MENTOR SUPPORT INSPIRE

CAMPUS CONNECTIONS

DANIELS FUND ETHICS INITIATIVE Collegiate Program

UCCS College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

Campus Connections Youth Mentoring Program: "Finding your Ethical Compass" Daniels Fund Ethics Initiative (DFEI) Curriculum

Mentor & GA Workbook

All LAP lessons adapted from: MBA Research and Curriculum Center (2017*). Daniels Fund Ethics Initiative (DFEI) Leadership, Attitude, Performance (LAP) lessons*. MBA Research.

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2022

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Campus Connections Youth Mentoring Program: "Finding your Ethical Compass"
Daniels Fund Ethics Initiative (DFEI) Curriculum

What to Expect

Mentors:

Active Lecture and Activity: "Campus Connections Finding Your Ethical Compass: Introduction to Principal-based Ethics" [50 minutes] by Dr. Cortny Stark, and Dr. Diane Stutey

Presentation and activity regarding "Campus Connections Finding Your Ethical Compass: Introduction to Principal-based Ethics" completed during pre-lab, during one of the first two weeks of the Campus Connections. This activity includes discussion of concepts listed in PowerPoint slides, and facilitation of an activity using handout, and boards that each contain a print out of one of the DFEI ethical principles and it's definition.

Mentees:

Active Lecture and Activity: "Orientation to Your Ethical Compass" [50 minutes] by Dr. Cortny Stark, Dr. Diane Stutey, and Kim Severn

Facilitator walks through the "Orientation to Your Ethical Compass" material in the "Campus Connections Youth Mentoring Program: "Finding your Ethical Compass" DFEI Curriculum Workbook" with youth mentees and their mentors during the first night of Campus Connections. The facilitator then supports the mentees and mentors as they work through the provided activity (also in the workbook).

Weekly Log: "The Tough Decisions Tracker" by Dr. Cortny Stark

Youth mentees are provided the following instructions, and copies of the "Tough Decisions Tracker" (available in their workbook). Mentors are present when these instructions are provided, and are encouraged to support the youth in remembering to complete the tracker (completing an entry every week; if the mentee does not complete an entry during the week, they will complete an entry with their mentor during Campus Connections).

> Every day we are encounter situations that make us think twice about what we should do. During Campus Connections, you'll have the opportunity to learn different ways of dealing with tough decisions. The purpose of this "Tough Decisions Tracker" is to help you and your mentor keep track of times when you have to make a tough decision. When you are confronted with a tough situation, complete as many parts of an entry (listed below) as possible. Some days you may only be able to complete #1 on the tracker, and that's okay! You'll review this tracker with your mentor during your next Campus Connections meeting.

Timeline for the "Finding Your Ethical Compass" Curriculum

Week: 1-2 3-4 5-6 7-8 9-10 11-12 13-14 15-16

Week 3-4
Mentor Active Lecture & Activity: *"Campus Connections Finding Your Ethical Compass: Introduction to Principal-based Ethics"*

Week 4 of Semester (First Week of Campus Connections)
Mentee Active Lecture and Activity: *"Orientation to Your Ethical Compass"*

Week 5-6	Week 7-8	Week 9-10	Week 11-12
DFEI LAP Lesson 1	*DFEI LAP Lesson 2*	*DFEI LAP Lesson 3*	*DFEI LAP Lesson 4*

Weeks 4-15
Mentees Complete Weekly *"Tough Decisions Tracker"*

Active Lecture and Activity: Mentor "Campus Connections Finding Your Ethical Compass: Introduction to Principal-based Ethics" [50 minutes] by Dr. Cortny Stark, and Dr. Diane Stutey

What to Expect

- Review principle-based ethics
- Consider the core ethical principles that guide ethical decision-making
- Applying ethics to mentorship activity

Principle-based Ethics

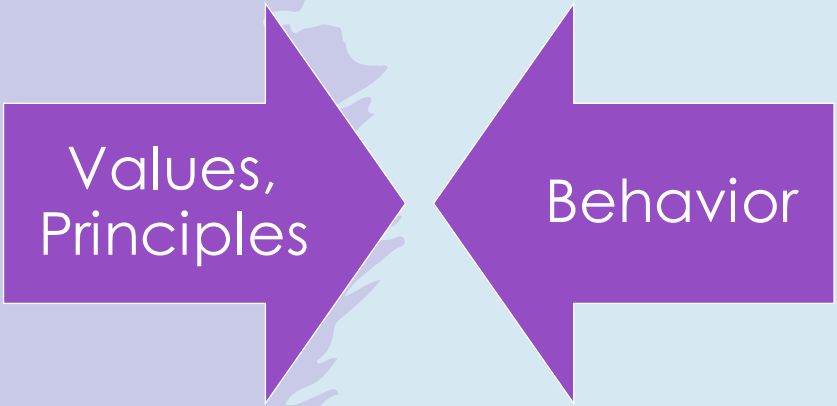
- Principle-based ethics view the core ethical principles as the "constant foundations – not relative to a specific situation" that enable us to choose the most ethical course of action

Principle-based Ethics

- These core principles include:
  - **Integrity:** Act with honesty in all situations
  - **Trust:** Build trust in all relationships
  - **Accountability:** Accept responsibility for all decisions
  - **Transparency:** Maintain open and truthful communications
  - **Fairness:** Engage in fair competition and create equitable and just relationships
  - **Respect:** Honor the rights, freedoms, views, and property of others
  - **Rule of law:** Comply with the spirit and intent of laws and regulations
  - **Viability:** Create long-term value for all relevant stakeholders

Applying Ethics to Mentorship

- Ethical Dilemma



Applying Ethics to Mentorship - Activity

- *Case example: You and your mentee, and another mentor-mentee pair walk by the bookstore during the "walk and talk". Your mentee stops at the window, and points out a $5 bracelet and says they've "always wanted one like that", and asks if you would be willing to buy it for them. In the past your mentee has shared about "not being able to get the things I need…much less the things I want".*
- *Breakout into groups and answer the following questions:*
  - *Considering the principles we discussed (and listed in the handout), what do you do in this situation?*
  - *Which principles inform your decision-making, and why?*

Campus Connections
Applying Ethics to Mentorship – Activity

Case example 1: You and your mentee, and another mentor-mentee pair walk by the bookstore during the "walk and talk". Your mentee stops at the window, and points out a $5 bracelet and says they've "always wanted one like that", and asks if you would be willing to buy it for them. In the past your mentee has shared about "not being able to get the things I need…much less the things I want".
Case example 2: You are in the cafeteria for dinner and your mentee tells you that they wish they could take some of the food home to their family because they worry they might not have enough food this week. They start looking around for a box and bag and tell you that they are going to try and sneak some food out without anyone seeing them and ask you to cover for them.

Take one of the ethics principles and breakout into groups and answer the following questions:

1. Considering the principles we discussed (and listed in this handout), what do you do in this situation?

2. How does the ethics principle you chose inform your decision-making, and why?

3. Which of the other principles inform your decision-making, and why?

Principle-based Ethics: Daniels Fund Ethics Initiative Principles
Integrity: Act with honesty in all situations

Trust: Build trust in all relationships
Accountability: Accept responsibility for all decisions
Transparency: Maintain open and truthful communications
Fairness: Engage in fair competition and create equitable and just relationships
Respect: Honor the rights, freedoms, views, and property of others
Rule of law: Comply with the spirit and intent of laws and regulations
Viability: Create long-term value for all relevant stakeholders

Active Lecture and Activity: Mentee "Orientation to Your Ethical Compass" [50 minutes] by Dr. Cortny Stark, Dr. Diane Stutey, and Kim Severn

What are ethical principles?

- Ethical principles are the "basic [values/rules] that govern behavior and help people know right from wrong" (MBA Research and Curriculum Center, 2021)

Ethical principles include (Daniels Fund Ethics Initiative, 2021:

- Integrity: Act with honesty in all situations
- Trust: Build trust in all relationships
- Accountability: Accept responsibility for all decisions
- Transparency: Maintain open and truthful communications
- Fairness: Engage in fair competition and create equitable and just relationships
- Respect: Honor the rights, freedoms, views, and property of others
- Rule of law: Comply with the spirit and intent of laws and regulations
- Viability: Create long-term value for all relevant stakeholders

What are "codes of ethics"?

- A code of ethics is described as… "Just as the law binds the members of an entire community and enforces the shared values of that community, --codes of ethics are intended to promote the ideals of a single professional discipline" (Israel, 2002, p. 15)
- All professions have a code of ethics that helps to guide the decisions that professionals make. For example, counselors have a code of ethics that all counselors follow; when they run into a tough decision, they literally pull out a copy of their counseling code of ethics, and read until they find something that helps them make a good decision.
- An individual can also have a code of ethics, or list of ethical principles that are most important to them. They can reference this code of ethics whenever they encounter a tough situation, that way they know they are making the best choice possible.

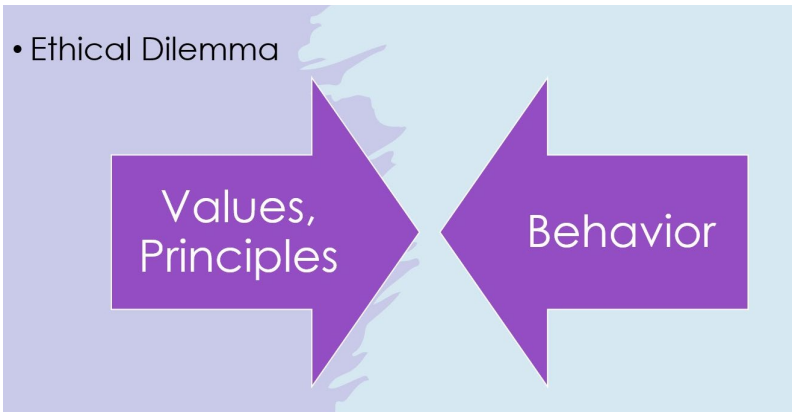
Why are ethical principles important?

- They can help guide our decision making when we run into a tough situation or an "ethical dilemma". Ethical principles are like the directions on a compass, they help us determine which direction we should take.

What is an "ethical dilemma"?

- An ethical dilemma is a situation where the it's difficult to determine which choice is the right one. An ethical dilemma often occurs when our values – or the things that are important to us – are at odds with ours, or someone else's behavior, and we must decide how to respond.

Figure 1. Ethical Dilemma



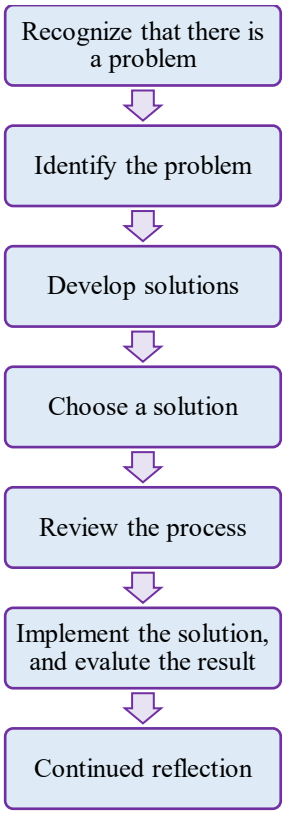
Activity #1: Your Personal Code of Ethics
When you think about making a tough decision, which ethical principles are most important to YOU?

My Personal Code of Ethics

1.
2.
3.
4.
5.
6.

Activity #2 - Case Study: Reini and the School Bus Bully
How do we use ethical principles to make good decisions? It's a process!

Figure 2: Herlihy and Corey's (2014) Ethical Decision-Making Model



Now that you know what ethical principles are, and have identified your own "code of ethics", let's walk through the ethical decision making process together. Listed below is a story or "case study" about Reini, a young girl who saw someone bullied on the school bus. After reading Reini's story, answer each of the questions listed below. These questions will help us work together to use an ethical decision making model to decide what Reini should do.

Reini and the School Bus Bully

Reini is a 12 year old girl who rides the school bus everyday to get to and from school. One afternoon while riding the bus on her way home from school, Reini over hears someone on the bus telling Kenny – a kid who sits just a couple of rows behind her – that he is "fat" and "like the leprechaun from lucky charms". Another student then yells "yeah, and the music he listens to sucks, Kenny is so gay". Reini then notices that Kenny is crying, has put on head phones, and is trying to hide his face. Reini notices that her stomach hurts, and she has a funny feeling in her chest; she knows that what is happening to Kenny is not okay, and thinks that she has to do something.

If you were in Reini's shoes, what would you do? Use the questions below to determine what Reini should do:

1. Today Reini was confronted with a difficult situation, here's what happened:

_____

2. She knew this was a problem when…

_____

3. Some of the things she might think about doing to deal with this situation:

Option 1:

Option 2:

Option 3:

4. Reini should do the following (pick the best option):

5. Reini will know she made the best choice possible because…

6. The next time something like this happens, Reini should try to…

References

Daniels Fund Ethics Initiative (2021). About Daniels Fund Ethics Initiative Collegiate Program at UCCS College of Business. Retrieved from https://business.uccs.edu/resources/ethics/about

Herlihy, B. L. & Corey, G. (2014). *Boundary issues in counseling: Multiple roles and responsibilities* (3rd Ed.). American Counseling Association, Wiley.

Israel, A. (2002). *Applied law in the behavioral health professions*. Peter Lang.

MBA Research and Curriculum Center (2021). *Projects with principles* [PowerPoint Slides]. Daniels Fund Ethics Initiative High School Program.

Tough Decisions Tracker **Mentee name:** _____

Instructions: Every day we are encounter situations that make us think twice about what we should do. During Campus Connections, you'll have the opportunity to learn different ways of dealing with tough decisions. The purpose of this "Tough Decisions Tracker" is to help you and your mentor keep track of times when you have to make a tough decision.

When you are confronted with a tough situation, complete as many parts of an entry (listed below) as possible. Some days you may only be able to complete #1 on the tracker, and that's okay! You'll review this tracker with your mentor during your next Campus Connections meeting.

Date: _____

1. Today I had a difficult situation, here's what happened:

_____

2. I knew this was a problem when…

_____

3. Some of the things I thought about doing to deal with this situation:

_____

Option 1:

_____

Option 2:

_____

Option 3:

_____

4. I ended up deciding to do the following:

_____

5. I know I made the best choice possible because…

_____

6. The next time something like this happens, I think I'll try…

_____

Assess for Success

Adapted from: LAP-EI-017 Lesson Plan

Goal(s) for the Session:

1. To identify current strengths and weaknesses

Learning Objective(s):

1. Explain the importance of recognizing personal strengths and weaknesses.
2. Identify personal strengths and weaknesses.
3. Identify areas of growth
4. Identify one role model to look up too

Materials Needed:

1. Paper
2. Pencil

Time Alloted:35- 40 mins

Lesson Content: (Step 1, 2 3 etc.)

1. Put students in groups of 4-6 (including mentors)
    a. Do this in a creative way like line up according to shoe size then count off or the people with the same color shoes are a group)
2. Give tips
    a. Be realistic
    b. Don't compare yourself to others
    c. Be specific
    d. Be honest
    e. Don't be too hard on yourself.
    f. Don't make false generalizations (Never base your idea of a personal strength or weakness on one isolated incident)
3. Each person gets a paper on the front write strengths and on the back weaknesses
4. Have group brainstorm (write as ones come up that they like)
5. Brainstorm role models who you want to be like in the future (why are they role models)

Closure:

1. What are some things you came up with (strengths and weaknesses)?
2. Who were some role models? Why?
3. How did this feel?

Plan for Differentiation:

1. Maybe create a poll to make it more fun

2. Students pick groups
3. Make a large poster

Grin and Bear It (Using feedback for personal growth)

Adapted from: LAP-El-015 Lesson Plan

1. Introduce feedback and where it comes from (internal vs external)
2. Define types of feedback (positive, negative, constructive criticism, destructive criticism)
3. Discuss why feedback is important
4. Discuss tips on how to handle constructive feedback
5. Role play (using Disney characters provided in scenarios)
6. Debrief

Goal(s) for the Session: Provide safe environment for youth to learn and discuss feedback/increase youth comfortability in providing/receiving feedback.

Learning Objective(s):

1. Define feedback and its importance
2. Discuss types of feedback
3. Identify tips on handling constructive criticism
4. Role-play providing/receiving feedback

Materials Needed: Disney character scenarios for role-play

Time Allotted: 20 min of material, 25 min of role-play

Lesson Content: (Step 1, 2 3 etc.):

1. **Introduce feedback and where it comes from (internal vs external).** Feedback is evaluative information that someone provides you or an assessment of how you are doing with something—like a skill, activity, or even attitude). Then explain the two types of sources feedback comes from: **internal** (your own actions, attitudes, and judgments) and **external** (teachers, supervisors, friends, family, classmates, and coworkers). Invite youth to share their experiences with feedback.
2. **Define types of feedback** (*allow students to brainstorm examples before providing one to them*):
   - **Positive feedback** is praise or approval. For example, when a supervisor says, "I really appreciate the way you took care of that customer".
   - **Negative Feedback** is criticism or disapproval that presents in two ways: constructive or destructive. **Constructive** points out mistakes or weakness for the

purpose of help a person improve a specific behavior**. EX:** "I noticed your positive energy with the customers and how you will sometimes greet them with a 'how are you guys doing?'. Something to consider is that some customers may not want to be referred to as "guys" so in the future try to use more neutral greetings to respect our customers identities. Keep up the good work!". **Destructive** not only points out the mistakes but also includes a personal attack on the individual. **EX:** "Are you crazy? We don't call people guys! Don't you have any manners? Don't you ever say something like that in my store again!". Discuss how self-esteem is impacted when receiving destructive feedback vs constructive.

3. **Explain why feedback is important** (*allow students to brainstorm why it is important before sharing*): Feedback lets us know how we are doing. If we are doing good, we continue the behavior and if we are not, we work on changing it to improve at whatever we are doing.
4. **Discuss tips on how to handle constructive criticism** (*allow students to brainstorm examples before providing one to them)*. Normalize the mutual discomfort that is caused when hearing what you've done wrong or could do better.
   - Listen carefully and take the criticism seriously: make eye contact, be attentive, and don't interrupt.
   - Avoid becoming defensive and maintain your self-control. This can help prevent the situation from escalating.
   - If you have made a mistake, admit it. This can be uncomfortable but remind yourself that everyone makes mistakes, apologize for your actions, and express that you work on improving or correcting behavior.
   - Make sure you understand the criticism, ask questions or request examples when you are unsure.
   - Modify your behavior as necessary. You can benefit from criticism if you use it to improve yourself.
   - Explore how to deliver feedback using "I messages": "I hear you saying_____ and that you would like for me to _____. Based on this feedback I will change _____".
5. **Role play (using Disney characters provided in scenarios):** Students will choose a scenario randomly on a Disney character who would benefit from constructive criticism. One student would practice handling criticism and the other would practice providing it, then switch.

Closure: Invite youth to share their experience with the learning content and role-play. Explore how receiving or providing feedback can also be a tough decision to make. We choose how to handle criticism and how to provide it. Invite youth to share how the tough decision tracker can help when providing or receiving feedback.

Plan for Evaluation: Complete post discussion on how the activity went with the rest of the staff members, addressing any concerns and areas of improvement.

Plan for Differentiation: Make adjustments to learning content or provide simpler examples if any youth struggle with understanding lesson.

Disney Character Scenarios

1. Pumba is working in customer service with his best friend Timon. Pumba is very friendly and provides excellent custom service. Pumba sometimes shows up to work covered in mud and without bathing, causing some customers to complain. How can Timon provide feedback to Pumba about this concern?
2. Aladdin and Abu live together in the same home. Abu has been leaving the place very messy, not cleaning up after himself. How can Aladdin provide feedback to Abu about this concern?
3. Ariel wants to leave her home without informing her father King Triton. Flounder thinks this is not the best decision. How can Flounder provide feedback to Ariel about this concern?
4. Olaf and Ana work together at a grocery store. Olaf shared that he was not feeling well and looked as if he had a fever, causing him to leave a small trail of water every where he goes. Today, a customer almost slipped on this excess water. How can Ana provide feedback to Olaf about this concern?
5. Woody and Buzz are working together on a project. Buzz has not attempted to help with the project and Woody is worried that he will have to complete it by himself. How can Woody provide feedback to Buzz about this concern?
6. Young Simba and Nala are playing a game together, Nala senses that Simba is playing the game incorrectly causing an unfair advantage. How can Nala provide feedback to Simba about this concern?
7. Hiro and Baymax are having a sleepover. Baymax is being very noisy and Hiro is afraid Baymax will wake up his parents and he will get in trouble. How can Hiro provide feedback to Baymax about this concern?
8. Dory is feeling unheard by her friend Marlin who often discredits her working abilities due to forgetfulness and she does not feel that she is getting an equal opportunity. How can Dory provide feedback to Marlin about this concern?
9. Mushu is Mulan's Guardian Spirit (mentor), Mulan has not been feeling very supported by her Guardian Spirit Mushu. How can Mulan provide feedback to Mushu?
10. Piglet and Tiger are working on an assignment together. When around Tiger, Piglet's anxiety increases due to Tiger's tendency to make sudden loud noises causing Piglet to struggle completing the work. How can Piglet provide feedback to Tiger about this concern?

EQ and You Lesson

Adapted from: LAP-EI-001 Lesson Plan

Goal(s) for the Session:

1. To learn about the importance of emotional intelligence.

Learning Objective(s):

1. Describe aspects of emotional intelligence.
2. Discuss the benefits of emotional intelligence.
3. The difference between emotional intelligence and overall intelligence
4. Learn how Emotionally Intelligent they are

Materials Needed:

1. https://www.mindtools.com/pages/article/ei-quiz.htm Printed or online version of EQ test (5 pts per question)
2. Pens/ pencils to fill out test

Time Alloted:35-40 mins

Lesson Content: (Step 1, 2 3 etc.)

1. Intro
    a. What is intelligence?
        i. Intelligence traditionally refers to a person's cognitive ability, which is the ability to learn and understand
    b. What is emotional intelligence?
        i. Emotional intelligence is usually described as being aware of your own emotions, responding to them appropriately, and then doing the same with the emotions of other people.
2. Pass out EQ test and have students take it
3. Put Emotional intelligence on the white board and 4 circles around it
    a. Ask students what each means (support in using context clues to help students understand the concepts)
        i. Write answers on the board and address the other aspects of each part
    b. Self-awareness (Knowing your emotions)
        i. Leads to self-confidence (Your awareness and assessment of these emotions gives you the confidence you need to deal with them.)
    c. Self-Management (Managing your emotions)
        i. Self-control is what keeps you from slamming the door, throwing small objects, or otherwise acting foolishly in response to your emotions
        ii. Transparency means being who you say you are. Your motives, beliefs, and actions are just what they seem to be.
        iii. Adaptability is a trait shared by people who have learned to adjust to new

and changing situations.

d. Social awareness (Knowing and understanding the emotions of others)
    i. Empathy means understanding the feelings, thoughts, and experiences of another person. Without empathy—seeing the world through another person's eyes— you might focus only on your own needs and not relate to the needs of others.
    ii. Organizational awareness refers to a person's ability to see the larger picture in an organization. A person with organizational awareness knows who the decision makers are and is sensitive to social expectations
    iii. Service means being willing to help others, whether in everyday situations
e. Relationship management (Managing the emotions of others)
    i. Effective communication is a big part of emotional intelligence.
    ii. Recognition of others is acknowledging the significance of other people. When you interact with others in a way that builds a relationship, instead of in a way that attempts to build your own image, you are demonstrating emotional intelligence.
    iii. A sense of teamwork means that you are cooperative, willing to share information and plans, and able to draw others in
    iv. Negotiation skills are important because they help you to settle disagreements
    v. A change catalyst is someone who recognizes the need to improve a situation and who works to make it happen. When you see an unjust situation, for example, are you likely to do something about it?
f. Ask students what each means (support in using context clues to help students understand the concepts)

Closure:

1. Name one part of emotional intelligence.
2. What was this experience like for you? On a scale of 1-5, with 5 being "very helpful" and 1 "not helpful", how helpful was this exercise for you?
3. How did you feel about your EQ test results?

Plan for Differentiation:

1. Have students pass out the test
2. Allow mentors to help if a student needs examples of situations on the test
3. Students take turns writing ideas on the board

15 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
1 I can recognize my emotions as I experience them.	○	○	○	○	○
2 I lose my temper when I feel frustrated.	○	○	○	○	○
3 People have told me that I'm a good listener.	○	○	○	○	○
4 I know how to calm myself down when I feel anxious or upset.	○	○	○	○	○
5 I enjoy organizing groups.	○	○	○	○	○
6 I find it hard to focus on something over the long term.	○	○	○	○	○
7 I find it difficult to move on when I feel frustrated or unhappy.	○	○	○	○	○
8 I know my strengths and weaknesses.	○	○	○	○	○
9 I avoid conflict and negotiations.	○	○	○	○	○
10 I feel that I don't enjoy my work.	○	○	○	○	○
11 I ask people for feedback on what I do well, and how I can improve.	○	○	○	○	○
12 I set long-term goals, and review my progress regularly.	○	○	○	○	○
13 I find it difficult to read other people's emotions.	○	○	○	○	○
14 I struggle to build rapport with others.	○	○	○	○	○
15 I use active listening skills when people speak to me.	○	○	○	○	○

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https://www.mindtools.com/pages/article/journaling.htm

Score Interpretation

Score	Comment
15-34	You need to work on your emotional intelligence. You may find that you feel overwhelmed by your emotions, especially in stressful situations; or, you may avoid conflict because you think that you'll find it distressing. It's likely, too, that you find it hard to calm down after you've felt upset, and you may struggle to build strong working relationships. Don't worry – there are plenty of ways that you can build emotional intelligence, starting now. Read our tips **below** to find out more.
35-55	Your emotional intelligence level is... OK. You probably have good relationships with some of your colleagues, but others may be more difficult to work with. The good news is that you have a great opportunity to improve your working relationships significantly. **Read more below** to boost your EI still further.
56-75	Great! You're an emotionally intelligent person. You have great relationships, and you probably find that people approach you for advice. However, when so many people admire your people skills, it's easy to lose sight of your own needs. Read our tips **below** to find out how you can continue to build your EI. **Researchers** have found that emotionally intelligent people often have great leadership potential. Realize this potential by seeking opportunities to improve even further.

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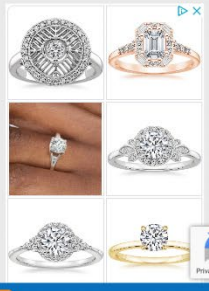

Characteristics of Emotional Intelligence

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Getting to Know You
Adapted from: LAP-EL-033 Lesson Plan

1. Define diversity and explore its dimensions.
2. Discuss what it means to value diversity and why it is important
3. Discuss cultural insensitivity
4. Discuss ways to be culturally sensitive
5. Get to know you activity

Goal(s) for the Session: Provide a safe environment for youth to learn and discuss diversity and cultural sensitivity.

Learning Objective(s):

1. Describe diversity and cultural sensitivity
2. Identify the importance of being culturally sensitive
3. Exhibit cultural sensitivity

Materials Needed: None

Time Allotted: 20-minute discussion, 25-minute activity

Lesson Content: (Step 1, 2 3 etc.):

1. **Define diversity and explore its dimensions** (*allow students to brainstorm examples before providing one to them)*.
   Diversity is all the ways in which people are different. There are two dimensions of diversity. The **primary dimensions** are those inborn differences that cannot be changed, such as age, race/ethnicity, nationality, sexual orientation, and certain physical and mental traits and abilities. **Secondary dimensions** of diversity are those characteristics that may change throughout one's lifetime. Examples include differences in language, religion, income, geographic location, family status, work experience, communication style, and educational level: a person may come to the US without being able to speak English, but may learn it within a couple of years.
2. **Discuss what it means to value diversity and why it is important** (*allow students to brainstorm examples before providing one to them)*.
   Valuing diversity means openly acknowledging differences and believing that they are assets instead of problems. There are several reasons on why it is important: diversity cannot be avoided due to globalization and culture. **Globalization** is the process of countries around the world working together for businesses. Meaning, our work communicates with other countries and interact with other cultures. **Culture** is the customs, habits, and traditions of a particular group. Discuss examples of culture.
3. **Discuss cultural insensitivity** (*allow students to brainstorm examples before providing one to them)*.
   Cultural sensitivity is the willingness to adjust your opinions and behaviors so that you value people and ideas from other cultures. Some specific situations in which you might need to be culturally sensitive: language barriers, nonverbal communication, negotiation

style, the role of women, relationships to time and space, religious differences, level of comfort with uncertainty, style of communication, associations with colors. Four main causes for cultural insensitivity

- **Ethnocentrism**: the belief that your own culture is naturally better than other cultures. Many people have ethnocentric attitudes without even realizing it. There is nothing wrong with having pride in your culture, but keep in mind that just because other cultures are different doesn't mean that they are inferior to yours.
- **Stereotypes and prejudices:** a stereotype is a set image or assumption about a person or thing. When stereotypes get out of hand, they turn into prejudices or biases, judgments that are based on feelings rather than facts.
- **Fear:** many people are just afraid of what they don't understand. When they see a person who dresses, talks, or acts differently, they don't know how to respond. It's important for these people to learn that differences need not be negative. If they can overcome their anxiety and learn to value diversity, they will be able to exhibit cultural sensitivity.
- Ignorance: Means that s/he lacks knowledge or information about something. Ignorance can cause people to inadvertently act in a culturally insensitive manner.

4. **Discuss ways to be culturally sensitive**
   - Educate yourself: learn about the people around you and their culture, attend diversity training, read about different cultures, watching movies from or documentaries about different countries and cultures, attend cultural events or festivals, travel abroad
   - Build friendships: having a diverse group of friends
   - Be flexible and patient: Be patient with yourself and learn/own up to mistakes. Be flexible in the sense that not everyone is the same and you may need to adjust to accommodate other people from time to time.
   - Communicate: if you don't understand something, feel you've made a mistake, or there is conflict, communicate clearly to solve the problem. Your willingness to try and learn is an indicator of your cultural sensitivity.
5. **Get to know you activity**
   The students will create two circles. One inside and one outside where both circles are facing each other. The inside circle will move around to a different person in the outside circle. With each person they move to, the youth will find 3 things in which they are different and the same. Encourage them to share their diversity.

Closure: Invite the youth to share their experience and what they learned about one another. Invite youth to share how the tough decision tracker can help when being culturally sensitive.

Plan for Evaluation: Complete post discussion on how the activity went with the rest of the staff members, addressing any concerns and areas of improvement.

Plan for Differentiation: Make adjustments to learning content or provide simpler examples if any youth struggle with understanding lesson. If there are not enough youth to complete two circles, make pairs of two and have them come up with 10 things in which they are different and the same.

It's Up to You

Adapted from: LAP-EI-075 Lesson Plan

Goal(s) for the Session:

1. Learn about responsibility and how to show responsibility

Learning Objective(s):

1. Explain the need for taking responsibility for decisions and actions.
2. Take responsibility for decisions and actions.

Materials Needed:

1. Access to tech
2. Kahoot

Time Allotted: 35- 40 mins

Lesson Content: (Step 1, 2 3 etc.)

1. Have students and mentors sign into kahoot
2. Do kahoot

Kahoot questions

1. Who is in control of your feelings and actions?
    a. Myself
    b. My friends
    c. My teachers
    d. My family
2. One way NOT to show responsibility
    a. Blaming others
    b. Complete your homework and chores on time without being reminded.
    c. Accept responsibility for your mistakes and learn from them.
    d. Return items you borrow.
3. Who is responsible for your friends' actions?
    a. Your friend
    b. You
    c. Teacher
    d. Family
4. How can actions be influenced?
    a. Peer pressure
    b. Expectations
    c. Goals
    d. All of the above

5. What is hard about taking responsibility?
    a. Consequences
    b. Admitting I made a mistake
    c. Having someone mad at me
    d. Losing trust.
6. What are consequences of not taking responsibility?
    a. Believe you are controlled by those around you
    b. Losing trust
    c. Feeling guilty
    d. Others getting blamed

3. Divide students into groups of 4 (including mentors/ fun way like by favorite animal)
    1. Go over responsibility scenarios

4. **(Ask) How would you demonstrate responsibility if…**
    1. You broke the wheel off your brother's new skateboard?
    2. Your friend asks you to play and you haven't finished your homework?
    3. You're playing a really fun game at your friend's house and it's time to go home?
    4. You promised your mom or dad you would clean your room but you just don't feel like it?
    5. It is time to go to bed and you just remembered that your book report is due tomorrow?
    6. You agreed to take care of your neighbor's dog while she is away, but now a friend has invited you to a sleep over?
    7. Your mom is not feeling well and could really use some extra help around the house?
    8. You forgot to bring your homework home from school, including the book you need to study for tomorrow's test?

Closure:

1. What did you learn?
2. How did it feel to go over the scenarios?

Plan for Differentiation:

1. Go over kahoot questions in a large group if no tech access

Have a Heart (Showing Empathy for Others)
Adapted from: LAP-El-030 Lesson Plan

1. Define empathy and how it differs from sympathy (Show Video: https://youtu.be/1Evwgu369Jw)
2. Discuss how empathy is developed
3. Discuss the benefits of showing empathy
4. Discuss how to show empathy to others (demonstration & role play)
5. Heart activity

Goal(s) for the Session: Provide safe environment for youth to learn and discuss empathy and how to show empathy to others.

Learning Objective(s):

1. Define empathy
2. Describe benefits of showing empathy
3. Identify the difference between empathy and sympathy
4. Demonstrate ways to show empathy

Materials Needed: Red construction paper, markers/pens/pencils, scissors

Time Allotted: 15-minute discussion, 30 min demonstration/heart activity

Lesson Content: (Step 1, 2 3 etc.):

1. **Define Empathy and how it differs from Sympathy** (*allow students to brainstorm examples before providing one to them*)**:**
   Empathy is the ability to put yourself in another person's place or to see a situation from another person's point of view. Someone who has empathy can feel what another person is feeling or can at least imagine what that person might be experiencing, "Put yourself in another person's shoes". While empathy is the ability to understand another person's feelings or concerns, sympathy is simply the ability to recognize another person's feelings. If you are sympathetic but not empathetic, you may feel sorry for someone who is in need, but you can't or won't imagine what it would be like to be in the person's place. Show Brene Brown video: https://youtu.be/1Evwgu369Jw on the difference between empathy and sympathy.

2. **Discuss how empathy is developed** (*allow students to brainstorm examples before providing one to them*)**:**
   To develop empathy, you simply need to accept your own emotions, be sensitive to others' emotions, and understand the emotions and needs of others.
   - "You must be willing to truly feel your own emotions, including anger, sadness, happiness, or frustration, before you can detect those emotions in others. If you do not

understand what it feels like to be sad or disappointed, then you're not going to be able to respond appropriately when your best friend gets laid off from his after-school job. You wouldn't tease your friend or ask him if he made a mistake at work because you know that would only make it worse. You know that the best way to help your friend would be to support him and let him know that you're there for him. You've got to feel emotions yourself to see those same feelings and respond to them in other people"

- You must pay close attention to the people around you to become aware of how they are feeling. Interpret people's verbal and nonverbal cues, including what they say, their tone of voice, their facial expressions, and their body language, to get an idea of how they are feeling. If your boss is smiling, then you can probably assume that she is happy. But if she's scowling, this isn't the best time to ask her for a raise—she's probably not in a good mood!
- "You can't make assumptions about people or judge them because of their race, gender, religion, age, or appearance. To understand another person's point of view and emotions, you must realize that s/he is a unique individual and must be treated as such. Only then will you begin to see things as s/he sees them and feel emotions as s/he feels them"

3. **Benefits of showing empathy** (*allow students to brainstorm examples before providing one to them*):
   - Stronger relationships
   - Better problem solving
   - Relating to others in work and school environments improve performance
   - Higher ethics
4. **Demonstrate showing empathy then have students practice with one another**. Scenarios:
   - A friend fails a test
   - A friend is getting bullied
   - A Family member is overwhelmed about work
   - A friend is struggling with loss
   - A sibling going through a break up
   - A friend in physical pain (broken leg, arm, etc)
   - A guardian feels sick
   - A friend's dog passed
5. **Heart activity:**
   The students will cut draw and cut out a heart on red construction paper and write down one way they will show someone empathy this week.

Closure: Invite youth to share their experience about learning to show empathy. Invite them to share what they included on their hearts. Invite the youth to share how the tough decision tracker can help when providing or receiving feedback.

Plan for Evaluation: Complete post discussion on how the activity went with the rest of the staff members, addressing any concerns and areas of improvement.

Plan for Differentiation: Make adjustments to learning content or provide simpler examples if any youth struggle with understanding lesson. If construction paper not available, use printer paper and allow students to color.

Worth the Risk Lesson

Adapted from: LAP-EI-091 Lesson Plan

Goal(s) for the Session:

1. To explore risks and how to include them when you are making a decision

Learning Objective(s):

1. Explain the need to assess risks of personal decisions.
2. Demonstrate the process of assessing risks of personal decisions
3. Learn how to define risk and reward
4. Demonstrate how to avoid extreme risk

Materials Needed:

3. Steps of decision making paper
4. Types of risks paper
5. Papers and pens for exit ticket

Time Alloted: 35-40 mins

Lesson Content: (Step 1, 2 3 etc.)

4. Intro
    a. Who is in control of what we do?
        i. The only person in control of your decisions, actions and attitude is you.
        ii. Others can have an impact on what we may do but you control your decision
5. Write type of risks on the board and brainstorm why they are risks
    a. Relationship risks: The expression, "Show me who your friends are, and I'll show you who you are" holds some truth. Your friends can inspire you in positive ways or influence you to make poor choices, so it's wise to choose friends carefully. Rather than being friends with people who engage in negative behaviors like cheating on tests (and who encourage you to cheat, too), for example, you're better off building relationships with people who will support you and encourage you to be the best person you can be. Mood board/ Think stock A simple look at someone's answers may seem harmless, but it can impact your relationships and your reputation.
    b. Reputational risks: Sometimes you might make a choice without thinking about how it will affect your reputation. Reputational risk exists because every time others witness your actions and behavior, they form an opinion about you. For example, if you make a mean remark to or about someone, others may overhear it and perceive you to be cruel. Your classmates might decide to avoid you, and your teacher might develop a negative opinion of you. This could affect future friendships or prevent your teacher from recommending you for a leadership position or a future scholarship. Other times, simply tweeting a funny comment as

a joke can develop into a negative social media footprint that could affect your current reputation and future goals, and sometimes even be viewed as a criminal offense. For insight, view the Moore Public Schools video "#Think Twice—Your Digital Footprint Matters" at https://www.youtube.com/watch?v=9eSxZPu4oqQ .

c. Health and safety risks: Many personal decisions that you make each day also carry safety and health risks. If you decide to challenge your skateboarding skills by skating down a handrail, you are taking a real physical risk. If you decide to play a contact sport, you also risk physical injuries that can have a lasting impact on your health. Choosing to cross the street without paying attention to crosswalks or texting while driving can cause serious injuries and consequences. Even simple exercise and diet choices can put you at risk of fluctuating energy levels, weight gain, heart disease, high blood pressure, or diabetes.
d. Financial risks: Many decisions carry financial risks. Every time you choose to spend or save your money, you are making a choice that will impact your budget or a future financial goal. Spending too much money on impulse buys like bottled drinks and magazines, for example, can leave you without the money you had planned to spend on new clothes or a summer trip. If you continually fail to save, you might not reach an important future goal like enrolling in college or buying your first vehicle. Sometimes financial risks aren't as obvious. Suppose you lend your new action camera to your best friend, and he breaks it. If he can't afford to pay you back, you will have to replace it yourself. Or, if you take your phone on a kayaking trip, it might get wet and become damaged. Just as in the case of the action camera, you're likely to have to spend hundreds of dollars to replace your phone.

6. Reduce the Risks of Decision-Making
    a. Some decisions, like picking a flavor of ice cream, are easy—"Mint chocolate chip, please!" Picking a college to attend, however, is a much more complicated choice that involves some significant risk the decision can impact your future for a very long time. To help you evaluate the risks of your decisions and ensure that you are thinking clearly, follow this six-step process.
    b. Evaluate your emotional and physical state.
        i. The first thing you should do is evaluate your current mood, thoughts, and physical condition. Are you in good condition for making a decision? If you are hungry or tired, take a little break to recharge before you actually make the decision, or postpone it until another time. If you are experiencing strong emotions like anger, depression, or fear, it is wise to delay making the decision until you are feeling and thinking more clearly.
    c. Evaluate your knowledge.
        i. Take some time to consider how much you know about the situation and whether you have sufficient knowledge to make a good choice. If you are buying a new computer, for example, do you understand the software programs available and what they are capable of? Or, if you're trying to decide whether to use butter or margarine when baking a batch of cookies, do you know what effect each option could have on the cookies' flavor and texture?
    d. Conduct any needed research.

i. If you need more information to determine the risks of making a certain good decision, conduct some research. Review reliable sources of information. If you are buying a new computer, for in- stance, Dell's online store and the Apple store can both provide detailed information about their products. However, other sources that evaluate both types of products, such as a consumer guide, may offer more unbiased reviews. It's also a good idea to consult with other people who have knowledge or experience with the situation. For example, a professional baker may be able to describe from firsthand experience the consequences of using butter versus margarine in your cookies.

e. Identify all the possible risks.
    i. How will the decision impact your relationships, reputation, finances, health, and safety? Even a good opportunity carries risk, so it's important to evaluate any potential consequences. Imagine you have an opportunity to study abroad this summer. That's great! However, spending the summer in Germany means that you won't be able to have a part-time job, train for the lacrosse team, or spend time with your boyfriend/girlfriend. The decision will impact you, your income, and your relationship you're your boyfriend/girlfriend, coach, and team members. It's also important to consider how a choice will affect your reputation. A good rule to follow is the "grandmother rule." If you wouldn't want a grand-mother figure in your life to know about a certain decision, it probably isn't the best decision to make. Next time you are posting photos or comments on social media, ask yourself, "What would grandma think of this?" Think long-term. What are the future consequences of your decision?
f. Analyze the possible risks.
    i. Make a list of pros and cons to help you keep track of all the factors involved in a decision. After you have identified possible positive and negative outcomes, it is important to evaluate the risk of each option. One effective way to evaluate a risk is to determine probability how likely an event is to occur or not and magnitude how serious the impact or consequences will be. You can evaluate the severity of a risk by using a risk assessment matrix like the one at right.
g. Determine the best option to choose.
    i. After you have identified and evaluated all possible risks, you should have enough information and insight to make a decision. Realize that choosing the option with the least risk doesn't mean there won't be any negative consequences. Sometimes even the best choice may have some risk that you are willing to accept or tolerate because it will help you reach an important goal. For example, someday you might accept the risk of relocating to a new city to pursue your career goals. Review all the information available to you and determine which option is best for you, your future, and others.

Closure:

4. What is one thing you will do to assess risk?
5. What was this experience like for you?
6. How do you think you will use this?

Plan for Evaluation:

1. Ask for 2 possible risks when they leave the room (have them write it on a piece of paper)

Plan for Differentiation:

4. Have students write on the board
5. Allow mentors to help if a student needs support
6. Let students pair share for ideas

Don't Jump to Conclusions
Adapted from: LAP-EL-139 Lesson Plan

1. Define bias, prejudice, and stereotypes.
2. Discuss unconscious bias
3. Discuss discrimination and its impact
4. Explore ways to identify and overcome bias
5. Dot exercise

Goal(s) for the Session: Provide safe environment for youth to learn about biases and what can be done to prevent them.

Learning Objective(s):

1. Explain the nature of bias and stereotypes
2. Identify ways in which discrimination occurs and its impact on others
3. Demonstrate how to recognize and prevent bias and stereotypes

Materials Needed: Sticker dots in different colors

Time Alloted: 20 min discussions, 10 min activity, 15 minutes debrief of activity

Lesson Content: (Step 1, 2 3 etc.)

1. Define bias, stereotypes and prejudice (watch video clip [link provided below; then *allow students to brainstorm examples before providing one to them*)**:**

   What is Prejudice? | Lessons for Kids from Super Monsters | Netflix [5:28 min]
   https://www.youtube.com/watch?v=1qRmpURybJo

- **Bias** is an inclination to have a certain perspective in favor of or against a person, group of people, or thing. Bias is expressed in many ways, including prejudice, stereotypes, and discrimination.
- **Prejudice** is an opinion or judgment that is based on feeling or hearsay, rather than fact. You can have prejudiced thoughts about anything, from your favorite pizza place

to something more serious like a negative judgment of people based on their skin color.

- A person's prejudices are sometimes influenced by stereotypes. **Stereotypes** are set images or assumptions about a person, group of people, or thing. If prejudices are biased opinions and feelings, stereotypes are biased thoughts. Stereotypes are often widely recognized by society as a whole. For ex: the idea that all athletes are unintelligent or that people from a certain part of town are snobby. (discuss other types of stereotypes, possible examples: gender, race, etc)

2. Discuss unconscious bias (*allow students to brainstorm examples before providing one to them*)**:**
   - Most people do not think of themselves as biased and do not demonstrate overt prejudice against certain groups of people. However, we all carry some form of unconscious bias. Unconscious bias is bias that we are unaware of and unable to control. It happens automatically through the quick judgement we make. Your background, past experiences, and culture can influence the unconscious biases you carry. EX: if you were bullied by a tall boy with blond hair… for the rest of your life you may carry a mistrust of tall, blond males and treat them as such, even though you acknowledge to others or yourself that you have a problem with them.
3. Discuss discrimination and its impact (*allow students to brainstorm examples before providing one to them*)**:**
   - When stereotypes and prejudices turn into actions, the result is discrimination. Discrimination is unfair treatment of a person or a group based on the persons of group's characteristics. For example: if someone is laid off because of his/her sexual orientation, that person is being discriminated against. Other factors of discrimination: age, disability, gender identity, race/color, national origin, pregnancy, genetic information (medical condition or disorder), size, career, socioeconomic status, and religion.
   - Discrimination can occur in school, the workplace, and public establishments such as restaurants, hotels, airports, stores, as well as accessing services. Examples: certain groups of students not getting the same benefits at school, landlords refusing to rent to single men because he believes they will damage his property. (*Allow students to brain storm other examples or share ways they experienced discrimination*)
   - Victims of discrimination experience many forms of suffering. They can be prevented from accessing necessary services or from achieving goals like getting a job or moving into a new neighborhood. Discrimination and damage self-esteem, causing mental health issues such as anxiety and depression. Discrimination also breeds conflicts between individuals and groups of people
4. Explore ways to identify and overcome bias
   - Learning to identify biased thoughts and feelings will help prevent you from engaging in discrimination and will help you treat everyone fairly and respectfully.1) *Learn about common stereotypes,* even about those who are different from you based on the factors addressed previously. 2) *acknowledge that your bias exists, without blaming or feeling guilty.* It is impossible to completely unbiased in every aspect of your life. Admitting that they are present is crucial. If you are unable to admit that you have biases, you will never be able to recognize and overcome them. 3) *Be cautious of first impressions.* You may find yourself disliking someone without even giving them a

chance to demonstrate their character or personality. Try to reserve judgement and ask yourself whether or not your opinions are based on instinct or fact. 4) *Monitor and challenge your thoughts.* Once you have acknowledged that your bias exists, you can begin to challenge the biased thoughts you have. EX: when you picture a powerful business executive, you may instantly picture a middle-aged, heterosexual, Caucasian male. Try to transform that image using other factors. 5) *Have open discussion about bias and stereotypes with others.* 6) *Regularly interact with those who are different from you.* Exposing yourself to new situation can be scary, but it will help you see that those who may appear different might be more like you than you think.

5. Dot exercise
   - Gather 4 colors of dots. Pick one youth and place a single color on their forehead. Pick another youth and place a different color on their forehead. Place the other two colors evenly amongst the rest of the youth. Instruct the youth to group themselves in silence (Do not say by colors). Once this is completed, prompt the question of "what just happened?". The youth should be able to identify that two youths were not grouped with the majority. Ask the majority group what it was like to group themselves together (if not mentioned discuss ability to control or not). Then ask the same of the two-youth left out of the group. Ask the majority group if they attempted or thought about invited the other two youth into the larger groups. Facilitator then shares that the instructions were never to group each other by color, but the youth decided this unconsciously. Connect this with implicit bias where we do not intend to group things or see others differently but it occurs without our intention. Ask students to brainstorm ways this could be prevented at their schools. Then to close, ask the youth to group themselves again.

Closure: Invite youth to share their experience about identifying bias and what it means to them. Invite the youth to share how the tough decision tracker can help when providing or receiving feedback.

Plan for Evaluation: Complete post discussion on how the activity went with the rest of the staff members, addressing any concerns and areas of improvement.

Plan for Differentiation: Make adjustments to learning content or provide simpler examples if any youth struggle with understanding lesson.