



Student Workbook



Developing the PLUS Team Member



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PLUS Program Curriculum

The PLUS Program Curriculum provides step-by-step guidance for organizing and setting up your PLUS Program. All aspects of the program are covered in depth, including PLUS Program background, importance of the team-model, training students, implementing and sustaining your program, analyzing data and trends of your campus and planning year long activities.

Program Implementation Curriculum Includes:

- + Book 1: PLUS Program Development
- + Book 2: Establishing a Commitment to Actions, Identity, and Purpose
- + Book 3: A Guide to Ongoing Actions

Optional Curriculum:

- + Training the PLUS Team Member
 - + Student Workbook
 - + Teacher Guide

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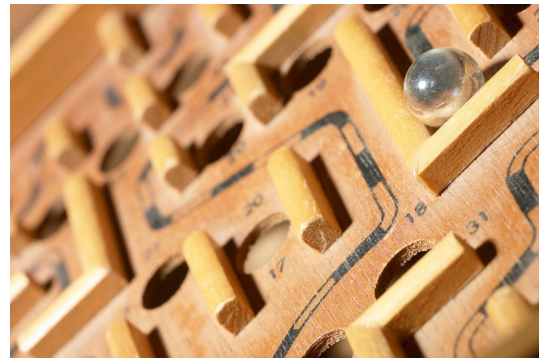
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A Workbook To Develop The PLUS Team Member

Congratulations on being selected as a member of the PLUS Team! You are not alone in this journey through life. As a PLUS Team member you are now part of a vision, a message, and a family who is making a difference for all people.

You have made a commitment to not only yourself, but also to your team, school, and community by becoming a member of the PLUS Team. This workbook is a process and it is designed to develop a variety of skills that are needed to be an effective PLUS Team member. During this process you will discover yourself, your teammates, and the secrets to the facilitation of PLUS Forums. This workbook is designed to challenge you to ask questions and seek answers. You will find that the answers to many of the questions, will be found within yourself. Discover yourself and you will have the key to many of the questions that will be asked.



Enjoy this process ...

John Vandenburg
Founder of PLUS Program



PLUS Purpose

List all words that would describe the Purpose of PLUS Program and the responsibilities of being a PLUS Team Member:

A series of 20 horizontal lines provided for writing the purpose and responsibilities of being a PLUS Team Member. The lines are arranged in a single column and are evenly spaced.

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PLUS Team Member Code of Conduct

Preamble

Participation in the PLUS Program can be one of the most significant experiences in a young person's life. It will not only reward students with a great deal of personal fulfillment, but it will also build friendships that will last a lifetime. The PLUS Program is an integral part of the education process. Through PLUS activities students will experience positive peer influences, an engaging academic atmosphere, creative activities, development of cultural competency, integrity, honesty, responsibility and resiliency.

Participation in the PLUS Program is voluntary. It is a privilege, not a right, and it carries with it the responsibilities of courtesy, honesty, respect and caring in the classroom, on the campus, and in the community. Following this PLUS Code of Conduct will aid you in building discipline, interpersonal competence, responsibility, a sense of purpose, and a positive view of personal future. Therefore, you should take it upon yourself to become the very best peer leader and team member possible, for you alone have the power to achieve these goals.

It is recommended that all PLUS Team Member apply the standards of this code while participating in the PLUS Program.

PLUS Team Member Code of Conduct

Conduct

The conduct of a PLUS Team Member is closely observed in many areas of life. It is important that one's behavior be exemplary in the following areas.

- + **On Campus *A PLUS Team Member:***
 - + Obeys all school policies.
 - + Refrains from using profanity.
 - + Is courteous and hospitable to all individuals.
 - + Respects the integrity and judgment of all supervising adults and respects their decisions.
 - + Will model civility in any situation that is encountered.
- + **In the Classroom *A PLUS Team Member:***
 - + Maintains prompt and regular attendance.
 - + Constantly strives to be a good academic student and citizen.
 - + Shows proper respect for faculty members and other students at all times.
 - + When called upon by a faculty member for assistance, will immediately assist that faculty member.
- + **In the Community *A PLUS Team Member:***
 - + Demonstrates a high standard of conduct, as it reflects not only on oneself, but also on each member of the PLUS Program.
 - + Maintains good citizenship by never being involved in any illegal activities.

Dressing and Grooming

Dress and grooming standards shall conform to district policies and procedures. A PLUS Program member is held to a higher standard and must dress appropriately at all times.

Enforcement Due to Violation of Rules

- + Non-adherence to the forgoing regulations will result in disciplinary action by the PLUS advisor and school site administrator.
- + Violation of the PLUS Program code of conduct will result in one or more of the following penalties as recommended by the PLUS advisor:
 - + A defined probation set up by the PLUS advisor.
 - + Loss of participation in PLUS activities.
 - + Removal from the PLUS program.
 - + Forfeiture of letter earned through PLUS involvement.

Eligibility Requirements

In order to participate in PLUS activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in meeting the requirements for graduation.

.....

Contract of Responsibilities for Participation in the PLUS Program

As a student enrolled in the PLUS Program, I agree to follow the established rules and policies that govern the PLUS Program.

I understand the following and accept as my personal *code of ethics*.

- + **Dignity** – I will respect the dignity and individuality of the people I encounter during my tenure in the PLUS Program.
- + **Confidentiality** – I will respect the confidentiality of the relationships that I engage in as a PLUS Team member.
- + **Duty to Inform** – I understand that I have a duty to inform an adult supervisor about any situations regarding potential or suspected suicide attempts, abuse, threatened violence, or homicide.
- + **Supervision** – I understand that I will be supervised by a variety of adults and agree to follow the guidance that is offered by the advisors.
- + **School Policy** – I understand that all school policies must be followed, and that neglect to follow the school policies could result in my dismissal from the PLUS Program.
- + **Honesty** – I understand the importance of being honest and commit to being honest at all times, to benefit other students on this campus, as well as myself.
- + **Leadership** – I understand that I am a leader in this program and will strive to lead in a positive way, both on and off the campus.

I understand and agree to the above responsibilities as my *Code of Ethics* as a member of the PLUS Program.

Print Name: _____

Signature: _____ Date: _____



Student and Parent Pledge

Dear PLUS Team Member,

We are extremely excited that you have shown a desire to participate in the PLUS Program. In order to participate in the PLUS Program there are certain responsibilities and obligations that you must assume to qualify for and remain part of the PLUS Program. Please read the PLUS Code of Ethics, which states the rules, regulations and requirements governing all students who participate in the PLUS Program.

I have read and agree to abide by all regulations in the PLUS Code of Ethics. I also understand that any rules established by the PLUS Advisor will be guidelines I will follow as well. If I have any questions or need any clarification on any part of the PLUS Program Code of Ethics and guidelines, it is my responsibility to request this information from the PLUS Advisor or school site administrator.

Signature: _____ Date: _____



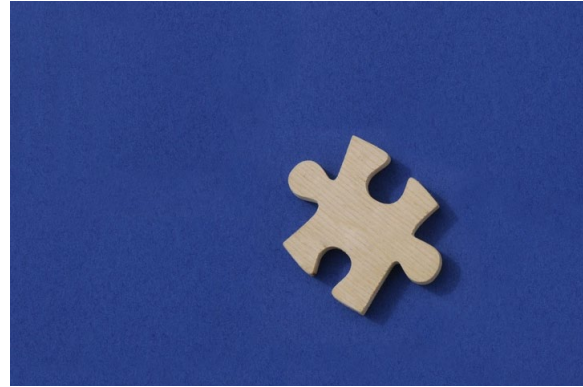
Parent Permission

_____ (*Name of PLUS student*) has my permission to participate as a member of the PLUS Program. I have read the guidelines established in the Code of Ethics and will assist in any way to see that they are enforced. Understanding the importance of group cooperation and participation, I will allow my son/daughter to fulfill his/her duties and responsibilities as a member of the PLUS Program. If I do not understand or have any concerns over the policies governing the PLUS Program, it will be my responsibility to contact the PLUS Advisor or school site administrator for clarification.

Parent/Guardian Signature: _____ Date: _____

Discovery of Self

The first step we embark on in this process is the Discovery of Self. It is essential to be able to answer these questions: Who am I? Why am I here? Where do I want to go? What is my story? Each one of us brings our own experiences to the PLUS Team. These experiences are what make us who we are. They create strengths and identify our weaknesses. Our experiences dictate our decisions in life, our choices in life and our outlook on life. They create a life story for each one of us. What is your life story? When you unveil your story, you will discover yourself.



Definitions to Build Self

We are going to begin this process of development with vocabulary words. As a PLUS Team member you will encounter not only a variety of people, but with those people will come a variety of opinions, thoughts, lifestyles, and philosophies. Your vocabulary will need to grow. By expanding your vocabulary, you will expand your knowledge also. Growth in knowledge will produce growth in your confidence. As a PLUS Team member you need to be confident.

Doing vocabulary the PLUS way is a bit different than just defining the word. We not only define the word, but we explain how that word or the meaning of the word will be utilized in PLUS activities. The following is an example of how a vocabulary word needs to be defined:

Example: Unity

Definition: State of being united; oneness

Example: On December 1, 1955 Rosa Parks, by not giving up her seat on a city bus, was arrested for violating segregation laws in Montgomery, Alabama. Through the **unity** of the African American community in Montgomery, and a year-long calculated boycott of city busses, the Supreme Court ruled on November 13, 1956 that the Montgomery's segregation laws were unconstitutional.

PLUS Use: The mission of the PLUS Team is to bring a sense of belonging to every individual. PLUS will unite people, thus establishing a feeling of oneness on a campus and in a community. Through **unity**, individuals will discover understanding. In understanding we no longer fear the unknown. If students on a campus understand one another, there will be no fear, thus creating a positive campus culture for all students.

Terms to be defined before continuing with the PLUS process:

- | | | |
|--------------|-------------|-----------------|
| + Team | + Proactive | + Relationships |
| + Role Model | + Values | + Listening |
| + Paradigm | + Character | + Facilitator |
| + Self | | |

These terms will begin the process to your development as a member of the PLUS Team. When defining these terms, challenge yourself to understand how they will affect you and the activities you engage in, as a member of the PLUS Team.

My Story, Who Am I...

My name is _____

Three words that would describe who I am are:

- + _____
- + _____
- + _____

Something I am good at is:

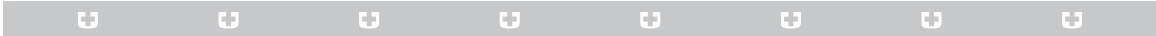
Something I would like to be better at is:

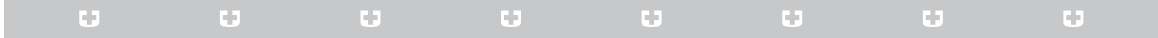
On the following page, draw illustrations of your life. How did you get to where you are now? What life experiences have developed who you are? When you have finished your illustrations, share them with another student.





An Illustration of My Story





My Story Continued...

The event in my life that has had the greatest impact on my story is:

How did this event shape who you are?

From your experiences in life, what are three strengths you have developed?

+ _____

+ _____

+ _____

How might these strengths benefit the PLUS Team?





Quoting Who We Are

Vince Lombardi wrote:

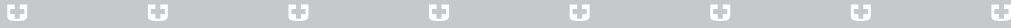
“Build for your team a feeling of oneness, of dependence upon one another and of strength to be derived by unity.”

This quote portrays the vision of the PLUS Team and our mission. It describes who we are and what we are about; PLUS seeks strength through unity. The strength that is derived through unity is the mission of PLUS.

What is Your Mission?

What quote describes who you are and what your mission is? On the lines below, write a quote that portrays your mission.





Quoting Who We Are Continued...

In what way does this quote reflect your mission in life and who you are?

Share your quote with five people on the PLUS Team. List the five people with whom you shared your quote.

1. _____
2. _____
3. _____
4. _____
5. _____

Did any of the five people you shared your quote with have a similar quote?

If no, how were they different?

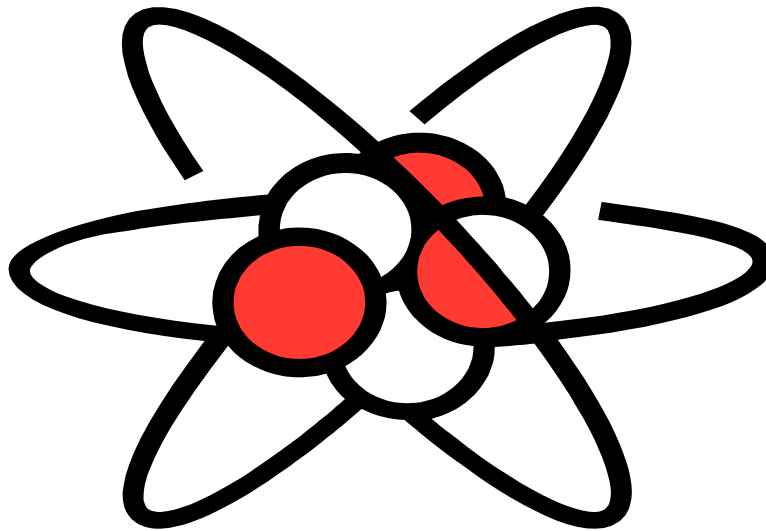
If yes, how were they similar?

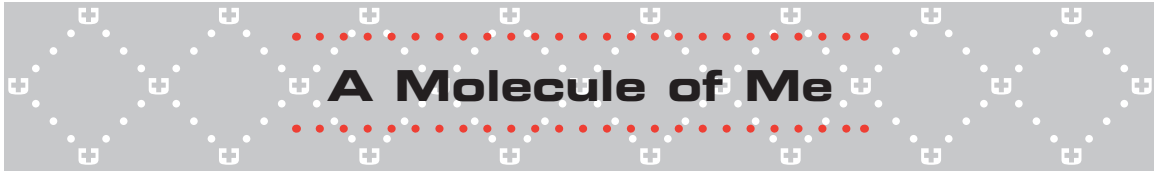




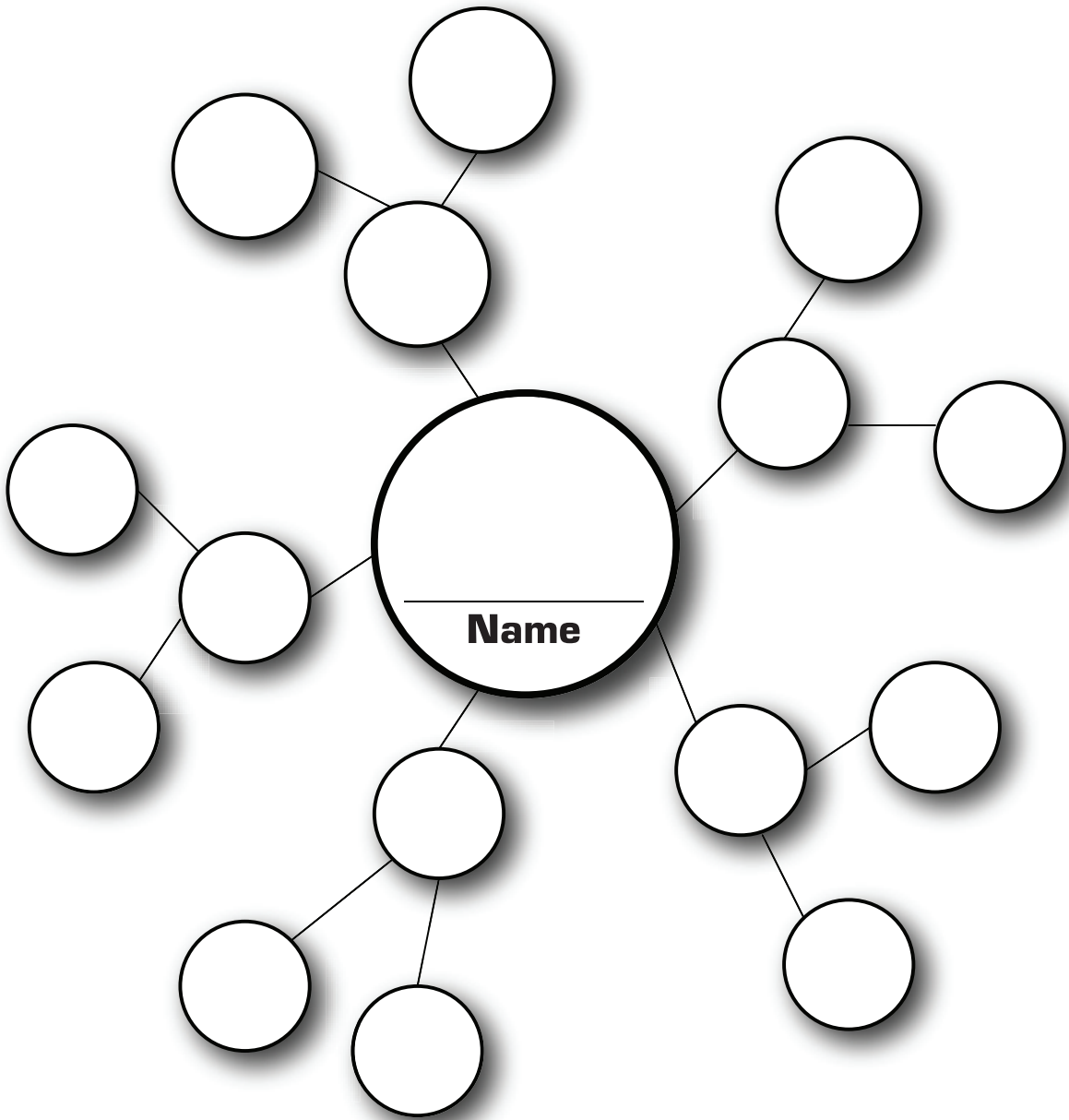
A Molecule of Me

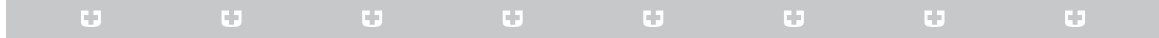
By definition, a molecule is the smallest characteristic particle of an element or compound. When they are brought together, molecules create substance. Different combinations of elements make different matter. People are very similar in the development of the characteristics that make up who they are. Different combinations of values, principles, morals, and beliefs make us unique in who we are. On the following page fill in the molecules with terms that describe your “substance” – values, characteristics, principles, etc. Include any term that describes who you are. If you need to add more to your molecule, please do so.





If more circles are needed, simply add and connect more circles where you need them.





A Molecule of Me Continued...

From the characteristics that you listed as part of your molecule:

Which five would be your strongest?

1. _____
2. _____
3. _____
4. _____
5. _____

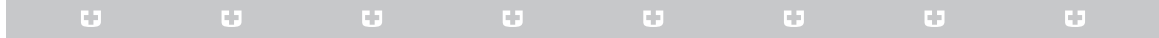
Which five would be your weakest?

1. _____
2. _____
3. _____
4. _____
5. _____

What are five characteristics that you would like to develop?

1. _____
2. _____
3. _____
4. _____
5. _____





A Molecule of Me Continued...

What are some characteristics that you have that other PLUS Team members don't have?

What are some characteristics that the other PLUS Team members have that you don't have?

How might your characteristics be utilized as strengths for the PLUS Team?





Notes:

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Discovery of Team

The next step in this process is to discover the individuals you will be working with, as a PLUS Team member. A successful PLUS Team will consist of a variety of styles of people, from an array of backgrounds. Each individual on the PLUS Team will play a vital role in the success of PLUS at your school site. In this next chapter you will discover the role that each member will take on. Enjoy this next chapter as you Discover Your PLUS Team!!!



Definitions that Define a Team

Define the following terms in the PLUS format:

Example: Unity

Definition: State of being united; oneness

Example: On December 1, 1955 Rosa Parks, by not giving up her seat on a city bus, was arrested for violating segregation laws in Montgomery, Alabama. Through the *unity* of the African American community in Montgomery, and a year-long calculated boycott of city busses, the Supreme Court ruled on November 13, 1956 that the Montgomery's segregation laws were unconstitutional.

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unity, individuals will discover understanding. In understanding we no longer fear the unknown. If students on a campus understand one another, there will be no fear, thus creating a positive campus culture for all students.

Terms to be defined before continuing with the PLUS process:

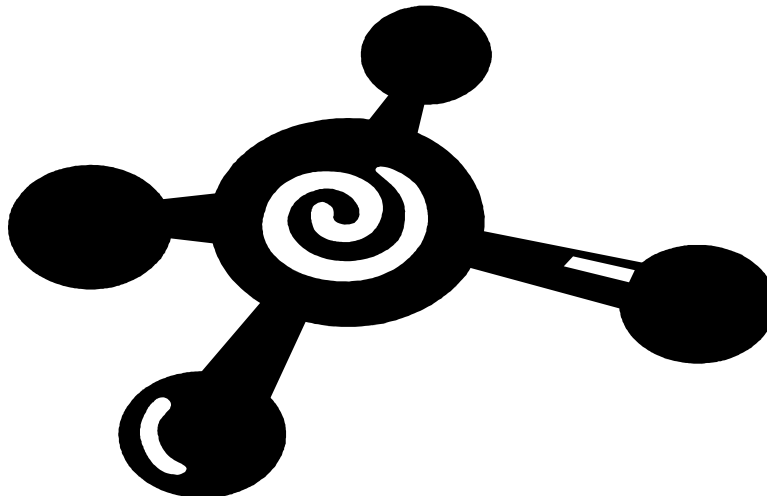
- + Connections
- + Roles
- + Strength
- + Responsibility
- + Unite
- + Personalities
- + Diversity
- + Voice
- + Communication
- + Identity

These terms will continue the process of your development as a member of the PLUS Team. When defining these terms, challenge yourself to understand how they will affect the activities you engage in as a member of the PLUS Team.



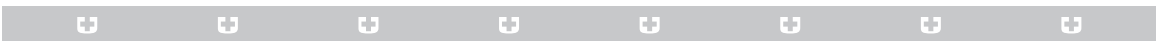
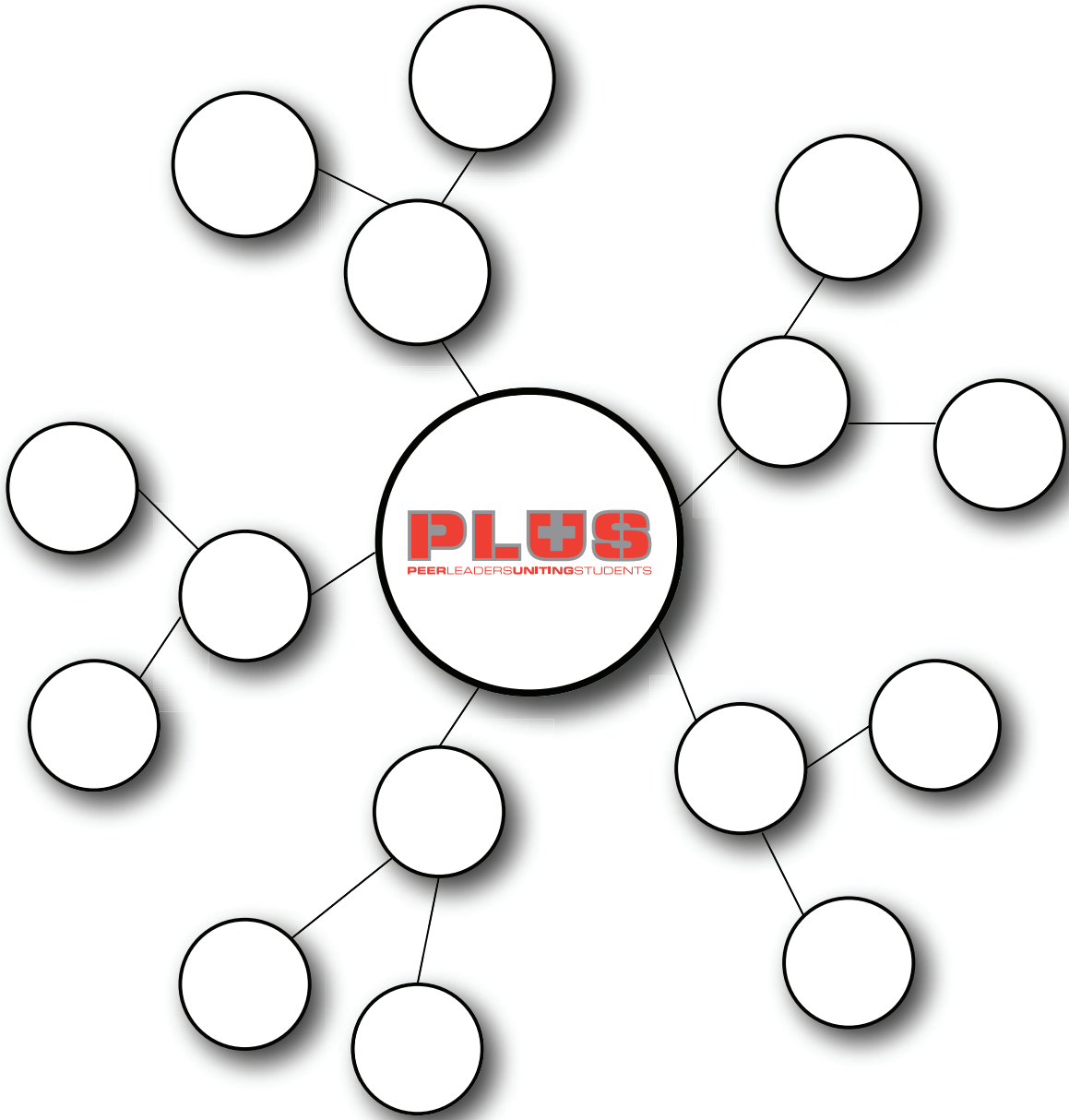
A Molecule of Us (PLUS)

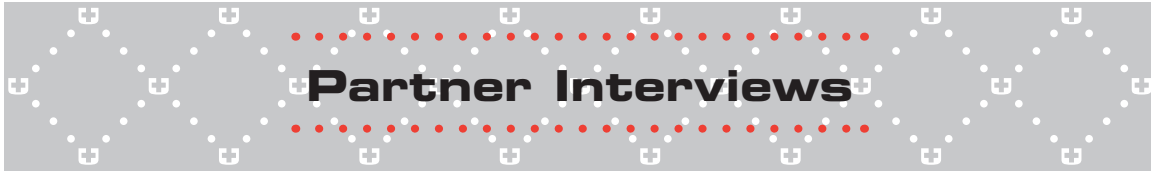
On the following page you will fill in the characteristic molecule of your PLUS Team. Talk to every teammate on your PLUS Team and write their name and the words that person used to describe him or herself in each molecule circle. Your molecule should include all members of your PLUS Team. If you need to add circles to complete your PLUS Team molecule, then do so ...



A Molecule of Us (PLUS)

If more circles are needed, simply add and connect more circles where you need them.





Partner Interviews

In this activity you will work with a partner to play the role of a newspaper reporter. Your assignment is to interview your partner. You must find out everything you can about your partner and report back to the team. First come up with a list of questions to ask your partner. Once you have your list, use your questions to interview each other. Once the interview time has expired, you and your partner will stand up and introduce each other to the rest of the team.

My five questions are:

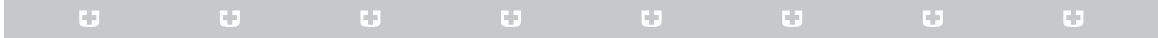
1. _____
2. _____
3. _____
4. _____
5. _____

My partner is: _____

My partner responded to my questions with the following answers:

- + _____
- + _____
- + _____
- + _____
- + _____





Partner Interviews Continued...

From my interview, I believe some of the strengths of my partner are:

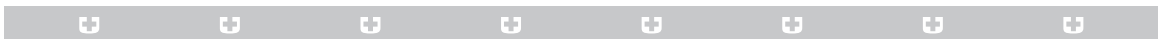
- + _____
- + _____
- + _____

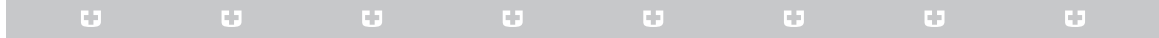
What are some of the similarities you share with your partner?

- + _____
- + _____
- + _____

What are some of the differences between you and your partner?

- + _____
- + _____
- + _____





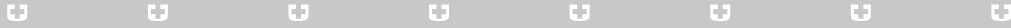
Partner Interviews Continued...

Personal Retrospect

Which question do you feel was best for gathering information about who your teammate is?

Why do you feel this was the best question? What made it an effective question?



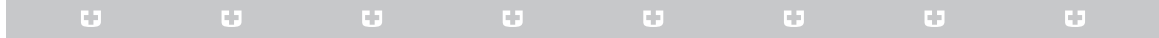


Partner Interviews Continued...

As the person being interviewed, was there a particular question that was hard to answer? If so, what was the question and what made it hard to answer?

At anytime did you feel uncomfortable in asking or answering a question? If so, what do you think made it uncomfortable? If not, what made the situation comfortable?





Partner Interviews Continued...

Personal Retrospect

In your personal retrospect, how might this reflection of interviewing your partner help you as a PLUS Team member?



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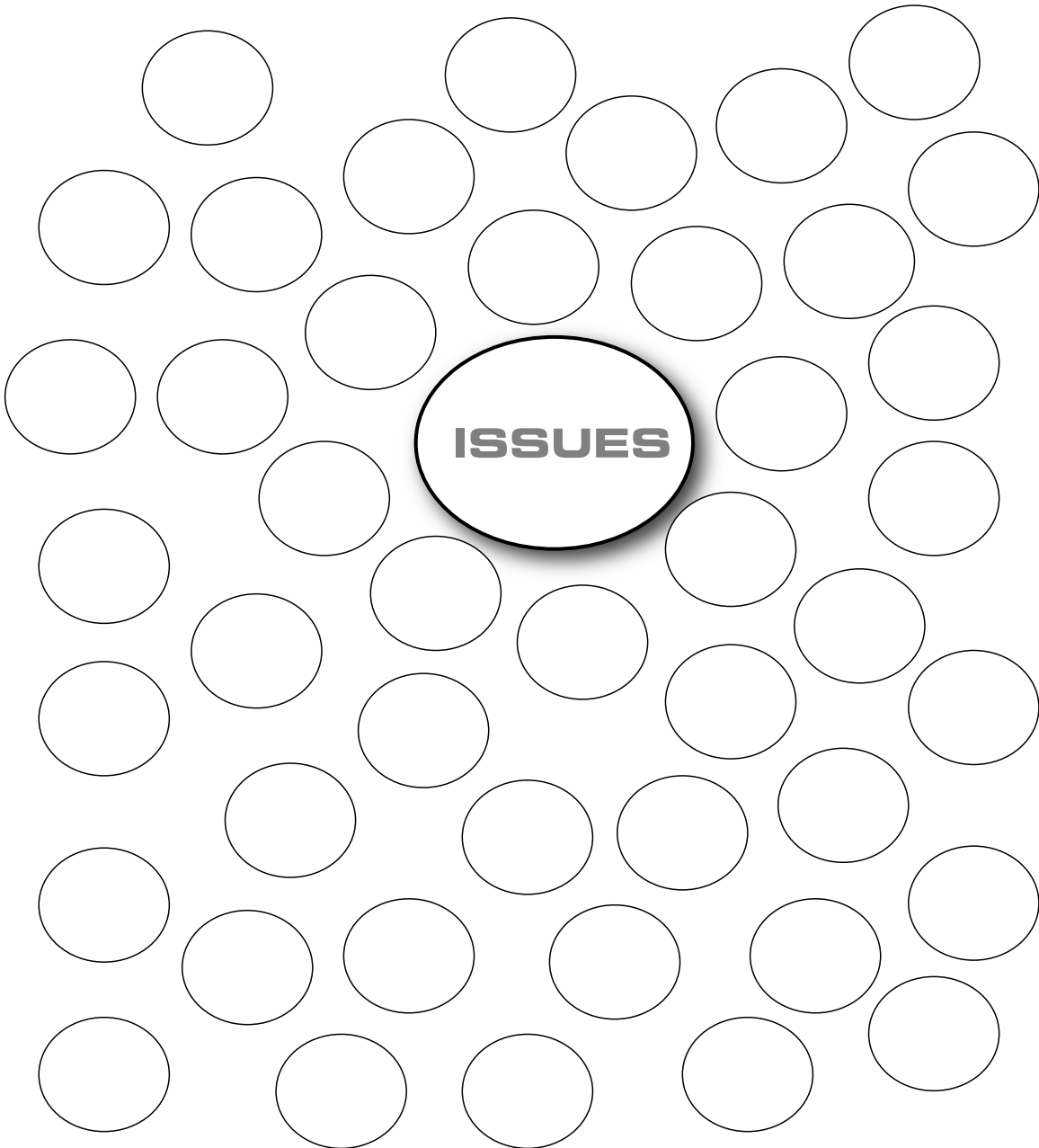
What's Our Role?

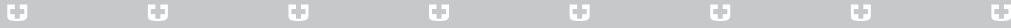
On the following page fill in the bubbles with issues that students on your school might encounter in a year. Examples of issues could be peer pressure, racism, academics, grief, gangs, suicide, etc.

Write down all of the issues that come to mind. These issues do not need to be written down in any particular order or organization. Simply fill in the bubbles and make sure you and your teammates can read what you write.



What's Our Role?





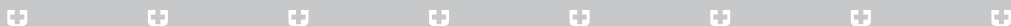
What's Our Role Continued...

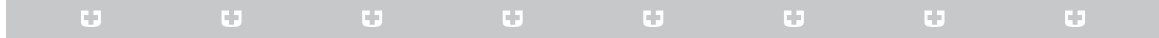
Share your list of issues with at least five other PLUS Team members. If you wrote down the same issue as another team member, put a star next to that issue. List below five team members you shared your list with:

+ _____
+ _____
+ _____
+ _____
+ _____

List the ten issues that have the most stars next to them:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____





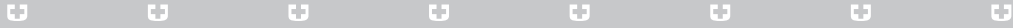
What's Our Role Continued...

One of the strongest qualities of a successful PLUS Team is familiarity with the strengths of each teammate. In the bubbles below, fill line 1 in with the top ten issues you identified. On line 2, of the same bubble write the name of a PLUS Team member who might be strong at addressing that issue.

The form consists of ten circular bubbles arranged in a cluster. Each bubble contains two numbered lines for writing:

- 1. _____
- 2. _____



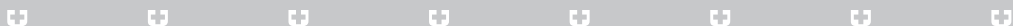


What's Our Role Continued...

Share your issues and identified **PLUS** Team member bubbles with ten teammates. If any of your bubbles are the same as another teammate's, put the word **PLUS** next to the bubble.

The ten teammates I shared my bubbles with are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____





Notes:

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Notes:

Lined writing area with a large, faint watermark logo in the center. The logo is a stylized 'P' shape with a plus sign inside, rendered in light gray and orange tones. The page contains 15 horizontal lines for writing.



Notes:

A series of horizontal lines for writing notes. A large, faint watermark of the number '10' is centered on the page, with the '1' in light gray and the '0' in light orange.

Creating Connections: The Application Process

The application of the forum activities is critical in the development of understanding between the students in the PLUS Forum. It is in the application process where many of the connections between participants will be made. Without the application process by the student facilitators these activities



would simply be games. We enjoy games; we learn from activities. As the facilitators of the forums you will need to take at least 5 to 10 minutes to ask questions and engage the participants in discussion on the similarities that are amongst the group. It is the responsibility of the PLUS Team member in the group to respond and create thoughts and questions to stimulate conversations in the application process. No activity in the forum is completed until the application process has been implemented.



Definitions that Define and Build Skill Development

Example: Unity

Definition: State of being united; oneness

Example: On December 1, 1955 Rosa Parks, by not giving up her seat on a city bus, was arrested for violating segregation laws in Montgomery, Alabama. Through the *unity* of the African American community in Montgomery, and a year-long calculated boycott of city busses, the Supreme Court ruled on November

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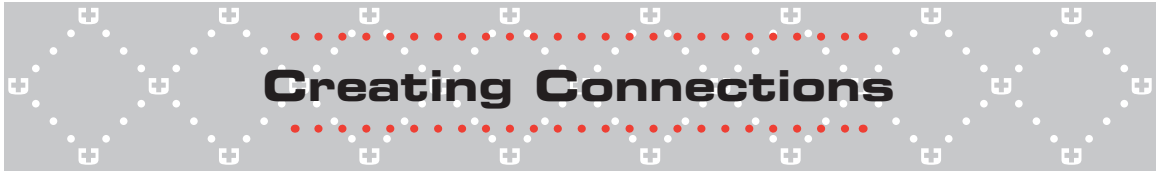
- + Synergy
- + Peer
- + Fear
- + Trust
- + Belonging
- + Empower
- + Support
- + Prejudice
- + Mission
- + Confidence

These terms will continue in the process to your development as a member of the PLUS Team. When defining these terms, challenge yourself to understand how they will affect the activities you engage in as a member of the PLUS Team.

.....

Creating Connections

The most important characteristic or skill will be the ability of the facilitator to listen to the group. Listening to the feelings and emotions of the group will dictate what the facilitator will use to connect and guide the group. If the facilitator exhibits good listening qualities, the group will also. Be aware that a good listener not only uses their ears, but just as important they utilize their eyes. Good listeners can visually identify emotions of people, by examining physical appearance.



Creating Connections

In the following columns, list as many emotions that you can think of that might surface in a PLUS activity.

+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____



Creating Connections Continued...

Share your list with five teammates. Put a star next to any emotions in which your teammates wrote down also. List below any emotions your teammates wrote down that you did not.

+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____

From the previous lists, pick ten emotions to analyze.

1.	_____	6.	_____
2.	_____	7.	_____
3.	_____	8.	_____
4.	_____	9.	_____
5.	_____	10.	_____

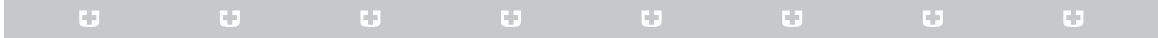
Utilizing the following format, identify two physical appearances that might appear visually which relate to your identified emotions.

Example:

Emotion: Sad

Physical Appearance:

1. Tears in the eyes begin to develop
2. Head down to hide the tears



Creating Connections Continued...

Emotion: _____

Physical Appearance:

1. _____
2. _____

Emotion: _____

Physical Appearance:

1. _____
2. _____

Emotion: _____

Physical Appearance:

1. _____
2. _____

Emotion: _____

Physical Appearance:

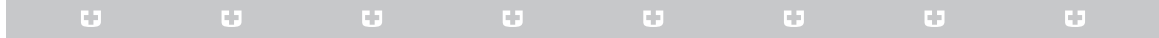
1. _____
2. _____

Emotion: _____

Physical Appearance:

1. _____
2. _____





Creating Connections Continued...

Emotion: _____

Physical Appearance:

1. _____

2. _____

Emotion: _____

Physical Appearance:

1. _____

2. _____

Emotion: _____

Physical Appearance:

1. _____

2. _____

Emotion: _____

Physical Appearance:

1. _____

2. _____

Emotion: _____

Physical Appearance:

1. _____

2. _____



Creating Connections

Being able to facilitate group conversations that become emotional is the most important aspect in leading as a PLUS Team member. You must be ready to work with all types of emotions and the personalities that create the emotions. A great facilitator does not get personally involved in all the emotions that will surface in forum. As facilitators you must be able to utilize strategies and methods that identify which emotions you can utilize and which emotions you must conceal. You must also be able to control emotions, not only in yourself, but in the participants as well.

In the following situations summarize how you would facilitate the circumstances and deal with the emotion. What strategies and methods would you utilize as a PLUS Team member? What questions might you ask? What concerns might you have?

Example:

Situation: You notice a student in your small focus group begins to develop tears in their eyes when the conversation on drinking and driving gets mentioned

Concern: Student lost a family member to drinking and driving and the conversation is bringing back some emotions. Can they handle the conversation at this time?

Two questions to ask participants to make connections:

1. How many people have lost someone dear to them?
2. What are some things we can do when we grieve that can make us feel better?

Strategy: I would see how the student handles the two questions and then make a decision. If they seem all right with the conversation I move on with it. If I identify they need to get away from the group I would have another team member ask if they would like to go outside for a moment or even up to the counseling office.



Creating Connections

Situation #1: You identify a student who has their head up but is not involved in the discussion. They seem to be eager to talk but overly shy.

Concern: _____

Two questions to ask participants to make connections:

1. _____
2. _____

Strategy: _____

Situation #2: Two guys are staring each other down in your small focus group. It is evident that there is tension between them.

Concern: _____

Two questions to ask participants to make connections:

1. _____
2. _____

Strategy: _____



Creating Connections Continued...

Situation #3: In the large group discussion you see a participant who is biting her finger nails and tapping her foot uncontrollably. When it is her turn to talk she speaks very quickly and messes up what she was going to say. She is extremely nervous.

Concern: _____

Two questions to ask participants to make connections:

1. _____
2. _____

Situation #4: A student is upset with the way the conversation is going and begins to yell to get her point across. You can tell she is getting angry with the topic and conversation.

Concern: _____

Two questions to ask participants to make connections:

1. _____
2. _____

Strategy: _____

.....

Asking Questions

A powerful facilitator knows which questions to ask and when to ask them. By asking the right questions at the right time, a powerful conversation will emerge among the group. The best questions to ask are called open-ended questions. Open-ended questions are questions that cannot be answered in one word. They can only be answered through a conversation. It is in those conversations we develop understanding, we find connections, and we learn about each other. The only way to develop skills in asking the right open-ended questions is to practice asking them



Getting Away From Asking “Why?”

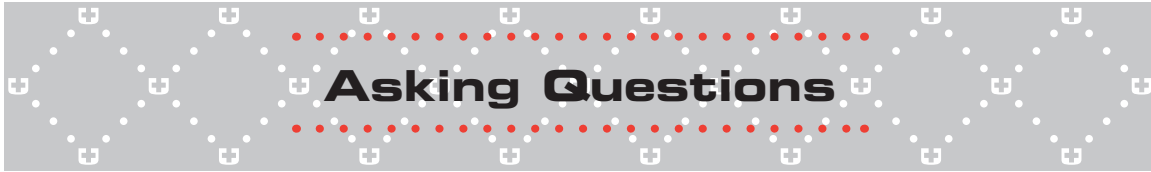
Asking “Why?” questions can seem to interrogate people and put them on the defensive. They can easily be answered with one word. As PLUS Team members we need to stop using “Why?” as a question.

In the following exercise, convert the “Why?” questions to open-ended questions.

Example

Why Question: Why would you say that?

Open-Ended Question: What do you think are some of the experiences you have had that would lead you to say that?



Asking Questions

Why Question: Why do you do that?
Open-Ended Question: _____

Why Question: Why do you feel that way?
Open-Ended Question: _____

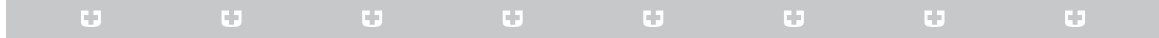
Why Question: Why are you not talking?
Open-Ended Question: _____

Why Question: Why can't you be friends?
Open-Ended Question: _____

Why Question: Why would you like that?
Open-Ended Question: _____

Why Question: Why do you enjoy that kind of music?
Open-Ended Question: _____

Why Question: Why are you angry?
Open-Ended Question: _____



Creating Connections Continued...

Why Question: Why are you sad?

Open-Ended Question: _____

Share the converted “Why” questions with a PLUS Teammate. Together go over the list of “Why” questions again and convert them once more using a different open-ended question. You cannot use a question that is already on either of your lists.

Why Question: Why do you do that?

Open-Ended Question: _____

Why Question: Why do you feel that way?

Open-Ended Question: _____

Why Question: Why are you not talking?

Open-Ended Question: _____



Creating Connections Continued...

Why Question: Why can't you be friends?

Open-Ended Question: _____

Why Question: Why would you like that?

Open-Ended Question: _____

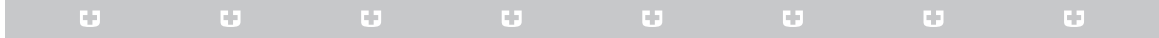
Asking Questions

Why Question: Why do you enjoy that kind of music?

Open-Ended Question: _____

Why Question: Why are you angry?

Open-Ended Question: _____



Creating Connections Continued...

Why Question: *Why are you sad?* _____

Open-Ended Question: _____



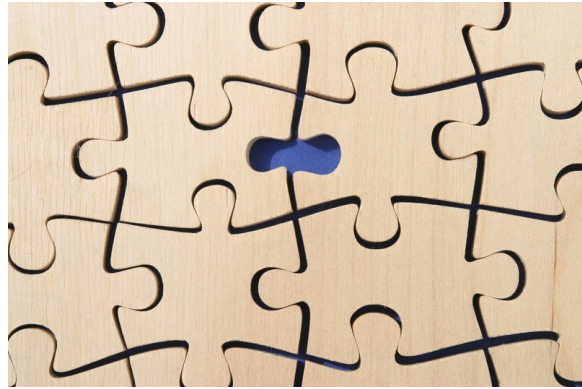


Notes:

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Discovery of Facilitation

The PLUS Team Members are responsible for setting the environment of the forum. It is important that the rules for the forum are clear and understood by all. This will need to be reinforced throughout the activities that are implemented. The attitude of a facilitator should be serious and not personally invested in the students' discussions. Never take a comment personally as a PLUS Team Member!! Do not over-control the group in conversations. Get the conversation started, but let the group take them over. Always make the environment comfortable for all participants. Once a person feels comfortable to express their emotions, an effective forum will take place. In these next lessons PLUS Team members will experience interactions, which will develop their skills to facilitate a PLUS Forum.



Definitions that Define Forum Facilitation

Example: Unity

Definition: State of being united; oneness

Example: On December 1, 1955 Rosa Parks, by not giving up her seat on a city bus, was arrested for violating segregation laws in Montgomery, Alabama. Through the **unity** of the African American community in Montgomery, and a year-long calculated boycott of city busses, the Supreme Court ruled on November 13, 1956 that the Montgomery's segregation laws were unconstitutional.

PLUS Use: The mission of the PLUS Team is to bring a sense of belonging to every individual. PLUS will unite people, thus establishing a feeling of oneness on a campus and in a community. Through **unity**, individuals will discover understanding. In understanding we no longer fear the unknown. If students on a campus understand one another, there will be no fear, thus creating a positive campus culture for all students.

Terms to be defined before continuing with the PLUS process:

- + Ownership
- + Actions
- + Leaders
- + Purpose
- + Awareness
- + Modeling
- + Hypocrite
- + Choice
- + Motivation
- + Courage

These terms will continue in the process to your development as a member of the PLUS Team. When defining these terms, challenge yourself to understand how they will affect the activities you engage in as a member of the PLUS Team.



Controlling the Forum

The strongest PLUS Teams are teams that can establish an environment in which all students feel as though their voice is heard. These environments do not happen by accident. As a PLUS Team member you have a responsibility to establish boundaries, reinforce rules, and model the appropriate behavior while implementing a forum.

Establishing Control with Rules

Before boundaries can be set, there must be rules to a forum. A mandatory rule that must be established by all PLUS Teams is the rule on confidentiality. As much as we would like to have a confidentiality rule that states, “What is said in here stays in here,” we can’t. **Confidentiality** for a participant in a PLUS forum does not apply if any of the following three statements are made.

If a participant states:

- + They are going to physically hurt someone.
- + They have been physically hurt by someone.
- + They are going to physically hurt themselves.

These are **not** statements that can be **confidential**. If any of these statements are made in a forum, the PLUS Team member has the responsibility to notify the PLUS Advisor in a timely manner.

This rule must be established and clearly stated for all PLUS forums.

Controlling the Forum

List ten rules that would be effective in controlling and setting boundaries for participants in the PLUS forums. Under each rule state what the impact of that rule would have on establishing control in the forum.

Example:

Rule: There is to be no side talking while someone is speaking.

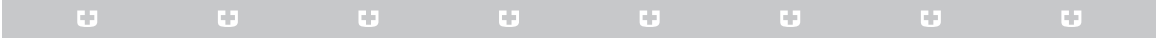
Impact: The purpose of the forum is for participants to feel as though their voices are being heard. Establishing the rule on no side talking reinforces the importance of respecting each other's voice. No side talking will also establish an environment in which the voice of the participant and facilitator could be easily heard across a room.

Ten Rules

Rule 1: _____

Impact: _____





Controlling the Forum Continued...

Rule 2: _____

Impact: _____

Rule 3: _____

Impact: _____

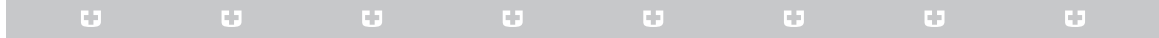
Rule 4: _____

Impact: _____

Rule 5: _____

Impact: _____





Controlling the Forum Continued...

Rule 6: _____

Impact: _____

Rule 7: _____

Impact: _____

Rule 8: _____

Impact: _____

Rule 9: _____

Impact: _____





Controlling the Forum Continued...

Rule 10: _____

Impact: _____


Share the list of rules you complied with five other teammates. Discuss the impact of each rule and the effect it would have on controlling a forum. List below any rule which a teammate also listed.

+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____

Working with your teammates, create a list of five rules that would be considered as your most important:

1. _____
2. _____
3. _____
4. _____
5. _____





Character Profiles

The following is a character profile of a young person. On the following page draw a picture of what this young person might look like. On the bottom of your profile drawing please fill in the blanks identifying the characteristics of this young person.

Profile:

Jackie is a 17 year old high school student who lives on a ranch. Jackie's friends and family say "Jack" for short. Jack dresses like a typical teenager and loves all kinds of music, but is particularly fond of punk rock music. Jack loves the beach and has surfed all over the world. Jack's Dad is a retired firefighter and Mom a college counselor. Jackie is an honor student who plans on getting into construction development upon graduation.



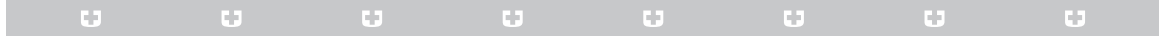


Character Profile Sketch

A large rectangular area with a decorative, wavy border, intended for drawing a character profile sketch.

Identity	
Height: _____	Weight: _____
Hair Color: _____	Eyes: _____
Ethnicity: _____	Gender: _____





Character Profiles Continued...

Share your sketch with five of your teammates. List any similar characteristics that your profile sketch has in common with the teammates you shared with.

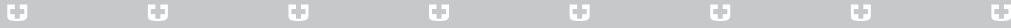
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____

Put a star next to any characteristics which were profiled by three or more of the teammates you shared with. Example, if three of the five teammates drew a person wearing glasses, then put a star next to that characteristic.

Which characteristics have stars next to them?

- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____



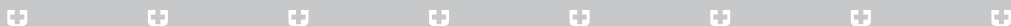


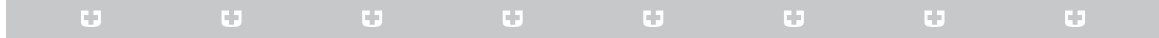
Character Profiles Continued...

In the character profile paragraph, which words made you visualize who you drew?

+	_____	+	_____
+	_____	+	_____
+	_____	+	_____
+	_____	+	_____

What do you think led you to visualize a certain character profile when you read those words? Write a short summary of what led you to the picture you drew. How do you think your “life story” impacted your vision of this character profile?





Character Profiles Continued...

In the columns below, list the Pros and Cons of Identifying Characteristics and Profiling participants as they enter the forum.

Pros

- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____

Cons

- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____

Discuss and share with five teammates the pros and cons of Identifying Characteristics and Profiling participants as they enter the forum. Put a star next to any pro and con that is shared by the other teammates.

For the identity of Jackie, email – info@plusprogram.org



Identifying Participants

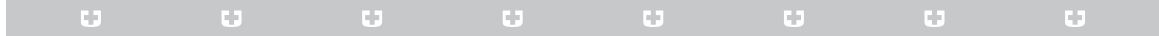
At the beginning of each forum, participants will enter the room, check in, and take a seat. As PLUS Team facilitators it is your responsibility to identify who is at the forum. What are five distinctive identifiers or characteristics (IC's) in participants, which you would look for, that might need to be addressed with your teammates? An example would be if you see a student come in and they are on crutches.

1. _____
2. _____
3. _____
4. _____
5. _____

Share your List of Five Identifiers/Characteristics (IC's) with five other teammates. Put a star next to an IC that your teammates also wrote down. List below any IC's they had written down that you did not.

- + _____
- + _____
- + _____
- + _____
- + _____
- + _____
- + _____

☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺



Identifying Participants Continued...

Pick five IC's from the previous list you and your teammates compiled. What might be the impact of that IC on the forum activities? What strategy would you use to address the impact?

Example:

IC: Student on Crutches

Impact: The number one concern with any forum is the safety of the participants. There are a few activities implemented in the forum which require students to get up and move around.

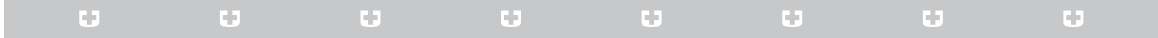
Strategy: I would talk to my teammates and make sure we have a member of PLUS assigned to that participant for the forum to assure they can participate as best they can without getting hurt.

IC: _____

Impact: _____

Strategy: _____





Identifying Participants Continued...

IC: _____

Impact: _____

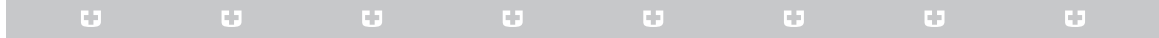
Strategy: _____

IC: _____

Impact: _____

Strategy: _____





Identifying Participants Continued...

IC: _____

Impact: _____

Strategy: _____

IC: _____

Impact: _____

Strategy: _____



.....

Identifying Themes

Every conversation or comment made in a forum will be attached to a theme, or possibly several themes. The theme of the comment or conversation is the subject matter it relates with. Themes can be considered positive and negative. In each conversation or comment, at least two themes can be identified. These themes will be identified as a primary theme and a secondary theme.

- + **Primary Theme** – This is the theme that is most obvious to the PLUS Team and the participants involved in the group discussion. It is easily identifiable and usually stated in the comment or conversation.
- + **Secondary Theme** – This is the theme that usually is not stated in the comment or conversation. It can go unnoticed by the participants and is the responsibility of the PLUS Team member to make a connection to it. The secondary theme could be the reason why the primary theme is a reality. Usually the secondary theme can be found by answering the question, “What created the primary theme?”

What is the difference between an issue and a theme?

The perception of an issue is usually negative. An issue will have a negative impact on the development of a person. Look back to your bubbles you filled in with issues on page 34 and put a star next to any issue that could have a negative impact on the growth of a person. When we think of themes we must think of subjects that are both positive and negative.

Examples of positive themes are:

- + Doing community service
- + Stepping in when someone is being bullied
- + Choosing to stay drug-free

Identifying Themes

Fill in the bubbles with as many themes that come to mind that have an impact, both positive and negative, on the development of individuals.

A central bubble with the word "THEMES" inside, surrounded by a large number of empty bubbles for writing. The bubbles are arranged in a roughly circular pattern around the central one.



Identifying Themes Continued...

In the following comments, identify a primary theme and a secondary theme. Remember, there could be multiple themes in a comment. Pick the themes you are most comfortable addressing.

Example

Comment: Some of my friends drink alcohol on the weekends. I really don't want to start, but I feel like I have to if I want to hang out with them and fit in.

Primary Theme: _____

Secondary Theme: _____

Comment #1: I am new to this school and I do not have any friends. I really don't care if nobody talks to me. I am fine on my own.

Primary Theme: _____

Secondary Theme: _____

Comment #2: I think having a dress code policy is wrong. I am not a gang member, I just like dressing this way.

Primary Theme: _____

Secondary Theme: _____

Identifying Themes Continued...

Comment #3: I think it is okay for people to laugh at racist jokes. I am not racist; I just think jokes are funny

Primary Theme: _____

Secondary Theme: _____

Comment #4: I don't know why the jocks get so much attention. Why don't we have a Pep Rally for the students who do other activities than just sports?

Primary Theme: _____

Secondary Theme: _____

Share your themes with five teammates. Did any of your teammates come up with different themes? If yes, list them below.

Theme

Comment #1: _____

Comment #2: _____

Comment #3: _____

Comment #4: _____



Researching Themes

It is the responsibility of the PLUS Team member to have knowledge on a variety of themes. In the following exercise you will research where information can be gathered on different themes. This information needs to represent a variety of sources.

In the following column list five themes to research:

1. _____
2. _____
3. _____
4. _____
5. _____

For each theme that you have listed, write down a book and website where an individual could develop understanding that pertains to that theme.

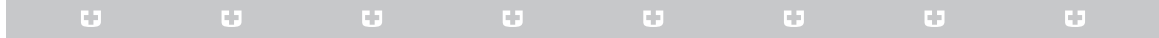
Example:

Theme: Racism

Book: Linda Brown, You Are Not Alone

Website: www.tolerance.org





Researching Themes Continued...

Theme: _____

Book: _____

Website: _____

Theme: _____

Book: _____

Website: _____

Theme: _____

Book: _____

Website: _____

Theme: _____

Book: _____

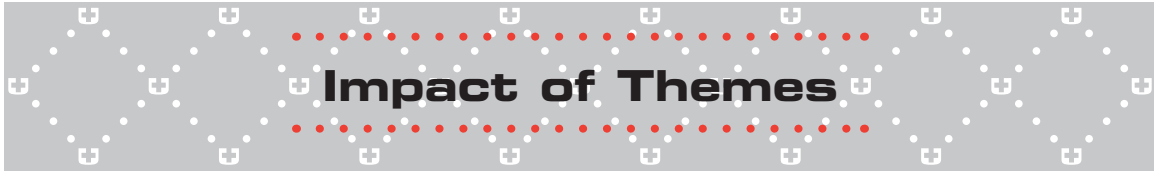
Website: _____

Theme: _____

Book: _____

Website: _____





What is the impact a specific theme might have on a campus? Is that impact good or bad? In the next section, pick three themes to write about. Write a short summary on the impact that the theme has on the school campus.

Theme: _____

Summary: _____

Theme: _____

Summary: _____

Theme: _____

Summary: _____



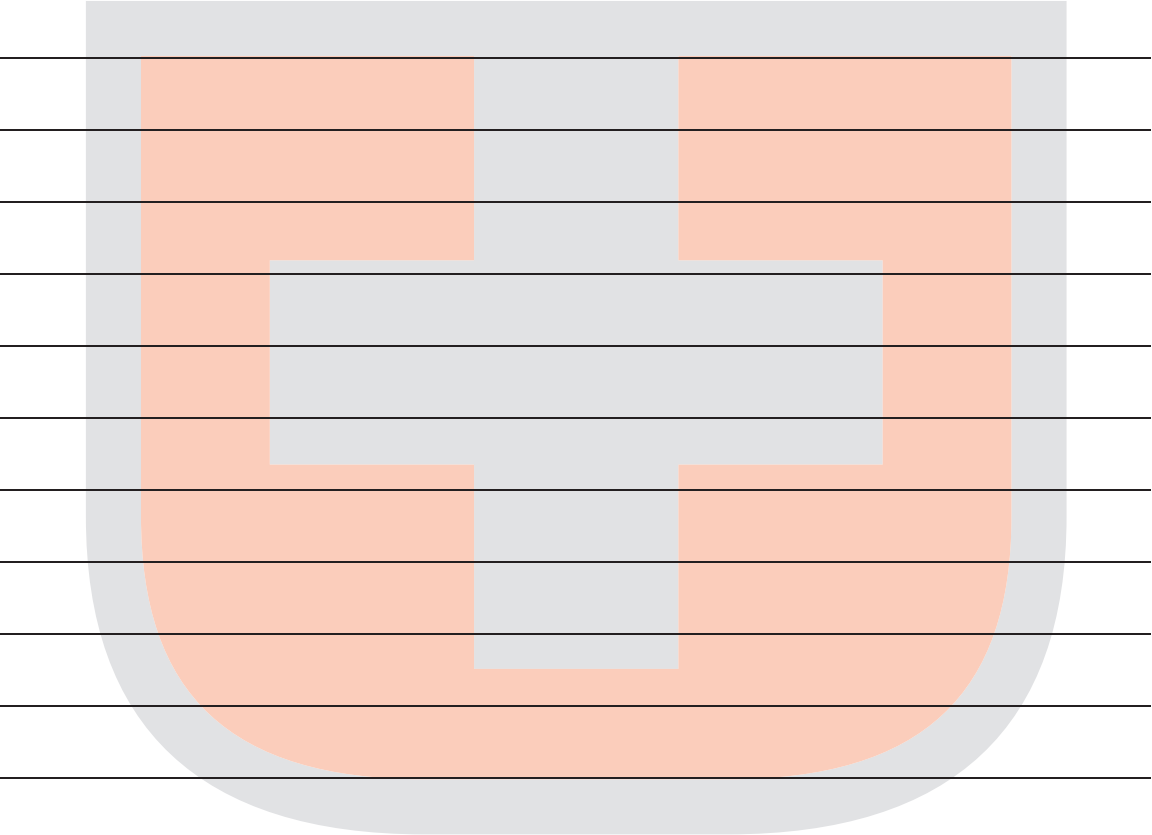


Notes:

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Notes:



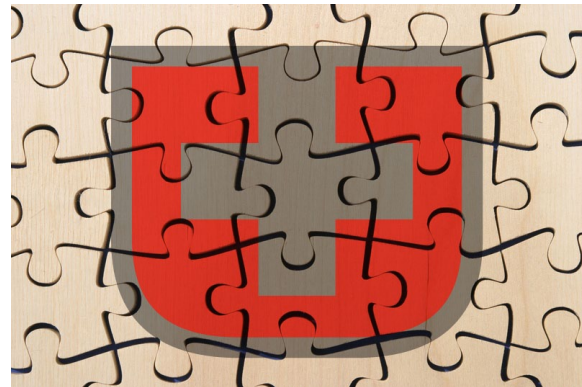


Notes:

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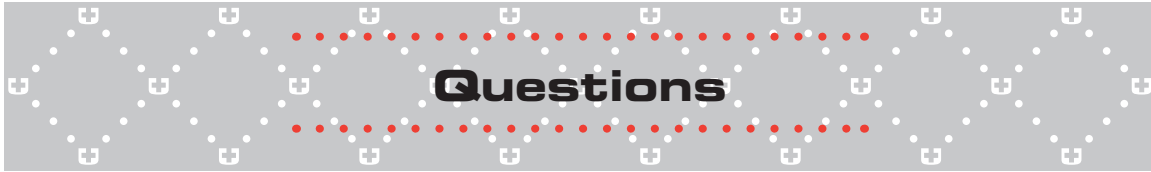
Summarize and Challenge: Motivating to Make A Difference

The conclusion of the forum is critical in motivating the participants to make a difference on the campus. A good PLUS Team will work together to send a message to the participants that makes them feel ownership and committed to each other. All PLUS Team members should work together in an effort to help connect the forum's participants. Use terminology such as teamwork, support, together, similarities, connections and choices. Bring the discussions and the activities from early in the forum into the closing summary. A good summary and challenge comes from a PLUS Team member who is confident in who they are and is comfortable expressing that in front of the large group of participants. This message could be the difference in motivating the participants to take ownership in the mission that is invested in PLUS.



Questions, Quotes, Thoughts and Themes

The following outline will be utilized to draft a closing summary and challenge. These points do not need to be addressed in a specific order. As a PLUS Team member it is your responsibility to address the participants at the conclusion of the forum. This closing will follow the large group discussion.



Asking an audience questions will provoke thought. In a closing summary the PLUS Team leader will need to ask several questions to engage the participants in thought.

Example:

Have you ever been part of a team? In a team, individuals find a sense of belonging, connections, and support for one another. What if we, as students, could develop that team mentality within our schools and among one another? Would we see the misunderstandings among groups? What would happen with racism, harassment, bias and bullying, if we all felt like we were on the same team?

List five questions that could be used in the closing statement:

1. _____

2. _____

3. _____

4. _____

5. _____





Researching quotes and utilizing them in the closing statement will enhance the challenge that is being put in front of the participants. A PLUS Team member should know a variety of famous quotes that can be used in a forum. Research six quotes that can be used in the forums and specifically in the closing statement

Example:

Author: Vince Lombardi

Quote: Build for your team a feeling of oneness, of dependence upon one another and of strength to be derived by unity

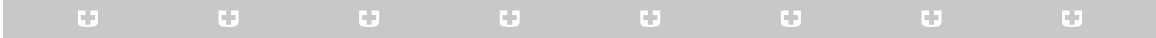
Author: _____

Quote: _____

Author: _____

Quote: _____





Quotes Continued...

Author: _____

Quote: _____

Author: _____

Quote: _____

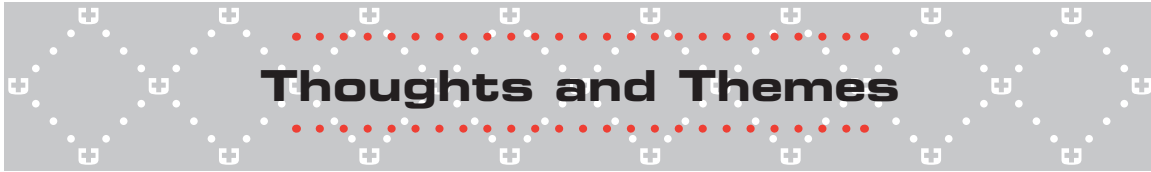
Author: _____

Quote: _____

Author: _____

Quote: _____





Thoughts and Themes

Every forum will unveil a variety of themes through the various activities. The responsibility of the PLUS Team members is to address those themes in the large group discussion. The closing statement should again address some of the thoughts and themes, making sure to frame themes and thoughts from a positive perspective. These positive action themes will ultimately be the challenge that the PLUS Team members bestow on the participants. List eight positive action themes that could be addressed in a closing statement.

Example:

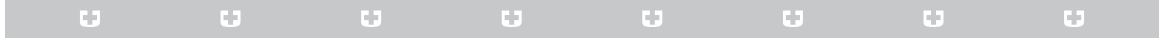
Theme: Stepping in and helping a person who is being bullied

Theme: _____

Theme: _____

Theme: _____





Thoughts and Themes Continued...

Theme: _____

Theme: _____

Theme: _____

Theme: _____

Theme: _____





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Notes:



Notes:

A series of horizontal lines for writing notes. A large, faint watermark of the number '90' is centered on the page, overlapping the lines.

Situations and Scenarios

There is an old saying out there that says, “Practice makes perfect.” Although you are not going to be perfect, you are going to practice. The only way to gain experience with situations and scenarios that might occur in a forum is to practice those situations and scenarios. Every forum is going to be different, and every participant is going to have a different story. As a PLUS Team member and forum facilitator, you have a responsibility to be prepared for any situation and scenario that might arise. Every forum needs to be looked at and prepared for like a final examination. The following sections will prepare you for a variety of comments that will be stated in forum. Enjoy these situations and scenarios!



Comment:

I do not like to be associated with any groups on campus. People think I am weird, but they are the ones that are weird. I am not popular and I do not want to be popular. I hate people who are popular.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

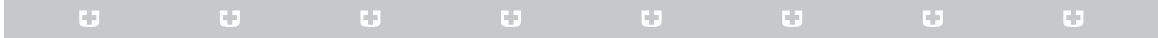
3. _____

List any personal experiences or challenges you have encountered with these themes.

+ _____

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Who on the PLUS Team could be a resource for the facilitation of these themes?

- + _____
- + _____

What makes you put their name as a resource?

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- + _____

Where would you find information on these themes?

- + _____
- + _____

Is this a comment that needs to be brought to the attention of a staff member? Why or why not?

What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

My cousin smokes marijuana; it is around the house all the time. I smoke marijuana too. It is just the way my family is. Besides, it is a natural herb that is better for you than smoking cigarettes and drinking alcohol. It is also good for people who might be sick.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

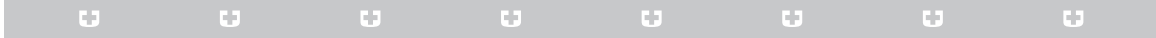
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Is this a comment that needs to be brought to the attention of a staff member? Why or why not?

What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

My friends all smoke and last weekend I tried it for the first time and it felt good.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

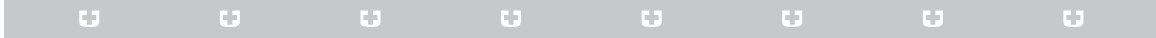
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Is this a comment that needs to be brought to the attention of a staff member? Why or why not?

What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:
Fighting is good. You get respect on campus if you fight.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1.

2.

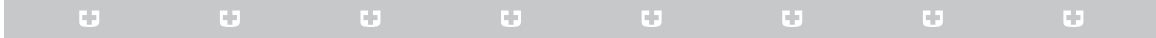
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What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment: *(White male student)*

I think it is OK to laugh when someone tells a Racist joke. It does not mean I am racist, I just think the joke is funny.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

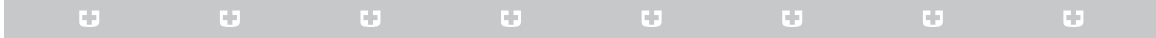
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Is this a comment that needs to be brought to the attention of a staff member? Why or why not?

What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:
I think kids who bring backpacks on wheels to school are geeks.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

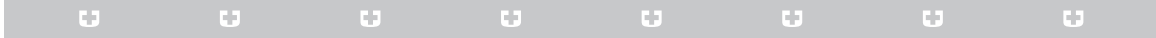
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What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

Student **A** – “I like math, my math teacher is cool.”

Student **B** – “Only nerds like math and there is not one cool teacher on our campus.”

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

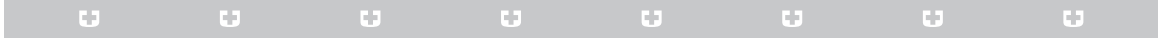
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What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

I am tired of being picked on at the lunch tables. I wish people would just leave me alone. I do not even want to come to school anymore. I wish it would all just end.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

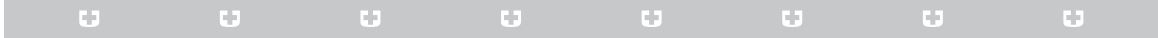
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What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

I got into an argument with my friend and now we no longer talk. She is spreading rumors about me with my other friends and now they do not talk to me anymore. I just want to kill her for saying stuff about me.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

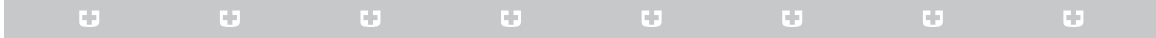
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What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

I want to go to college, but I don't think I will. Nobody in my family has ever gone to college. I wish I could afford college.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

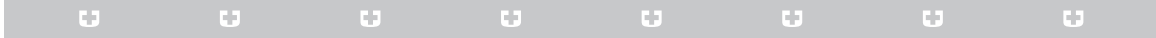
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What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

My boyfriend and I got into a fight last night. We fight a lot about stupid stuff. Last night was the first time he physically pushed me. I fell down and hit my head on the coffee table. He said he was sorry, but I am scared to go see him after school.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

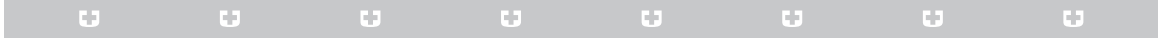
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Is this a comment that needs to be brought to the attention of a staff member? Why or why not?

What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

I don't know why there is racism. I just think we need to all get over it and stop judging each other by the color of our skin.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

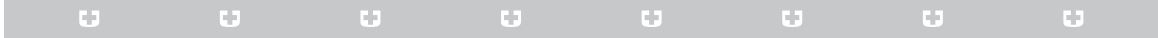
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What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

Being in a gang is all I know. When you come from my neighborhood there is no other option; you have to be in the gang for safety.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

2. _____

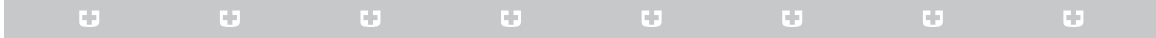
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What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

I am tired of going to pep rallies for all the jocks. Why don't we have a pep rally for the students who do other things at school? Why not have a pep rally for the people who play in a garage band after school? The jocks get all the attention.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

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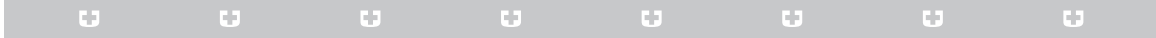
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Is this a comment that needs to be brought to the attention of a staff member? Why or why not?

What would be the impact on the other participants from this comment? What are visual and verbal signs to look for in the participants to assess their emotions to this comment?



Comment:

I think our school is stupid for having a dress code. We should be able to wear whatever we want. I don't know why they even have it.

What is the primary theme of this comment?

What is the secondary theme of this comment?

What are three facilitation responses you could use to address this comment?

1. _____

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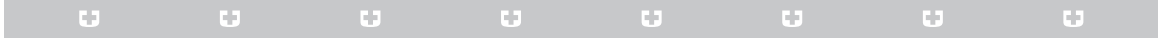
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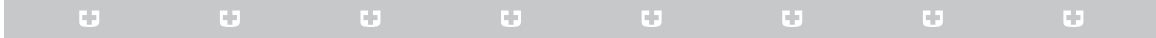
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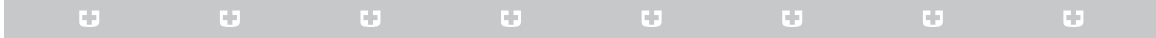
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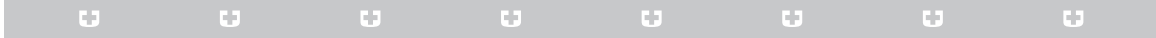
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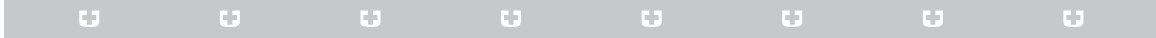
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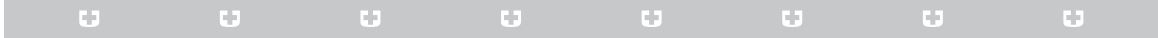
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Notes:

A series of horizontal lines for writing notes. A large, semi-transparent watermark of the number '132' is overlaid on the page, centered horizontally and vertically. The watermark is composed of a light gray outline and a light orange fill.

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Notes:

Lined writing area with a large, faint watermark in the center. The watermark is a stylized letter 'U' composed of orange and grey blocks.



Notes:

A series of horizontal lines for writing notes. A large, semi-transparent watermark of the University of North Carolina logo is centered on the page, overlapping the lines.

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Contact Information

Email:

info@plusprogram.org

Facebook:

<http://www.facebook.com/unitedbyplus>

Fax:

951.304.0694

Mailing Address:

Vanden Corporation
PO Box 677
Murrieta, California 92564

Websites:

www.plusprogram.org
www.unitedbyplus.com

PLUS Online Resources

Website:

www.plusprogram.org

Network with other PLUS Team Members:

www.unitedbyplus.com

PLUS Fan Page on Facebook:

<http://www.facebook.com/unitedbyplus>

Follow PLUS on Twitter:

@unitedbyplus

Email PLUS at:

info@plusprogram.org

Founder of PLUS Program:

www.johnvandenburgh.com

Online Safety Software:

www.cyberbullyalert.com