WHOLISTIC LEARNING

The Whole Way

Participant Workbook

My Voice. My Choices. My Next Step.

Every young person. Seen. Heard. Valued.

Five SEL lessons • Yoga options • DBT-informed skills • Journal space

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

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

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

A companion to the Whole Self, Strong Circle four-week pilot

No name needed. You can write, draw, think, watch, or pass.

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Youth scenes are illustrative. Movement choices are guided by your facilitator.

You belong here

This is a space to notice your strengths, try an idea, and make room for your voice. You do not have to show up perfectly or feel a certain way.

You can write, draw, think quietly, use a fictional example, watch, rest, or pass. You do not have to finish every page. A blank page does not mean you failed.

You do not need to write your name or anyone else's name. Leave out private stories, case information, diagnoses, and details that could identify someone.

Your facilitator will explain which pages your group is using. The workbook has learning options for CPR and Yoga & Mindfulness; your group does not have to do both services in the same session.

Yoga practice is optional and led by your approved facilitator. You can choose a seated or supported option, keep your eyes open, or observe. Stop if something hurts or feels uncomfortable, and tell the facilitator.

Ask the facilitator what happens to any feedback page before handing it in. You do not have to show your journal pages. Staff may need to act on a safety concern, so no one can promise complete secrecy.

Ways I can participate

Join in • Adapt the activity • Write or draw • Think quietly • Watch first • Rest • Pass

One way I might choose to take part—or leave this blank:

Social-Emotional Learning (SEL): The umbrella

SEL is the learning umbrella for The Whole Way. CALM is the teaching approach within SEL: Centering Breathwork, Active Yoga, Listening with Empathy, and Mindfulness, Movement, and Meditation. CPR is an application skill within SEL: Center Yourself, Practice Your Power, Respond with Respect. Welcoming, Share, Practice, and Reflection remain the session flow—not CPR's meaning.

The five SEL competencies

Self-awareness

Notice my strengths, thoughts, feelings, and choices.

Self-management

Notice a cue, try a pause, and choose a next step.

Social awareness

Consider another perspective without guessing someone's whole story.

Relationship skills

Listen, ask clearly, respect boundaries, and seek support.

Responsible decision-making

Consider information, impact, needs, and available options.

Each lesson includes a picture, a yoga option, a DBT-informed everyday skill, a CPR Practice option, and journal prompts. These are learning practices—not therapy, tests, or proof that you should feel calm. A pose does not automatically teach respect or repair harm; the choices and conversation are part of the learning.

These pages are yours to use your way

Your journal can be words, a sketch, a symbol, a fictional character's answer, or a blank page. There is no required personal disclosure and no perfect answer.

CALM: SEL teaching approach, not a required feeling

You can have a strong feeling and still belong. CALM gives us ways to notice, move, listen, and choose—not a demand to feel quiet or look a certain way.

C — Centering Breathwork

An ordinary, comfortable breath—or an external anchor, rest, or observing choice. No breath holding or forced breathing.

A — Active Yoga

Accessible movement with the facilitator. Seated, supported, and non-movement choices count.

L — Listening with Empathy

Practice a named empathy skill: listen, check a guess, make room for a voice, or respect a boundary.

M — Mindfulness, Movement, and Meditation

Notice and reflect your way. Eyes-open, external-awareness, rest, and pass options are available.

Every Practice section includes an empathy skill to rehearse. Empathy does not mean agreeing, giving up your boundary, or knowing someone's private story.

One way I might make room for my voice and another person's voice:

CPR: An SEL application skill

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

CPR is an application skill within Social-Emotional Learning (SEL) that you can practice through movement, mindfulness, and connection. It is not first-aid training. Welcoming, Share, Practice, and Reflection are the session flow—not the meaning of the letters.

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.

Physical strength: Notice your body and choose an accessible movement, rest, or observation. Strength is not a contest.

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.

Emotional power: Make room for a feeling while considering your available choices. Some situations limit choices; asking for support counts.

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.

Relational respect: Care for your voice, other people's dignity, and everyone's boundaries.

A fictional example

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.

Center yourself → Practice your power → Respond with respect.

Five lessons, one four-week journey

The five lessons are flexible learning pages, not a required fifth meeting. Your facilitator chooses short practices to fit the group and the selected service.

Week 1 — Arrive & Belong

Self-awareness: strengths, noticing, and participation choices.

Week 2 — Notice & Pause

Self-management: a comfortable pause and an available next step.

Week 3 — Connect & Respect

Social awareness and relationship skills: selected practice from both lessons.

Week 4 — Carry It Forward

Responsible decision-making: a small plan, respectful choices, and support.

One service each week • 45–60 minutes • No more than 10 youth in a group. Use only the pages the facilitator selects. You can join even if you missed an earlier week.

What CPR means

CPR means Center Yourself, Practice Your Power, Respond with Respect—not first-aid training. Within SEL, CPR is an application skill. Our session flow is Welcoming, Share, Practice, and Reflection. You may pass at any part.

The facilitator selects the practice. These pages do not add a required fifth session or require every yoga pose in a CPR session.

Optional pre questionnaire

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.

Same editable draft items as the facilitator workbook. Not a clinical assessment.

Lesson 1 • Self-awareness

Spot the Signal, Name the Fact

Notice and name a feeling, thought, value, or event before choosing a next step.

Self-awareness is a pause to notice what is happening. Observe what happened or changed. Then describe it with simple labels: fact, feeling, thought, or value. Naming a moment gives you information for choosing.

Jordan's Group Idea

Jordan, a fictional student, helps plan a display. Jordan suggests recycled fabric. Jay says, "I was thinking posters," and two classmates look at sample paper. Jordan thinks, "They dislike my idea." Jordan pauses: the group got quiet, Jay named another idea, and paper is on the table. Jordan describes, "I feel embarrassed. I am having a thought. Creativity matters to me." Jordan can ask a question, pause, or choose another response.

Picture example: what is observable is different from what someone guesses. You can use a fictional response.

Which details could go in a facts column?

Which labels are a feeling, thought, or value?

What respectful choice could Jordan consider?

Words you could try

"Jordan asks, "Can we list both ideas before choosing?""

A possible reply: "The group writes both ideas on one page. No decision is required yet."

Lesson 1 • My yoga option

Mountain Pose (Tadasana)

Mountain Pose is an optional way to notice your setup, not a test of balance, flexibility, stillness, or posture.

Try only with your facilitator's guidance

1. If standing, set both feet about hip-width apart, toes forward, and rest your arms by your sides.

2. Notice the floor. Keep knees easy, not locked, and lengthen through the top of your head.

3. Let shoulders settle. Keep your chin level and eyes open with a soft gaze.

4. Try a short, comfortable moment. Silently name one neutral fact.

A supported or seated choice

Or use a stable approved chair: feet flat, hands on thighs, and spine comfortably tall. This is chair grounding, not standing Mountain Pose, and it is an equal choice.

Watching is also a choice

You may also rest or look around with eyes open and silently name three colors or shapes. Observing is participation too.

Facilitator-led and optional. Use a stable approved chair. Do not push or hold your breath. Stop for pain, dizziness, or discomfort and tell the facilitator. No touch or closed eyes are needed.

Practice: empathy alongside movement

Named skill: Pause and Make Attention Available. Pause your reply; let your hands rest and notice one object in the room. Clear a small listening space: silence distractions if safe, or say what attention you can offer. Offer a choice: "I can listen for a minute. Do you want listening, help, or space?"

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.

Think, draw, say a word, use a fictional example, or pass: What neutral detail did you observe?

Write or draw something you notice—or leave it blank.

Lesson 1 • My DBT-informed skill

DBT-informed skill: Observe and Describe

Observe means notice what is present. Describe means use simple, nonjudging words. This practice never requires sharing private information.

1. Observe one detail: words, a room change, or a thought.

2. Describe: “The room got quiet,” “I feel disappointed,” or “I am having a thought.”

3. Sort it: fact, feeling, thought, or value. More than one can be true.

4. An interpretation can matter without being a confirmed fact.

Fictional example: “Jay suggested posters” is an event. “I feel embarrassed” is a feeling. “They dislike my idea” is a thought. “Creativity matters” is a value.

Use Jordan, invent a character, think silently, draw four labeled boxes, or pass. What could that character observe and describe before choosing?

An empathy practice I can rehearse

Named skill: Pause and Make Attention Available

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?”

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.

A fictional response, sketch, or thought—or a blank space.

Lesson 1 • CPR Practice

Center Yourself • Practice Your Power • Respond with Respect

Welcoming

Welcome every participation choice: write, draw, think, observe, rest, fictional example, or pass. C—Center yourself: an ordinary comfortable breath, external anchor, or observing choice is available.

Notice first. Name what you know. Then consider a choice.

Share

Read Jordan's fictional scene or show the matching illustration. No personal story is required.

What sounds like a fact, feeling, thought, or value?

Practice

Offer the Mountain, chair, or eyes-open observing choice. Practice with Jordan or a neutral object. P—Practice your power: choose what is available in this fictional example, not how someone else must feel or act.

Named empathy skill: Pause and Make Attention Available

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?"

Try: "I notice ___." Add one label.

Reflection

Affirm that no public answer or perfect label is needed. A pass is valid. R—Respond with respect: include your own boundary and the other person's dignity.

Carry one word, drawing, or quiet thought forward.

Join, adapt, observe, rest, or pass. No personal story, apology, or "right" feeling is required.

Lesson 1 • My journal

Write, draw, think, use a fictional character, or pass. You do not need to explain a private experience. Leave out names and identifying details.

Use Jordan or invent a character: draw or list three observable facts.

Give a fictional character a feeling, thought, and value. Which can others observe, and which would need the character's own description?

Make four boxes: observe, describe, consider choices, and a respectful next step—or pass.

Use a fictional character: C—what could they notice? P—what can they choose? R—what response honors their own and others' boundaries?

A sketch, symbol, or thought I want to keep private:

Before a conversation, choice, or creative task, try: What happened? What am I feeling or thinking? What matters to me? You can keep the answer private.

Lesson 2 • Self-management

Pause, Notice, Choose

Practice a short pause before a fast reaction so you can notice what is happening and choose a next move.

Self-management makes room between a feeling and an action. In that room, notice facts and choose a response that fits your goal.

The Unsent Reply

Jordan sees a message while finishing a group presentation: "Guess you did the slides alone again." Jordan's face feels hot. A reply is ready: "At least I did something." Jordan notices the message does not say who wrote the slides or what the sender meant. Jordan puts the phone down, checks the project notes, and writes: "Are you worried the work was uneven? Let's plan the last slide." The group can still disagree, but this reply leaves room for more facts.

Picture example: what is observable is different from what someone guesses. You can use a fictional response.

What facts does Jordan know? What might be a guess?

What could Jordan notice before replying?

What message could name a need without attacking?

Words you could try

"Can we list what is left and split it fairly?"

A possible reply: "Yes. I was frustrated, but I can do that."

Lesson 2 • My yoga option

Seated Cat–Cow

Optional chair movement: explore a small back rounding and arching. Try it, make it smaller, watch, rest, or pass.

Try only with your facilitator's guidance

1. Sit in a stable, approved chair with feet on the floor and hands on thighs. Keep eyes open or soft.

2. For Cow, gently lift the chest and tip the tailbone a little. Keep shoulders relaxed and neck long.

3. Return to neutral. For Cat, softly round the back and let the chin nod only as far as feels easy.

4. Move slowly only if comfortable, or pause in neutral. You choose when to stop.

A supported or seated choice

For more support, sit farther back, keep hands on thighs, and make only a small chest-and-back shift.

Watching is also a choice

Watch the facilitator, sit neutrally, or look at one steady spot. This observing choice is not Seated Cat–Cow.

Use an approved stable chair. Do not force a stretch or hold your breath. Stop for pain, dizziness, or discomfort and tell the facilitator. No hands-on adjustments are needed.

Practice: empathy alongside movement

Named skill: Pause and Make Attention Available. Pause your reply; let your hands rest and notice one object in the room. Clear a small listening space: silence distractions if safe, or say what attention you can offer. Offer a choice: "I can listen for a minute. Do you want listening, help, or space?"

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.

What did you notice about your pace? Write, draw, think, or pass.

Write or draw something you notice—or leave it blank.

Lesson 2 • My DBT-informed skill

DBT-informed skill: STOP

STOP is an educational reminder for a pause when a moment feels fast. It does not erase a real problem or require agreement.

1. S — Stop: Pause. Do not send, post, shout, or decide while speeding up.

2. T — Take a step back: Put down a phone, sit quietly, or ask for a brief break.

3. O — Observe: Notice facts, thoughts, feelings, and guesses that need checking.

4. P — Proceed mindfully: Choose a safe, respectful next step that fits your goal. Get adult help if someone may be unsafe.

Fictional example: At rehearsal, Mika hears laughter after a missed line and wants to walk out. Mika pauses and notices one fact: the laugh came after the line. "They are laughing at me" is a guess, not a proven fact. Mika asks the director for a short water break, then returns or asks for support.

Use an invented, low-stakes situation. Write, draw, or think of one STOP choice for each letter; observe or pass if you prefer.

An empathy practice I can rehearse

Named skill: Pause and Make Attention Available

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?”

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.

A fictional response, sketch, or thought—or a blank space.

Lesson 2 • CPR Practice

Center Yourself • Practice Your Power • Respond with Respect

Welcoming

Welcoming — Arrive your way; personal sharing is optional. C—Center yourself: an ordinary comfortable breath, external anchor, or observing choice is available.

Name an energy color, point on the page, or pass.

Share

Share — Use Jordan or an invented character.

What might they do fast? Which goal could matter?

Practice

Practice — Choose movement, support, observe, rest, or pass; then use STOP. P—Practice your power: choose what is available in this fictional example, not how someone else must feel or act.

Named empathy skill: Pause and Make Attention Available

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?”

Which STOP letter might help the character?

Reflection

Reflection — Name one choice in a fast moment. R—Respond with respect: include your own boundary and the other person’s dignity.

Finish: "A pause could help a character ____."

Join, adapt, observe, rest, or pass. No personal story, apology, or “right” feeling is required.

Lesson 2 • My journal

Write, draw, think, use a fictional character, or pass. You do not need to explain a private experience. Leave out names and identifying details.

Invent a fast moment. What facts does the character know, and what may be a guess?

Draw STOP boxes. What could the character do at each letter?

Which goal guides them: safety, respect, clarity, time, or another goal?

Try CPR for a fictional fast moment: center with an optional breath or external anchor, choose an available action, then respond with respect.

A sketch, symbol, or thought I want to keep private:

In an ordinary moment, notice a fast reaction. You may pause for facts, use fiction, or skip it.

Lesson 3 • Social awareness

Listen Past the Label

Practice noticing what you can observe, leaving room for more than one explanation, and choosing a respectful next step.

Social awareness is paying attention to other people's feelings, viewpoints, and needs while keeping your own boundaries and safety in mind.

The Empty Chair

During a poster activity, Maya notices Imani move her chair away and stay quiet. A few people whisper, "She is mad at us." Maya does not know that for sure. She notices facts: Imani moved, has not spoken, and is looking at her page. Maya says, "Would quiet, help, or neither feel best?" Imani points to quiet. Maya tells the group, "Let's leave room and keep working." A facilitator can check in privately if support is needed. Maya did not have to guess a reason or make Imani explain.

Picture example: what is observable is different from what someone guesses. You can use a fictional response.

What did Maya directly see or hear? What was a guess?

What possible need did Maya leave room for?

Which response respected Imani's choice without demanding a story?

Words you could try

"Maya: "Would quiet, help, or neither feel best?""

A possible reply: "Imani: "Quiet." Maya: "Okay. We can make room.""

Lesson 3 • My yoga option

Seated Side Bend

This optional, facilitator-led movement invites a comfortable range.

Try only with your facilitator's guidance

1. Choose a comfortable mat seat or a stable, approved chair; keep your base supported.

2. Place one hand beside your hip or on the chair seat. The other arm may rise, or stay low.

3. Lengthen gently upward, then lean a little toward the supported hand without forcing or collapsing.

4. Come back to center. If offered, explore the other side, rest, or stop.

A supported or seated choice

Chair option: Sit with both feet on the floor. Hold the chair seat or side for support and make a small sideways lean. This is a supported version, not the floor pose.

Watching is also a choice

Observe option: Watch, trace a side curve on paper, or notice what looks supported. Passing is okay.

Use only a stable approved chair. Move without strain; skip the arm lift if needed. Stop for pain, dizziness, or discomfort and tell the facilitator.

Practice: empathy alongside movement

Named skill: Ask Curious Open Questions. Read the fictional scene and choose one detail you genuinely want to understand. Write one open question that starts with what, how, or which; skip personal questions. 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.

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.

Where did you notice support: seat, feet, hand, or the choice to rest?

Write or draw something you notice—or leave it blank.

Lesson 3 • My DBT-informed skill

DBT-informed skill: Nonjudgmental Stance

Nonjudgmental Stance separates facts from fast labels. It does not say harmful, unfair, or unsafe actions are okay. It helps name what happened and choose a boundary or support.

1. Notice a label: “They are rude” or “I am weird.”
2. Say what is observable: “I heard a sharp tone” or “I have not spoken yet.”
3. Name impact without guessing intent: “That felt hurtful; I do not know why it happened.”
4. Choose a next step: listen, ask, make space, set a boundary, or seek adult support.

Fictional example: Jordan sees Noor leave a group chat. The thought “Noor hates us” shows up. Jordan changes it to, “Noor left the chat. I do not know why.” Jordan does not message Noor repeatedly and lets a facilitator know if there is a safety concern.

Use the fictional empty-chair scene. Write, draw, think, or pass: one fact, one possible explanation, and one respectful next step. You never need to approach someone.

An empathy practice I can rehearse

Named skill: Ask Curious Open Questions

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.

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.

A fictional response, sketch, or thought—or a blank space.

Lesson 3 • CPR Practice

Center Yourself • Practice Your Power • Respond with Respect

Welcoming

Offer a simple welcome or a nod. Passing and personal space are respected. C—Center yourself: an ordinary comfortable breath, external anchor, or observing choice is available.

What helps a group feel respectful?

Share

Use the fictional scene only: name one fact, feeling, or need you notice.

What could Imani need?

Practice

Choose one: act out a respectful response without touch, sort fact-and-guess cards, or observe. P—Practice your power: choose what is available in this fictional example, not how someone else must feel or act.

Named empathy skill: Ask Curious Open Questions

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.

What could you say?

Reflection

Write, draw, think, or pass. No private story is needed. R—Respond with respect: include your own boundary and the other person's dignity.

One fact I can notice before a label is...

Join, adapt, observe, rest, or pass. No personal story, apology, or "right" feeling is required.

Lesson 3 • My journal

Write, draw, think, use a fictional character, or pass. You do not need to explain a private experience. Leave out names and identifying details.

For fictional Imani, draw or list three facts and two possible reasons she might want space.

Turn a quick label into a description that could be checked: what was seen, heard, or said?

What response can show respect without requiring a person to talk, smile, agree, or make eye contact?

For a fictional misunderstanding, what could C help someone notice, P help them choose, and R help them say or do?

A sketch, symbol, or thought I want to keep private:

Pause for one fact before deciding what someone means.

Lesson 4 • Relationship Skills

Keep the Door Open

Practice sharing a need, hearing another view, and keeping a boundary in a safe conversation.

Relationship skills help us communicate and cooperate. Care does not require agreement, eye contact, or remaining in an unsafe conversation. It can mean sharing a need while another person sees things differently.

Page 1 — The Missing Markers
Fictional example: Nia, Mateo, and Jordan are making a club poster. The blue and black markers are at Jordan's table. Nia thinks, "Jordan does not care." That is a guess. Facts: the markers were moved, and Nia's group needs them. Nia can check, use other materials, ask a facilitator, or pause. She names the need. Jordan thought the markers were free, so they make a sharing plan. Nia did not need to pretend the problem was fine.

Picture example: what is observable is different from what someone guesses. You can use a fictional response.

What are the facts? What guess could Nia check?

What might Nia need? What might Jordan need?

How could Nia be respectful and still ask for markers?

Words you could try

"Nia: "Can we check in about the markers? Our group needs blue and black. Could we make a sharing plan?""

A possible reply: "Jordan: "I did not know. You can use blue now, and we can ask the facilitator for another black marker.""

Lesson 4 • My yoga option

Warrior II — standing with chair support, or a seated alternative

Choose a facilitator-led Warrior II, chair option, observe, rest, or pass. These are choices, not a test.

Try only with your facilitator's guidance

1. Beside a stable, approved chair, step wide. Turn one foot forward and the other toes slightly inward.

2. Bend the front knee only comfortably above the ankle. Keep the torso tall.

3. Arms can reach shoulder height, rest at hips, or use the chair. Look forward, down, or elsewhere.

4. Return to an easy stance before switching sides. The facilitator offers a short try.

A supported or seated choice

Seated alternative: Sit on the front of a stable, approved chair. Open one leg to the side, foot grounded and toes outward. Keep the other foot grounded. Extend arms, use one arm, or rest hands on thighs. This is an alternative, not standing Warrior II.

Watching is also a choice

Observe: sit with feet grounded and notice one detail. Eyes may stay open.

Use a stable, approved chair and qualified staff guidance. Breathe normally; do not force. Stop for pain, dizziness, or discomfort and tell the facilitator. Standing, balancing, and matching another person are never required.

Practice: empathy alongside movement

Named skill: Listen and Reflect Back. Choose a fictional line and silently notice its main point. Offer one brief reflection: "It sounds like ..." Add "Did I get that right?" and revise only if new information is offered.

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.

Which option felt steady? Write, draw, think, or skip.

Write or draw something you notice—or leave it blank.

Lesson 4 • My DBT-informed skill

DBT-informed skill: GIVE — relationship care

GIVE is a way to show relationship care in a safe conversation. It does not require agreement. If a talk is unsafe or disrespectful, you can pause, leave, or ask a trusted adult for support.

1. G — Gentle: no insults, threats, or attacks. You can still disagree or say no.
2. I — Interested: pause or ask a question. Eye contact and smiles are optional.
3. V — Validate: name what could make sense to them while keeping your own view.
4. E — Easy manner: use a steadier tone or pause. You do not need to be cheerful.

Fictional example: Nia can avoid blame, ask what Jordan needs, and slow down. She can still ask for a fair plan.

Write, say, draw, or silently rehearse one GIVE line for Nia. Passing is valid.

An empathy practice I can rehearse

Named skill: Listen and Reflect Back

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.

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.

A fictional response, sketch, or thought—or a blank space.

Lesson 4 • CPR Practice

Center Yourself • Practice Your Power • Respond with Respect

Welcoming

Arrive by greeting, nodding, listening, or passing. C—Center yourself: an ordinary comfortable breath, external anchor, or observing choice is available.

Which choice works today?

Share

Use a fictional or general idea.

How can a need be respectful?

Practice

Observe or try a Warrior II option and a GIVE line. P—Practice your power: choose what is available in this fictional example, not how someone else must feel or act.

Named empathy skill: Listen and Reflect Back

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.

Name a need; leave room for another view.

Reflection

Notice one respectful choice. R—Respond with respect: include your own boundary and the other person’s dignity.

What could a character do next?

Join, adapt, observe, rest, or pass. No personal story, apology, or “right” feeling is required.

Lesson 4 • My journal

Write, draw, think, use a fictional character, or pass. You do not need to explain a private experience. Leave out names and identifying details.

What facts could Nia check?

Write a gentle no for a fictional character, or pass.

Name one way to show attention besides eye contact.

Create a fictional boundary request using CPR: notice, choose what is available, and respond without giving up self-respect.

A sketch, symbol, or thought I want to keep private:

If you choose, clarify, name a need, pause, or get support in a safe conversation. No action is required.

Lesson 5 • Responsible decision-making

A Next Step You Can Stand Behind

Use feelings, facts, and impact to choose a next step that is safer, fairer, and more respectful.

Responsibility means slowing down to examine choices and revise when you learn more.

Page 1 — Choice
Fictional scene: Jordan edits the school morning-announcement video. A friend says, “Post the outtake—Sam mixes up a line, and people will laugh.” Jordan pauses. Sam has not seen the clip or agreed to share it. Jordan feels group-chat pressure and remembers a joke can land differently for the person in it. Jordan suggests saving the clip and asking Sam first. The team can use another outtake today. The choice is about impact, permission, and what happens next.

Picture example: what is observable is different from what someone guesses. You can use a fictional response.

What facts does Jordan have, and what is Jordan guessing?

Who could feel the impact of each option?

What are two respectful next steps besides posting now?

Words you could try

“Post it now—everyone will laugh.”

A possible reply: “I get that it seems funny. Sam has not agreed, so I want to ask first or choose another clip.”

Lesson 5 • My yoga option

Supported Tree Pose

Supported Tree is optional practice for noticing steadiness before a choice. Choose standing with chair support, fully seated, two feet grounded, or observing.

Try only with your facilitator's guidance

1. Stand beside a stable, approved chair. Keep one hand on its back and both feet on the floor.

2. Choose two feet grounded, or shift gently toward one leg while other toes stay down, heel near inner ankle.

3. If comfortable, lift toes lightly or rest foot below knee; never press on the knee.

4. Return both feet to the floor anytime. Looking at a steady point is optional.

A supported or seated choice

Fully seated option: sit on a stable chair with both feet flat. You may open one knee a little to the side with toes on the floor, or simply press both feet down and lengthen your spine. This is grounding, not a balance test.

Watching is also a choice

Observe, picture a sturdy tree, or rest with both feet grounded.

No balance is required. Move comfortably. Stop for pain, dizziness, or discomfort and tell the facilitator.

Practice: empathy alongside movement

Named skill: Invite Voices and Share Turns. Read the fictional situation; choose Speak, Pass, or Write, and offer one brief observation or question—or pass. After each turn, pause for two silent counts; someone who has not spoken may add a view, or the space may stay open. Name one idea that was heard and one question still open; no one has to explain a personal experience.

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.

What helps you pause before choosing?

Write or draw something you notice—or leave it blank.

Lesson 5 • My DBT-informed skill

DBT-informed skill: Wise Mind

Wise Mind is a DBT mindfulness skill. It makes room for feelings and checkable facts, then seeks an effective next step. If something is unsafe or unfair, a next step may be leaving, reporting, or getting help—not pretending it is okay.

1. Name the feeling or urge you notice—or use the fictional scene.

2. List facts you can check, including who may be affected.

3. Ask what matters here: safety, respect, fairness, permission, or a goal.

4. Choose one next step, or choose to get time, support, or more information.

Fictional example: In Jordan's scene, Emotion Mind says, "Post it—do not disappoint the group." Reasonable Mind says, "The clip could get views." Wise Mind adds, "Sam did not agree. I can ask first and offer another clip now."

For a fictional choice, write or draw one feeling, two facts, and one next step. You may pass.

An empathy practice I can rehearse

Named skill: Invite Voices and Share Turns

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.

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.

A fictional response, sketch, or thought—or a blank space.

Lesson 5 • CPR Practice

Center Yourself • Practice Your Power • Respond with Respect

Welcoming

Offer a simple welcome and remind everyone that speaking, writing, drawing, observing, and passing are all choices. C—Center yourself: an ordinary comfortable breath, external anchor, or observing choice is available.

What is one word for how you are arriving, or would you rather pass?

Share

Use Jordan's fictional scene; no one needs to share a personal situation.

What detail might Jordan need before deciding?

Practice

In pairs, small groups, or alone, sort idea cards into feelings, facts, possible impacts, and next steps. P—Practice your power: choose what is available in this fictional example, not how someone else must feel or act.

Named empathy skill: Invite Voices and Share Turns

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.

Which next step protects choice and respect?

Reflection

Close by naming an option you could use in a low-stakes fictional choice. R—Respond with respect: include your own boundary and the other person's dignity.

What might help you pause before you act?

Join, adapt, observe, rest, or pass. No personal story, apology, or "right" feeling is required.

Lesson 5 • My journal

Write, draw, think, use a fictional character, or pass. You do not need to explain a private experience. Leave out names and identifying details.

Invent a character facing a small choice. What feelings, facts, and possible impacts might they notice?

Draw a decision path with two possible next steps and what each could affect.

What makes asking permission or getting more information a strong choice?

Use a fictional choice: What belongs in Center yourself, Practice your power, and Respond with respect? Write, draw, think, or pass.

A sketch, symbol, or thought I want to keep private:

Try: feeling, facts, impact, next step.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

Something I might carry forward

A strength, idea, or practice I might use again:

A small next step I could choose—or a change I would make:

An approved support role I could ask, without writing a person's name:

One idea, a sketch—or an open space for later.

A plan can change. You can choose a different practice, ask for help, or decide later. You do not need to promise improvement or share this page.

Optional post questionnaire

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.

Same editable draft items as the facilitator workbook. Not a clinical assessment.

For the adults supporting this workbook

This companion reorganizes the same pilot themes into five SEL competency lessons and adds named yoga/DBT-informed pairings. It does not replace the approved facilitator workbook or prescribe five separate sessions. Youth are not required to complete every page.

The existing four-week bridge is Week 1 self-awareness; Week 2 self-management; Week 3 selected social-awareness and relationship-skills practice; Week 4 responsible decision-making. Select short prompts within the existing 45–60-minute service session rather than adding worksheet time or requiring both services. Keep the group maximum at 10 youth.

Review the actual pose, supported alternative, materials and room arrangements before delivery. A qualified, approved instructor assesses appropriate movement options for the group. Stable chairs and any movement must follow setting rules. A seated grounding alternative is not represented as physically identical to a full standing or balance pose. NIH guidance recommends qualified instruction and appropriate modifications to reduce injury risk. [1]

Named DBT skills are presented as brief, original, educational adaptations—not full DBT treatment, a clinical skills group, or a crisis protocol. No clinical outcome, symptom reduction, or diagnostic score is claimed. Do not introduce cold exposure, intense exercise, forced breathing, breath holds, or exposure/trauma processing. This guide supports learning, not therapy.

Use fictional scenarios for impact, needs, interpretations and voluntary repair. Do not require an admission, apology, forgiveness, personal disclosure, touch or eye contact. Do not dismiss genuine harm or unfairness as an incorrect thought.

Journal and practice pages are private learning options and are not collected by default. The optional pre/post forms reproduce the same editable draft questions in the facilitator workbook; exact original forms were unavailable when those drafts were created. Obtain the organization's approval for permission, language/access, purpose, handling and retention. Do not score, identify, rank youth, or collect the whole workbook just to receive a feedback page. Staff can provide separate copies of approved questionnaire pages.

Explain privacy limits and the designated staff support process. Stop an activity for pain, dizziness, distress or an unsafe situation and involve the appropriate staff contact. Do not upload completed work, questionnaires or participant comments to the website.

Lesson pairing notes

Lesson 1: Mountain Pose (Tadasana) + Observe and Describe. Present this as a selected DBT-informed educational practice, not DBT treatment or a clinical skills group. Retain the assigned pairing: public sources identify Mountain Pose/Tadasana as a standing pose that can be adapted seated, and identify observing and describing as DBT mindfulness "What" skills. Use original language; do not distribute proprietary worksheets. Offer all movement and response choices without pressure, do not request body or medical information in writing, and have qualified approved staff review physical practice before teaching.

Lesson 2: Seated Cat–Cow + STOP. Retain the tentative pairing. Seated Cat–Cow is taught as the selected chair-based pose, using a stable approved chair, small comfortable spinal movement, and no prescribed repetitions. The observing option is deliberately named as a non-movement grounding alternative, not an equivalent pose. Teach STOP only as a DBT-informed educational pause rather than as a clinical protocol or copied worksheet. Keep

scenarios fictional, accept pass/rest/observe choices, and do not request personal, health, trauma, legal, or safety disclosures. Ensure qualified, approved staff review and lead the movement before use.

Lesson 3: Seated Side Bend + Nonjudgmental Stance. This is an optional, DBT-informed educational practice, not a clinical DBT group or therapy. Preserve choice across every page; do not solicit personal histories or require disclosure, movement, speech, eye contact, role-play, or contact with an unsafe person. The verified pairing is retained without refinement: Yoga Journal presents chair side-bend practices led by an Accessible Yoga educator, and Kaiser Permanente labels nonjudgmentally as a DBT mindfulness how skill. An appropriately qualified, approved staff member should review physical practice before teaching.

Lesson 4: Warrior II — standing with chair support, or a seated alternative + GIVE — relationship care. This is one modular participant option, not a full DBT group or a requirement to disclose, role-play, or approach anyone. Introduce GIVE as an educational relationship-care tool, not a way to force agreement or repair. Keep all examples fictional or general; invite participants to write, draw, think, observe, rest, or pass. Do not require eye contact, smiles, touch, apology, forgiveness, or reconciliation. If an interaction is unsafe, coercive, or repeatedly disrespectful, do not direct a participant to use GIVE with that person; support distance, a pause, and appropriate adult help. The yoga practice is optional, brief, facilitator-led, and must be reviewed by qualified, approved staff before teaching. Use only a stable approved chair and preserve the seated option as distinct from standing Warrior II.

Lesson 5: Supported Tree Pose + Wise Mind. Retained the assigned pairing after verification. Supported Tree is presented as an optional, chair-supported standing variation with two feet grounded always available; the fully seated version is deliberately described as a grounding adaptation, not as equivalent to standing balance. Use a stable, approved chair and have appropriately qualified, approved staff review and lead any physical practice. Never require one-leg standing, movement, closed eyes, touch, personal disclosure, or a written body/medical explanation. Wise Mind is named accurately as a DBT mindfulness 'States of Mind' skill that integrates emotion and reason; all youth wording here is original and is DBT-informed education, not a clinical DBT program, group, or worksheet. Keep the fictional video scenario low stakes. If a participant raises an unsafe, unfair, racist, or otherwise real concern, do not minimize it or press for details; follow the program's approved safeguarding and support process. Pages are selectable facilitator-led options, not assignments to complete or score.

Sources for adult preparation

[1] NCCIH: Yoga Effectiveness and Safety

General qualified-instructor and modification guidance.

[2] CASEL: The Five SEL Competencies

Shared SEL framework; no CASEL approval claimed.

[3] Cleveland Clinic: Mountain Pose (Tadasana): Benefits and How To Do It

Standing Mountain Pose setup and a seated version using a sturdy chair, feet on the floor, upright spine, and hands resting on thighs.

[4] Yale Medicine: Dialectical Behavior Therapy (DBT)

DBT mindfulness includes observing, describing, and participating as "what" skills for the present moment.

[5] Mindfulness as taught in Dialectical Behaviour Therapy

Peer-reviewed confirmation that Observe, Describe, and Participate are DBT "What" skills used to attend to experience.

[6] Cleveland Clinic: Cat-Cow Stretch: A Gentle Move With Big Benefits

Verifies chair-based Seated Cat–Cow positioning and the gentle rounding/arching sequence; informs neck, chair, and small-movement safeguards.

[7] Kaiser Permanente: Distress Tolerance Handouts

Cross-checks the proper STOP sequence: Stop, Take a step back, Observe, Proceed mindfully.

[8] Yoga Journal — Chair Yoga 101: 2 Ways to Practice Side Bends

Confirms that side bends can be practiced in a chair and identifies the practice as an accessible yoga adaptation.

[9] Kaiser Permanente Northern California — Mindfulness DBT Skills

Identifies NONJUDGMENTALLY as a DBT mindfulness how skill and distinguishes facts from good-or-bad evaluation.

[10] Behavioral Tech Institute — Teaching the GIVE Skills, Part 1

Verifies GIVE as an Interpersonal Effectiveness skill and the Gentle and Interested components.

[11] Behavioral Tech Institute — Teaching the GIVE Skills, Part 2

Verifies the Validate and Easy manner components and distinguishes validation from agreement.

[12] University of Nebraska–Lincoln Extension — Chair Yoga

Provides a public university example of modified seated Warrior II and use of a sturdy chair.

[13] Yoga Journal — Warrior 2 Pose

Supports the general standing Warrior II alignment and notes chair use as an available variation.

[14] American Council on Exercise: Chair Yoga Poses | 7 Poses for Better Balance

Verifies a chair-supported standing Tree setup: stand beside a chair with a hand on it, with the free foot placed at the ankle or calf.

[15] Accessible Yoga: 3 Tree Pose Variations for Every Body

Describes both chair/wall support for Tree Pose and a seated Tree variation that removes the standing-balance element.

[16] Brown University Health: Fostering Mindfulness Skills with Dialectical Behavior Therapy

Verifies Wise Mind as a DBT mindfulness state that integrates emotion and reason while considering values and long-term goals.

Concepts are attributed; lesson wording, journal prompts and participant practice are original educational drafts. No proprietary clinical worksheets are reproduced. Sources checked October 28, 2026.

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