youth programming, safety, or this original practice.

DOI: 10.1037/pspa0000115

[E9] Rachel M. McLaren and Alan Sillars (2020). Parent and adolescent conversations about hurt: How interaction patterns predict empathic accuracy and perceived understanding

Communication Monographs, 87(3), 312–335

Design and population: Observational analysis of conversations between 98 parent–adolescent dyads about an event in which the adolescent felt hurt by something a parent said or did.

Finding: Supportive listening was associated with greater empathic accuracy for adolescents and greater perceived understanding for both parents and adolescents; empathic accuracy was low across all interaction patterns.

Limit: This was observational, focused on parent–adolescent hurt conversations, and did not test asking rather than guessing as a discrete intervention.

DOI: 10.1080/03637751.2020.1722848

[E10] Shenk, Chad E.; Fruzzetti, Alan E. (2011). The Impact of Validating and Invalidating Responses on Emotional Reactivity

Journal of Social and Clinical Psychology, 30(2), 163–183

Design and population: Randomized laboratory experiment; 60 undergraduate psychology students (35 women), ages 18–55 (M=22.33).

Finding: Compared with validation, invalidation during a stress task was associated with higher negative affect, heart rate, and skin conductance over time.

Limit: Adult undergraduate laboratory sample and stress task; it does not test adolescents, peers, classrooms, or this micropractice.

DOI: 10.1521/jscp.2011.30.2.163

[E11] Adrian, Molly; Berk, Michele S.; Korslund, Kathryn; Whitlock, Kathryn; McCauley, Elizabeth; Linehan, Marsha (2018). Parental Validation and Invalidation Predict Adolescent Self-Harm

Professional Psychology: Research and Practice, 49(4), 274–281

Design and population: Observational, longitudinal coding of parent–teen conflict discussions at three assessments over six months; 38 high-risk adolescents ages 12–18 (M=14.85; 94.1% female) and parents.

Finding: Observed parental validation and invalidation were associated with adolescent self-harm; the study reported no significant association with suicidal ideation.

Limit: Small, predominantly female high-risk sample; lab observation and design cannot determine causality or generalize to peer or school settings.

DOI: 10.1037/pro0000200

[E12] de Wied, M.; Branje, S. J. T.; Meeus, W. H. J. (2007). Empathy and conflict resolution in friendship relations among adolescents

Aggressive Behavior, 33(1), 48–55

Design and population: Cross-sectional self-report study and multigroup path analysis of 307 Dutch adolescents ages 13–16 (149 boys, 158 girls) reporting on same-sex best friendships.

Finding: Higher dispositional affective empathy was associated with more positive problem solving and less conflict engagement; it was not associated with withdrawal or compliance.

Limit: Cross-sectional self-report associations cannot establish that empathy causes constructive conflict behavior; the sample concerned same-sex best-friend relationships in the Netherlands.

DOI: 10.1002/ab.20166

[E13] Ehrlich, K. B.; Richards, J. M.; Cassidy, J.; Lejuez, C. W. (2016). When parents and adolescents disagree about disagreeing: Observed parent–adolescent communication predicts informant discrepancies about conflict

Journal of Research on Adolescence, 26(3), 380–389

Design and population: Two U.S. cross-sectional laboratory conflict-discussion studies: 189 eleventh-grade adolescents (mean age 16.5) and parents; 223 additional families with adolescents ages 12–17 (mean 14.1).

Finding: In Study 1, more observed open communication predicted smaller parent–adolescent conflict-report discrepancies; in Study 2, this association appeared for mother–adolescent dyads.

Limit: The study did not measure empathy or boundary setting, and observed associations in these family samples do not show that communication caused agreement or safety.

DOI: 10.1111/jora.12197

[E14] Molly W. Andolina; Hilary G. Conklin (2018). Speaking With Confidence and Listening With Empathy: The Impact of Project Soapbox on High School Students

Theory & Research in Social Education, 46(3), 374–409

Design and population: Case study using pre/post surveys, classroom observations, teacher interviews, student work, and focus groups with 204 high-school students from 9 public high schools.

Finding: Participants reported modest gains in future civic engagement expectations and stronger rhetorical confidence; listening and empathy were among the curriculum's strongest reported impacts.

Limit: A multi-component action-civics case study with self-reported outcomes; it did not experimentally test equitable turn-taking or this original practice.

DOI: 10.1080/00933104.2018.1435324

[E15] Tina Malti; Maria Paula Chaparro; Antonio Zuffianò; Tyler Colasante (2016). School-Based Interventions to Promote Empathy-Related Responding in Children and Adolescents: A Developmental Analysis

Journal of Clinical Child & Adolescent Psychology

Design and population: Developmental review and meta-analysis of 19 empirically supported school programs and 36 evaluations; evaluated participants across programs were approximately ages 4–11.

Finding: Across included evaluations, the random-effects average for social-emotional competencies was d=0.27 (95% CI 0.20–0.34).

Limit: Programs were multi-component and evaluated participants were mostly younger; the review did not test equitable turn-sharing or this micropractice.

DOI: 10.1080/15374416.2015.1121822

[E16] Ishikawa, Amelia; Rickwood, Debra; Bariola, Emily; Bhullar, Navjot (2022). Autonomy versus support: self-reliance and help-seeking for mental health problems in young people

Social Psychiatry and Psychiatric Epidemiology, 58(3), 489–499

Design and population: Cross-sectional online survey of a representative Australian community sample of 5,203 young people aged 12–25 years.

Finding: Higher self-reliance was associated with lower intentions to seek informal and professional help; perceived social support fully mediated the association with informal help-seeking intentions.

Limit: Observational intentions, not observed support offers or outcomes; mental-health help-seeking context in Australia.

DOI: 10.1007/s00127-022-02361-4

[E17] Gray, Cheryl E.; Spector, Paul E.; Lacey, Kayla N.; Young, Briana G.; Jacobsen, Scott T.; Taylor, Morgan R. (2020). Helping may be harming: unintended negative consequences of providing social support

Work & Stress, 34(4), 359–385

Design and population: Two workplace studies: qualitative critical incidents from 116 employees; quantitative samples of 176 diverse employees and 496 registered nurses.

Finding: Recipient-perceived unhelpful workplace support was associated with negative affect, lower competence-based self-esteem, lower coworker satisfaction, burnout, frustration, and physical symptoms.

Limit: Adult workplace evidence, mainly correlational associations in Study 2; did not test youth, empathy, or asking consent before helping.

DOI: 10.1080/02678373.2019.1695294

[E18] Fehr, Ryan; Gelfand, Michele J.; Nag, Monisha (2010). The road to forgiveness: A meta-analytic synthesis of its situational and dispositional correlates

Psychological Bulletin, 136(5), 894–914

Design and population: Meta-analysis of 175 studies with 26,006 participants on interpersonal forgiveness; the source reports sample characteristics, including age, as moderators.

Finding: Apology was associated with victims' interpersonal forgiveness (r = .42); state empathy was also associated with forgiveness (r = .51).

Limit: This synthesis concerns correlates of victims' forgiveness, not a required apology, voluntary repair behavior, or outcomes from this youth micropractice.

DOI: 10.1037/a0019993

[E19] Lodi, Ernesto; Perrella, Lucrezia; Lepri, Gian Luigi; Scarpa, Maria Luisa; Patrizi, Patrizia (2021). Use of Restorative Justice and Restorative Practices at School: A Systematic Literature Review

International Journal of Environmental Research and Public Health, 19(1), 96

Design and population: PRISMA-guided qualitative systematic review of 34 studies published 2010–2021 involving school students aged 6–18 years.

Finding: Restorative conversations and conferences were among the practices reviewed; the authors describe positive reported school-related outcomes while noting limited evidence of direct correlation.

Limit: It is a qualitative review of varied whole-school practices, not a test of brief voluntary repair practice or evidence that a particular young person will experience a given outcome.

DOI: 10.3390/ijerph19010096

References checked October 28, 2026. Wholistic Learning • wholisticeducation46@gmail.com