

ENLIGHTEN-ME[©]

SELF-DEVELOPMENT PROGRAM FOR TEENS

www.conciousedu.org
+1 (832) 732-2257



**PROGRAM
ALIGNMENT WITH
RESTORATIVE
JUSTICE**

THE NATIONAL CENTER ON RESTORATIVE JUSTICE (NCORJ):

The National Center on Restorative Justice (NCORJ) improves criminal justice policy and practice in the United States through supporting education, research, and training to further restorative approaches. Restorative justice has several core philosophical features, including a focus on identifying needs and repairing harm, active accountability, centering relationships and community, and voluntary participation.

THE 6 PRINCIPLES OF RESTORATIVE PRACTICES & ENLIGHTEN-ME PROGRAM JUSTIFICATIONS:

PRINCIPLE 1.

Restoration - the primary aim of restorative practice is to address and repair harm.

The primary aim of the ENLIGHTEN-ME Program is to empower each student, teacher, and educational leader, and campus, to discover their childhood adverse experiences (ACEs), to become aware of and address all types of personal and ancestral trauma, faulty beliefs, biases, cognitive distortions, emotional wounding, and ego-based reactions which adversely affect them and cause harm in their relationships. Our program then teaches how to repair and heal personal trauma, how to reprogram a negative mindset and how to have self-compassion, compassion for family, and empathy for peers who struggle. Hundreds of coping strategies are provided within the program with a focus on personal empowerment and personal responsibility. This program is fully aligned with CASEL domains: self-awareness, self-management, social awareness, relationship improvement, and responsibility. All of these things will

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THE 6 PRINCIPLES OF RESTORATIVE PRACTICES & ENLIGHTEN-ME PROGRAM JUSTIFICATIONS (CONT'D):

PRINCIPLE 2.

Voluntarism - participation in restorative processes is voluntary and based on informed choice.

Though this program works best when educational leaders and teachers are working on personal development along-side students, our Training Video encourages “invitation” to all, and emphasizes that the work of personal development cannot be forced. Our program is reflection-based, but teachers are only permitted to take grades for completion and cannot grade student’s personal reflections. There are assessments provided within the program which can be used to hold students accountable for what they learn in the program. ALL students, teachers and educational leaders are encouraged to model their personal development, related growth experiences, and overall change for each other, but no one is forced to do this program. Our program does encourage everyone to develop personally, and reveals the positive outcomes that are possible with personal change.

PRINCIPLE 3.

Neutrality - restorative processes are fair and unbiased towards participants.

Though our ENLIGHTEN-ME Program is focused on personal empowerment with a heavy emphasis on responsibility - social awareness and empathy for what others are experiencing are woven throughout our lessons. As students learn the “Art of Healthy Detachment” they grow to understand themselves AND others better and to detach their egos from situations that are triggering for them, fostering inside themselves a more neutral response mechanism. Our “Barrier” lessons cover the various pressures that humans face, help students and faculty to examine their individual biases closely, and develop compassion for all.

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PRINCIPLE 4.

Safety - processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.

Though our program does not directly address intervening in student altercations, we do teach everyone on a school campus how to safely express their feelings. The social and emotional learning and discoveries made in our program, along with the hundreds of coping strategies and tools given within it, will enhance campus safety for all. As educational leaders, teachers, and students ALL become more self-aware and begin to develop stronger emotional intelligence, the entire campus undergoes positive change, students learn to express their strong emotions in appropriate ways, everyone on campus (leaders and teachers included) can begin to understand when they are operating from a place of ego and defense, and everyone can begin to process difficult scenarios by consulting their brain for past performance data, detaching from ego, and making the best decisions from the heart.

PRINCIPLE 5.

Accessibility - restorative processes are non-discriminatory and available to all those affected by conflict and harm.

Coping strategies taught in our program such as setting and honoring healthy boundaries, how to stay grounded in the present moment, proper attunement in relationships, and the art of allowance, help students, teachers, and educational leaders to understand HOW to feel comfortable with the stark differences of others and HOW to keep ourselves safe. Our lessons addressing unhealthy childhood attachment, poverty, homelessness, family issues, mental health issues, various disabilities, unhealthy ancestral behavior patterns, racial bias, faulty beliefs, fear, and healthy detachment from ego, provide deep and compassionate understanding for the many layers of unseen trauma that affect all humans to varying degrees. Campuses are encouraged to share our "Tips & Tools" printables with ALL stakeholders, including families, which basically will bring the main points of what our students are learning, home, to be reinforced by parents and caregivers.

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THE 6 PRINCIPLES OF RESTORATIVE PRACTICES & ENLIGHTEN-ME PROGRAM JUSTIFICATIONS (CONT'D):

PRINCIPLE 6.

Respect - restorative processes are respectful to the dignity of all participants and those affected by the harm caused.

Our ENLIGHTEN-ME Program has several lessons which address respect and dignity in various ways. Within our 30 video-lesson series, seven of these address the need for humility and openness. In our lesson, “Expanded or Contracted?” students learn about receptivity, transparency, vulnerability, flexibility, and inclusiveness. They also learn how the role of humility and openness affects their growth mindset, their ability to own mistakes, seek feedback, take risks, build connections, and develop resilience. Students learn specific ways they can turn their mistakes into valuable lessons even when they are not the offender.

Our lesson “The Barrier of Fear” addresses how fear prevents us from being humble and open, causing us to avoid taking risks, to use negative self-talk, to be resistant to change, to withdraw and isolate, and to become stuck in overthinking and paralysis. Several coping strategies are given to mitigate fear and to live in a more expanded state of being, rather than staying contracted and isolated.

Our lesson on “Personal Authenticity” reinforces self-respect and the importance of having respect for the dignity of others. Honoring cultural identity is emphasized, as well as growth mindset, and our overall responsibility to humankind.

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PROGRAM GUIDE

1-VL1- "PROGRAM GUIDE" (FACULTY TRAINING VIDEO)

This video will serve as a guide for best practices in rolling out the ENLIGHTEN-ME program. Quickly and easily train your faculty on the purpose and intent of this program. We will go over proper use of the "Video Lessons," "Tips & Tools Printables," "Student Workbook PDFs," "Student Workbook Answer Key," "Assessments," and how to offer simple "Checks for Understanding" through journaling.

E

EMPATHY - MODULE 1

1-VL2- "AN INTRODUCTION"

In this video lesson the word "Enlightenment" is defined and six "What if?" questions are posed. Objectives for this program are clarified for students.

EMPATHY - MODULE 1

1-VL3 - "TRAUMA 101"

In this video lesson, students are given a basic primer on the various kinds of trauma, touching briefly on physical, emotional, sexual trauma (only definitions of each are given). Students will learn how trauma is formed in the mind and body. This includes through our early childhood attachment and the epigenetic changes that occurred in our DNA at the time that our ancestors experienced their own personal trauma. Students will learn how we store trauma in our parasympathetic nervous system, and how our DNA can be affected through epigenetic changes. Students will also learn how trauma is additionally passed down through repeating family parenting patterns.

CASEL DOMAINS: 1-SELF-AWARENESS, 3-SOCIAL-AWARENESS

EMPATHY - MODULE 1

1-VL4 - "KNOW THYSELF"

In this video lesson, students will learn about childhood attachment theory. The various characteristics of the four main childhood attachment styles, will be introduced including: secure, anxious, avoidant, and the fearful-avoidant styles. Through journaling, self-reflection, and note-taking, students will then understand how to identify their emotional triggers by naming their strongest emotions and looking carefully at their beliefs surrounding their emotional sensitivity. Students will then be encouraged, from there, to identify their original wound. Not every student will have wounding. Students will reflect on how they respond to others when they're triggered. They will also reflect on how they project their old wounds and stories onto other people. Whether a student has attachment wounding or not, each student will come away from this lesson understanding the reasons behind certain behavioral tendencies in themselves and in other people.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

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EMPATHY - MODULE 1

1-VL5 - "ILLUMINATE THE PAST"

In this video lesson, students will learn about how trauma can be stored in our parasympathetic nervous system. They will learn about the science of epigenetics from the "Dutch Hunger Winter" studies. Those studies and additional studies will help students understand how trauma is stored in our DNA and then passed through family bloodlines through chemical changes or switches that occur when our ancestors experienced their own traumatic events. Students will also learn how trauma is passed through repeating parenting patterns by parents or caregivers who experienced poor childhood attachment themselves. Students will be shown a four-generation lineage as an example, demonstrating how our strong emotions are layered within our bloodlines. After viewing the previous videos, students will then exit this video lesson having a comprehensive trauma-informed lens which will enable them to have self-compassion, compassion for family, and empathy for their peers who struggle.

CASEL DOMAINS: 1-SELF-AWARENESS, 3-SOCIAL AWARENESS



NURTURING COMPASSION

2-VL6 - "STEPS IN HEALING"

In this video lesson, students are informed about several professional healing modalities and the neuroscience behind them so they can make informed choices for themselves. Several free coping strategies are also given. Students are asked to notice their emotional triggers in order to begin to understand their emotional wounding. While encouraged to seek out a mental-health professional if needed, this is an informational video.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 5-RESPONSIBLE DECISION-MAKING



LIFE-LONG LEARNING

3-VL7 - "FAULTY BELIEFS & A GROWTH MINDSET"

This video lesson shows students what happens in their brain, neurologically, every time they think a thought. Researcher, Dr. Brene Brown's work is referenced, and the worst types of programming (shame, guilt, judgement, blame, criticism, and perfectionism) are exposed. Students are then shown the top fifteen, most used, cognitive distortions and thinking errors. Those discussed are: over-personalizing, blaming or denying, over-generalizing, the double standard, mind-reading, catastrophizing, the fallacy of fairness, all-or-nothing thinking, emotional reasoning, negativity bias, labeling, magical thinking, gaslighting, projecting, emotional dumping, victim mindset, unhealthy detachment or avoidance, toxic positivity and suppression. Why and how to compartmentalize our emotions properly, is discussed. Students journal about which of these they were programmed with and where they have mental work to do.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

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INNER AWARENESS

4-VL8 - "GOOD VIBES ONLY"

In this video lesson, students are shown the work of David R. Hawkins, M.D. & PhD. who ordered all of the various emotions in the frequency of Hz, with negative emotions such as guilt and shame indicating destructive energy and more positive emotions like courage and joy, indicating creative energy. Students are also introduced to the peer-reviewed medical research by Dr. Deepak Chopra and his team of medical professionals who proved the existence of the *biofield*, the medical term for our innate intelligence. Students are asked to reflect on what beliefs their own *biofield* may be broadcasting to others, through the beliefs (positive or limiting) that they hold inside themselves.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

INNER AWARENESS

4-VL9 - "CONSCIOUS BREATHING & RESISTANCE"

In this brief video lesson, students learn how to notice their breath. They learn the four steps to processing a strong emotion, and they are taught two simple breaths to help them regulate their parasympathetic nervous system when they experience strong emotions. Students will understand how to do the 4x4 breath for balance, and the 4x8 breath for control. At the end of this video lesson, healthy detachment is briefly touched on. Students will learn that being resistant to feeling our feelings and processing them can cause us to store trauma and can keep us emotionally stuck. Students will leave this video lesson understanding how to let go of resistance, how to process their emotions and how to get themselves out of any fight, flight, or freeze response occurring in their nervous system.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING



GRATITUDE PRACTICE

5-VL10 - "LOVE & GRATITUDE TOGETHER"

In this video lesson, students are reminded of the power of love and intention on water, and shown the beautiful crystal produced by love and gratitude together. Students will learn ten important reasons to develop a gratitude practice. They will also be shown five ways they can practice gratitude.

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GRATITUDE PRACTICE

5-VL11 - "LOVING YOUR INNER CHILD"

Referring to Jungian psychology, in this video lesson, students will learn how to acknowledge, reprogram, and integrate their Inner Child, which will help them to reprogram their early childhood attachment. The foundational understanding of their inner 5-year-old provides further motivation for students to change any negative inner or outer dialogue they may have. Students will learn the four main aspects of their Inner Child: 1) the emotional aspect, 2) experiences and memories from childhood, 3) creativity and playfulness, and 4) reprogramming and integration. Students will learn the appropriate way to speak to a "five-year-old" so that their inner dialogue changes positively. Students are then shown various steps to take in order to heal their Inner Child, by using their imagination and dialectical journaling. This work they will be doing at home, in their own safe environment. Though students are encouraged to obtain professional counseling if they are struggling with this, they are also reminded of the benefit of not waiting until adulthood to reprogram themselves.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

HUMILITY & OPENNESS

6-VL12 - "EXPANDED OR CONTRACTED?"

In this video lesson, students will learn the definitions of humility and openness. They will also learn the difference between humility and self-deprecation. Students will learn the five traits of being "open" (receptivity, transparency, vulnerability, flexibility, and inclusiveness). Students will also learn the role of humility and openness in a growth mindset (owning mistakes, seeking feedback, taking risks, building connections, and developing resilience). Students will then journal about specific ways they can be more humble and open, when they have turned a mistake into a valuable lesson and when was the last time they listened openly to a person who had a different perspective.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

HUMILITY & OPENNESS

6-VL13 - "THE BARRIER OF BIAS"

In this video lesson, students will learn the top ten biases that humans hold in their belief systems, including confirmation bias, racial bias, social comparison bias, negativity bias, optimism bias, hindsight bias, anchoring bias, in-group bias, fear-of-missing-out bias, and illusory superiority bias. Students are encouraged to take notes in their journals and will journal at the end of this video lesson about any biases that they may have and the strategies they learned that they will begin to use.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING



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HUMILITY & OPENNESS

6-VL14 - "THE PRESSURE BARRIER" PART I

In this video lesson, five real teen pressures will be exposed and students will be given five specific and related coping strategies for each of them: 1) peer pressure, 2) academic pressure, 3) friendship dynamics, 4) social media influence, and 5) romantic relationships. Students will journal at the end, noting if they are experiencing any that were mentioned, and also noting which strategies they wish to use.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

HUMILITY & OPENNESS

6-VL15 - "THE PRESSURE BARRIER" PART II

In this video lesson, five additional teen pressures will be exposed and students will be given five specific and related strategies for each of them: 1) extra-curricular involvement, 2) family issues, 3) cultural identity, 4) body image and appearance, and 5) mental health struggles. Students will journal at the end, noting if they are experiencing any that were mentioned, and also noting which strategies they wish to use.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

HUMILITY & OPENNESS

6-VL16 - "THE PRESSURE BARRIER" PART III

In this video lesson, five additional teen pressures will be exposed and students will be given five specific and related coping strategies for each of them: 1) learning disabilities, 2) physical disabilities, 3) serious illness or loss of a loved one, 4) poverty and 5) homelessness. Students will journal at the end, noting if they are experiencing any that were mentioned, and also noting which strategies they wish to use.

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HUMILITY & OPENNESS

6-VL17 - "THE PRESSURE BARRIER" PART IV

In this video lesson, four additional teen pressures will be exposed and students will be given five specific and related coping strategies for each of them: 1) cyber-addiction, 2) leading -vs- following, 3) workload overwhelm, and 4) lack of motivation. Students will journal at the end, noting if they are experiencing any that were mentioned, and also noting which strategies they wish to use.

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HUMILITY & OPENNESS


6-VL18 - "THE BARRIER OF FEAR"

In this video lesson, we discuss the role of fear in having a closed mindset and in contracted living and how it prevents us from being humble and open. Students are encouraged to take notes. Here students will learn five ways we allow fear to keep us from being humble and open: 1) we avoid taking risks, 2) we use negative self-talk, 3) we are resistant to change, 4) we withdraw and isolate, and 5) we are stuck in overthinking and paralysis. Students will then be given five specific and related coping strategies for each of the ways we allow fear to keep us from success. Students will journal at the end of the lesson, writing down ways they stay in fear and the coping strategies they learned that will help them live in a more "expanded" state of being, rather than staying "contracted" and isolated.

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TRUTH SEEKING

7-VL19 - "PERSONAL AUTHENTICITY"

In this video lesson, students will learn the meaning of the term "cognitive dissonance" which is where our values and our actions do not align. Students will learn the adverse effects of being inauthentic and will also learn several benefits of being personally authentic. Students will learn how true value and a healthy self-esteem are actually formed. Honoring our individual cultural identity is highlighted, as well as the importance of having a growth mindset. Ultimately, the message for this lesson is that authenticity and true self-esteem are an inside job, and cannot come from outside or external sources, even though they might make us feel better temporarily. Students will journal at the end of the lesson, examining areas of life where they wear a mask, and where they can be more personally authentic.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

TRUTH SEEKING

7-VL20 - "QUESTIONING YOUR 'NOW'"

In this video lesson, students will learn that our emotions do not always tell us the truth, because there are many factors which can color them, and students are introduced to several of these. Students will then learn six reasons to think critically and begin to question their emotions. Then, in order to help students become aware of distinct patterns that disrupt their relationships, they are shown several distinct ways they can question their emotions. The importance of being able to detach from situations in healthy ways is briefly highlighted.

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TRUTH SEEKING

7-VL21 - "QUESTIONING THE 'NOW' OF OTHERS"

In this video lesson, students are now introduced to the concept of critically thinking about the emotional truth of others. Fact-checking the reality that others are experiencing can help us find truth and prevent us from being sucked into the emotional and relationship drama patterns of others. This is about noticing when the trauma of others is surfacing. Students will then learn about the destructiveness of gossip, i.e. damaged reputations, broken relationships, emotional harm, the spread of misinformation, and toxic environments. Students will learn the main reasons why people engage in gossip, i.e. insecurity, low-self esteem, desire for attention, a lack of empathy, and a need for control. We close this video lesson by emphasizing that when other people gossip, it is a reflection of the pain and unhealed trauma that the person who is gossiping is experiencing. Students are then given several strategies for dealing with gossip in their friendship groups.

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ENDURING STRENGTH

8-VL22 - "THE EGO & THE ART OF DETACHMENT"

This video lesson will show students how they can hold on to their personal power and find peace in the midst of drama, overwhelm, and chaos. Students will also learn the roles of the brain, ego, and heart and how ego keeps us stuck in defense. Students will learn how to detach their ego from a stressful situation and retreat to a peaceful place of observation. They will learn the three steps to healthy detachment as well as two types of unhealthy detachment. At the end of the lesson, students will journal about a time they have been stuck in defense, reflect on what it was they were so attached to, and what they might do differently next time.

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ENDURING STRENGTH

8-VL23 - "STAYING GROUNDED"

This video lesson explains the science of the electromagnetic frequency that our bodies are subject to (electricity from the Sun as well as the Earth's magnetic field). We look at Roger Applewhite's findings from 2005, electrical engineer and expert in the design of electromagnetic discharge systems. Students will learn how their physical bodies require grounding in the Earth to alleviate any excess buildup of electricity in their bodies. This is confirmed in this lesson by the testimony of Dr. Laura Koniver, medical doctor who studied the effects of grounding on the body. Students will leave understanding the importance of grounding their own energy with the Earth, and the vast positive implications for their individual health if they decide to participate in grounding practices. Students will be given two distinct strategies for grounding their physical energy. There is no journal opportunity in this lesson, but students are invited to take notes in their journal so they remember the two strategies.

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ENDURING STRENGTH

8-VL24 - "RESILIENCE & RESPONSIBILITY"

This video lesson focuses on our personal responsibility for our own mental and physical resilience. Students will discover research data from Dr. Brene Brown, whose team exposed the six main qualities of resilient people, and will learn that all of these qualities require personal responsibility. Students will then be exposed to the research of Dr. Kelly A. Turner, Author of "Radical Remission-The Nine Key Factors That Can Make a Real Difference." Her important work with cancer survivors corroborates the work of Dr. Brene Brown. At the end of this lesson, students will find out that of those nine key factors, only two of them are physical, and that seven of them are, in fact, psychological. This will reinforce the idea that every thought we think, the emotional vibration and beliefs that we carry inside of us, greatly affect our happiness and our overall resilience. Students will then have an opportunity to journal, reflecting on which items on Dr. Turner's list, they would be willing to incorporate into their lives.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

NURTURING RELATIONSHIPS

9-VL25 - "HEALTHY BOUNDARIES"

This video lesson explains the various ways we can have unhealthy or healthy boundaries and what it means to set balanced boundaries that still allow for openness and expanded living. Students will learn five main types of boundaries (physical, emotional, material, intellectual, and time & energy) and will be given several strategies and communication responses for navigating each type of boundary. Students will also learn four steps to take when people fail to honor and respect their boundaries. Students will learn the importance of direct speech and how to use an assertive and neutral tone. Students will come to understand that healthy boundaries are NOT about controlling other people or the environment. Ultimately our boundaries are about controlling ourselves and our responses. At the end of the lesson, students will journal, reflecting on areas of their lives in which they need to set boundaries, and where they need to start honoring the boundaries of others.

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NURTURING RELATIONSHIPS

9-VL26 - "ATTUNEMENT"

This video lesson explains the neuroscience of attunement. Students will learn how mirror-neurons work, the process of co-regulation, and the scientific reason for setting a good example. Students will be given six-strategies for properly attuning to others in relationships, including limiting distractions, active listening, practicing empathy, open communication, being intentional with quality time, and noticing non-verbal communication. Ultimately students will understand the power and gift of truly seeing another human, and of truly feeling "seen." Students will learn about the new discovery of quantum entanglement to further suggest that our human species is interconnected. Students will reflect in their journals about any areas they need to attune to their Inner Child because of lack of attunement, and also on any areas they can attune more to others.

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NURTURING RELATIONSHIPS

9-VL27 - "ALLOWANCE"

Allowance is much more than healthy detachment and observation. Allowance helps us to feel comfortable with the stark differences of human beings. In this video lesson students will be able to answer the question, "How do I allow other people to be their authentic selves when I don't agree with them, and if I want to maintain my own authenticity?" Students will learn seven strategies that will help them to cultivate allowance for others who are different. These include: maintaining healthy boundaries, practicing non-judgement, cultivating empathy, encouraging open dialogue, focusing on others' strengths, and practicing letting go of the need to control other people's behaviors and beliefs. Students will also learn about several gifts we receive by being allowing, the main gift being personal expansion. Students will journal, reflecting on which people in their lives and which areas they can be more allowing of others.

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MEANING & PURPOSE

10-VL28 - "LIVING IN ALIGNMENT"

In this video lesson, students will learn what it means to be in "alignment," when our actions match up with our beliefs and values, and when we begin to sync with our intuition, innate intelligence, or TRUE self. Students will be introduced to several specific things which could prevent them from being in alignment. Students will then learn about several specific things that people who live in alignment do. At the end of this lesson, students will reflect in their journals which things they can begin to do, so they can adjust their behaviors to match their beliefs and values. Ultimately, students will learn that they must adjust some things in order to sync with their best and TRUEST self - the aspect of "self" which sees the best in all humans.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 5-RESPONSIBLE DECISION-MAKING

MEANING & PURPOSE

10-VL29- "SERVING FROM ABUNDANCE"

This video lesson explains the difference between giving from a place of abundance versus giving from a place of lack. The beauty of sacrifice is discussed as well as "The Sacrifice Trap," and the cognitive distortions that are often applied to this word inappropriately. Students are then shown ten specific science-based benefits for their emotional wellbeing, should they decide to serve others. Many different ideas are then given for ways to serve in the following areas: Serving with Food, Donating Resources, Donating Time, Volunteering our Physical Strength, Serving Through Social Media, and Holding Emotional Space for Others. Students are then invited to journal and reflect on areas in life they give from abundance, areas in which they give from lack, as well as ideas for serving others that they would like to try.

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EMPOWERMENT

11 -VL30- “EMBODY YOUR VISION FOR JOY”

In this video lesson we offer a brief review of the concepts learned in the entire program. Students will learn the quantum mechanics behind attention and focus, as well as, the formula for success, which is (IMAGINATION+INTENTION+ATTENTION+ACTION+EMOTIONAL FREQUENCY=SUCCESS). Instead of journaling, students will be given instructions for creating a “Vision Board” which will help them get started on working their life plan, incorporating self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. This is the relevant assessment for the course. At some point after finishing the relevant assessment, students may then take the summative assessment.

CASEL DOMAINS: 1-SELF-AWARENESS, 2-SELF-MANAGEMENT, 3-SOCIAL AWARENESS, 4-RELATIONSHIP SKILLS, 5-RESPONSIBLE DECISION-MAKING

ENLIGHTEN-ME[©]

SELF-DEVELOPMENT PROGRAM FOR TEENS



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