

PEER POWER

WORKBOOK

By Deanna Rhinehart

CHAMPIONEERS!
Dream. Believe. Become.



www.championeers.com

This manual is designed to
be used in conjunction with
the associated course, Peer Power

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PEER POWER

INTRODUCTION

WELCOME TO PEER POWER

Thank you for teaming up
with me on this journey of
Campus Culture
Transformation through
peer empowerment.

There is absolutely nothing in life I love more than watching a person discover his incredible value – especially children! Sometimes this happens in an “Ah-Ha” moment. Sometimes it’s a process of discovery. Sometimes it’s a combination of both, and sometimes it happens to an entire campus of children at the same time!

Peer Power will empower you to empower the students on your campus through IQ-EQ Leadership Education.

- You’ll discover how to flip peer pressure into peer power.
- You’ll learn how to develop an emotionally safe campus where children are free to discover who they are and who they want to be.
- You’ll also discover how IQ-EQ Leadership Education, can enhance every aspect of the educational process.

The even greater resource behind this course is the Champions! Leadership Education System. You’ll learn how it works, why it works, and why it’s imperative to have a Campus Culture Strategic Plan in place.

Whether you choose to utilize the Champions! programs or create your own, the important thing is that you understand the issues and take action.

This workbook helps you to create an action plan.

This workbook contains:

- Follow-along notes that go with the Peer Power Course Lectures
- Assignments
- Projects
- Study Guides, and
- A Campus Culture Assessment Plan Outline.

I’m so excited to take this journey with you. By the time you are done with this course you’ll understand the issues at hand and gain the information necessary to help you peer pressure proof children and create a Peer Pressure FREE Zone for your students.

PEER POWER:

HOW TO PEER-PRESSURE-PROOF YOUR SCHOOL

CHAMPIONEERS! IQ-EQ LEADERSHIP EDUCATION

Champions! is a leadership-based, performing arts curriculum that empowers students to succeed in school while gaining tools for life.

Goals of This Course:

- a. You'll learn a step-by-step system to inspire, empower, and equip your students for self-governance, high achievement, and campus culture transformation through IQ-EQ Leadership Education.
- b. You'll learn what IQ-EQ connections are and how to use them to stimulate the growth of neuropathways to optimize student achievement.
- c. You'll explore the critical issues facing our youth and how we can equip students, starting in elementary school, to navigate them.
- d. You'll explore the basic survival instincts that form campus culture and why modern day peer pressure has morphed from a protective instinct into the "Survival of the Fittest" on school campuses.
- e. You'll discover how campus culture affects learning optimization and how to create an atmosphere for increased academic and social problem-solving skills.
- f. You'll explore the powerful dynamics of peer pressure and how it can be harnessed into "Peer Power".
- g. You'll explore the RHOPE Strategy approach to people empowerment.
- h. You'll Discover how to transform campus culture through the Champions! programs.
- i. You'll overview the elements of a successful Campus Culture Assessment Plan.

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PEER POWER OVERVIEW

UNIT 1: A School Transformed

- _____ Lecture – A School Transformed
- _____ Reading: Pages 1-18
- _____ Activity: Entrance Poll
- _____ Assignment: Soil of Hope Worksheet

UNIT 2: Critical Youth Issues

- _____ Lecture – Staggering Statistics
- _____ Reading: Pages 19-35
- _____ Activity: Water Bottle Experiment
- _____ Assignment: Rocky Ground - Critical Youth Issues Worksheet

UNIT 3: The IQ-EQ Music Connection

- _____ Lecture – Music Emulsification
- _____ Reading: Pages 36-49
- _____ Activity: IQ-EQ Connection: Oil and Water Experiment
- _____ Assignment: Seeds of Dreams Worksheet

UNIT 4: Campus Culture

- _____ Lecture – Survival of the Fittest
- _____ Reading: Pages 50-72
- _____ Activity: Invisible Force Experiment
- _____ Assignment: Mindset of Briers & Thistles – Campus Emotional Safety Worksheet

UNIT 5: Peer Pressure

- _____ Lecture – Lessons from the Hen House
- _____ Reading: Pages 73-84
- _____ Activity: Peer Pressure Game
- _____ Assignment: Bugs & Slugs - Peer Pressure Worksheet

UNIT 6: Emotional Safety

- _____ Lecture – The Soil of Transformation
- _____ Reading: Pages 85-105
- _____ Activity: Hierarchy of Needs
- _____ Assignment: Show & Tell Worksheet, Go Bigger Worksheet,

UNIT 7: The RHOPE Strategy

- _____ Lecture – 7 Steps to Peer Empowerment
- _____ Reading: Pages 106-119
- _____ Activity: The Emotional Fortress
- _____ Assignment: Championeers! Precepts Worksheet

UNIT 8-15: Applied Project

FINAL PROJECT

(Only required for professional development credit)

Part One: Write a report on what you want in a “Dream” campus/classroom and how you intend to achieve it.

- Include: Information from all course worksheets, organized into a well thought through presentation of where you are right now, what your challenges are, where you want to be, and how you intend to address your current campus culture issues. Include information from each of the following worksheets:
 - Your Story
 - The Big Problem Worksheet
 - Pebble Pathways Worksheet
 - Seeds of Weeds Worksheet
 - Peer Pressure Pop Worksheet
 - The Big Dreams Worksheet
 - The Behavior Cycle Worksheet
 - Mindsets of Briers & Thistles
 - Bugs & Slugs Worksheet
 - Show & Tell Worksheet
 - Go Bigger
 - Be The Thermometer

- Be sure to address the following:
 - Evaluation of current classroom culture: the good, the bad and the ugly.
 - What makes it good
 - What makes it bad
 - What makes it miserable
 - Describe the perfect classroom. Include atmosphere, attitude, décor, structure, and accomplishments.
 - Identify at least three of your current greatest classroom management issues.
 - What strategies work? Why?
 - What doesn't work? Why?
 - What is your number one frustration? Why?
 - Identify and describe what teacher and student resources you want in a dream curriculum.

Part Two: Create an Annual Campus Culture Assessment Plan

Include your pre-assessment and post-assessment forms and how you will evaluate your campus/classroom culture from year to year, how you will document it, and how you will apply the data to your annual improvement plan.

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UNIT ONE - A SCHOOL TRANSFORMED

UNIT #1: A SCHOOL TRANSFORMED

- _____ Lecture – Video #1: A School Transformed
- _____ Reading: Chapter 1
- _____ Activity: Entrance Poll: Campus Culture Evaluation
- _____ Assignment: Soil of Hope Worksheet

I. Introduction:

II. A School Transformed:

III. A Unique Perspective:

- a. _____
Corporate Culture, consumer trends, sales, product stickiness
- b. _____
Critical Youth Issues
- c. _____
IQ-EQ Music Connection
- d. _____
Leadership Training



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IV. Overview of Units

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Assignment #1A Your Story

1. What was your experience with peer pressure while you were in school? How did it affect you? Was it not an issue? Did you see it affect students around you? Explain:

2. Describe one incident where you were affected adversely by peer pressure. How did you feel? How did it affect you? Did it change or alter the way you did things or felt about yourself?

3. If peer pressure did not affect you, why do you think that was? Was there ever a situation when you were involved with applying peer pressure on others? Explain:

4. Describe one incident when you witnessed a peer or student affected by peer pressure? How did they respond to the situation? How did other students respond? Explain:

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Assignment #1B The Big Problem

1. **THE BIG PROBLEM:** What do you believe is the #1 issue your child (or students) face?

2. **THE BIG AFFECT:** How does this issue affect your child's (or student's) behavior, self-talk, and self-worth?

3. **THE BIG REASON:** Why do you think this is an issue for your child (students)? Explain why you believe this is such a vulnerable area for them:

4. **THE BIG ANSWER:** If you could wave a magic wand and fix the issue, what do you think would solve the problem?

Write "The Big Problem" on one side of a balloon. Set aside.

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UNIT TWO - CRITICAL YOUTH ISSUES

UNIT #2: CRITICAL YOUTH ISSUES

- _____ Lecture – Staggering Statistics
- _____ Reading: Chapter 2
- _____ Activity: Water Bottle Experiment
- _____ Assignment: Rocky Ground Worksheet

I. Goals of Lesson #2:

- Discover the rise of critical youth issues
- Examine the role of educators regarding these issues
- Explore the unique role of campus culture in youth issues
- Review issues and statistical evidence that youth are in a crisis

II. Students Need Answers

1. A Campus Culture Crisis

- a. Campus culture is a highly _____ socially embedded structure. School culture dictates the _____ and _____ of a school campus. If you can get to the _____ of campus culture you can re-define the mindset of an entire student body.

2. High School _____ epidemic

3. Music provides a _____ for answers

III. The Issues:

1. Homicide:

- a. _____% of high school students were bullied at school.
- b. _____% reported being in a physical fight.
- c. _____% stayed home because they felt unsafe at or on their way to school.
- d. _____% reported being threatened or injured with a weapon on school property at least once in the last year.
- e. _____% of teachers reported being threatened or physically injured.

2. Suicide:

- a. _____ in _____ youth seriously contemplate suicide at some point.
- b. _____ in _____ high school students have made a suicide plan.
- c. _____ million attempts are made each year.
- d. _____ is the leading cause of death in children 10-14 years old.

3. Depression:

- a. _____ % of our total population, ages 12 and up, are on anti-depressants.
- b. _____ are the most prescribed drug in America for ages 18-44.

4. ADHD:

- a. ADHD has increased _____% over the past 8 years.
- b. _____ % of all 4-17 year olds have this diagnosis.

5. Child Abuse:

- a. The U.S. is among the _____ ranked for child abuse.
- b. More children are killed in their _____ in the last 10 years than soldiers were killed in Iraq and Afghanistan.

6. Dating and Sex:

- a. _____ % of students have sex by the time they are _____ years old.
- b. _____ % of young women are raped while in college.

IV. Educators are Key

- 1. _____ – you must understand human behavior and learning.
- 2. _____ – you must understand the dynamics of human and social behavior on an intrinsic, instinctual level.
- 3. _____ – You must know how to apply your psychology and sociology knowledge to gain results.
- 4. _____ – It's not enough to teach; you must inspire your students to take internal action.
- 5. _____ – Half of teaching is figuring out how to get your students to buy in to the concepts to promote internal motivation to want to learn and apply the information

V. Demonstration: Water Bottle

- 1. We have the ability to _____ campus culture!

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Assignment #2A Pebble Pathways

Small, pebble-sized actions and thoughts in elementary-aged children can turn into habits or belief systems through middle and high school years to eventually become major roadblocks in adulthood. Habits form responses, or for this exercise, “pebble pathways.” Healthy habits and belief systems lead to successful life paths; unhealthy habits and belief systems form stumbling blocks. Stumbling blocks that are not addressed in childhood can continue to grow into self-imposed boulders and behavior mountains that block a child’s path to success. Here are some pathways that can occur when small “pebble” actions and beliefs are not corrected. What are some pebble pathways you’ve observed?



- When a child is called names
- He starts to believe those names
- Those names begin to define his perception of himself



- When a child feels lonely or unloved
- It can lead to premature dating
- Which leads to immature relationship skills and broken intimacy cycles



- Low body or self-image
- Self-consciousness or loathing
- Eating disorders and lost identity



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-
-



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Assignment #2B Seeds of Weeds

Actions are like seeds. They start out small but they can take root and produce either positive or negative behaviors and belief systems. In order to address a particular behavior, we must first identify the seed, then we can address the symptom. Here's a hint: Adverse actions, behaviors, and belief systems are usually rooted in an opposite or unfulfilled need.

Identify each of the following as either a "seed" or a symptom. S for seed. SY for symptom.

Action

Bullying	S or SY
Low Self-Esteem	S or SY
Rejection	S or SY
Disrespect	S or SY
Lack of Self-Discipline	S or SY
Loneliness	S or SY
Drugs Use	S or SY
Anger	S or SY
Low Achievement	S or SY
Hopelessness	S or SY
Defeatism	S or SY
Depression	S or SY
Fear	S or SY
Talking Back	S or SY
Apathy	S or SY

Circle the top three issues your child or students face.

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Assignment #2C Peer Pressure Pop



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Write one of the top three issues in each of the three balloons to symbolize the pressure our children and students are under. Take the balloon you set aside with your child's (student's) #1 issue on the front and write **IDENTITY** on the back. Now blow it up and hold between your fingers. The balloon is your child's (student's) coping tools and the air symbolizes the pressure going on inside of them as peer pressure and critical youth issues intensify. Using a straight pin, pop the balloon. The pin symbolizes a trigger that weakens your child's ability to sustain, popping (or melting down as some would call it) is the result.

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UNIT THREE - THE MUSIC CONNECTION

UNIT #3: THE MUSIC CONNECTION

- _____ Lecture – Music Emulsification
- _____ Reading: Chapter 3
- _____ Activity: IQ-EQ Connection: Oil and Water Experiment
- _____ Assignment: Seeds of Dreams Worksheet

I. Goals of Lesson #3:

- Explore function of the right and left hemispheres of the brain.
- Discover IQ and EQ connection.
- Discover how music emulsification works.
- Explore how music connects the brain.

II. Introduction: Music Memory and Emotion Connection:

Fill in the following lyrics:

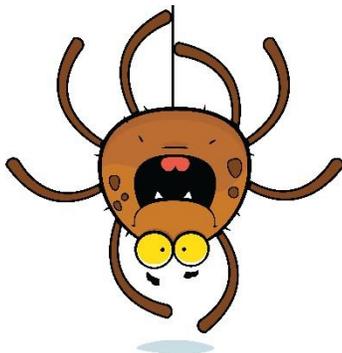
Old McDonald Had a Farm



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The Itsy Bitsy Spider

Down came the rain and



© srccartoons/Dollar Photo Club

Patty Cake, Patty Cake

Bake Me A Cake



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Twinkle, Twinkle

How I wonder



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THE EMULSIFIER EFFECT

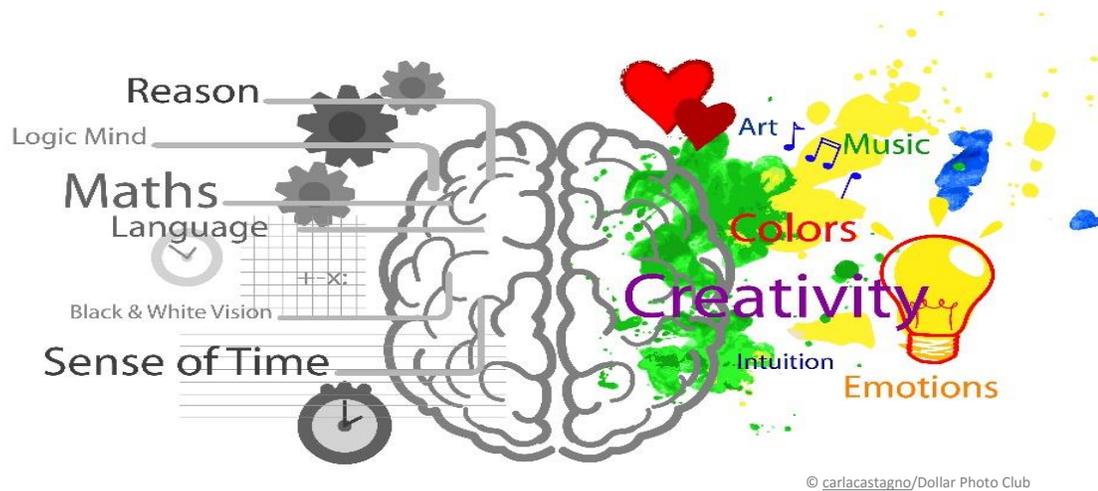
Children learn through _____ because they are _____ - _____ learners. They _____ their world first, then they add words to explain it.

Music lyrics attach words to our emotions to form music-associated memories. You may even remember where you were sitting or the hand motions you were doing when you learned these songs.

III. The Amazing Brain

1. _____ Cells
2. _____ billion processes per second
3. 70,000 _____ per single cell
4. Memory capacity for 3 _____ years
5. All of our K-12 education can fit on _____ brain cells
6. The stronger the memory the more _____ are clustered

IV. Brain Function Review: Left-Brain / Right-Brain



1. **Left-Brained:** logical, analytical, small picture details. See's individual puzzle pieces. This is the intelligence center of the brain from which we measure IQ or _____
2. **Right-Brained:** Large picture, creative, intuition. This is the emotional center of the brain from which we measure EQ or _____
3. **Full-Brained:** We are full brained thinkers but we tend to lean toward the side that we have better developed for _____. According to Plos One, there is no evidence that would support that the participants had a stronger network in either their left or right-sided brain. The study did reveal, however, patters for why a brain's connections might be more prominent on one side or the other but it's not because of ability for it to network.
4. The two hemispheres do not _____ well but when you add the magic music factor the brain goes into a hyper connection frenzy that is not present without the musical connection.
Ted Ed Talk: How Playing an Instrument Benefits the Brain:
<https://youtu.be/R0JKCYZ8hng>

V. The IQ-EQ Connection

- Researchers say that approximately _____% of our decision making comes from the EQ center of the brain, while only _____% comes from the IQ center of the brain.
- The _____ is part of our emotional processing center. It is capable of having and maintaining emotional memory.
- Without an emotional connection it's like the brain has the information, but it doesn't know how to apply it to emotion-based _____.
- Example: Oil and Water. Students must have an information _____ to connect IQ with EQ.
- Experience is the brain's _____ that directs IQ-EQ so they know when to apply the information.
- The Emulsifier _____ is when the emotional process of the brain can reach into the cognitive processing of the brain to put words to feelings.

VI. Music Emulsification

- Music connects the emotional meaning that lies behind intellectual concepts and tags it in our amygdala (memory file _____).
- Anatomy of a neuron looks like a hand.
- Information comes in through our senses and is converted to _____ stimuli.
- Information then connects to similar information _____ networks.
- Endorphins or _____ chemicals are released depending on if the stimulus is positive or negative.
- The information is filed and tagged in the amygdala. These tags create neuro pathways that _____ the information from the emotion side to the information on the cognitive side for easy exchange.



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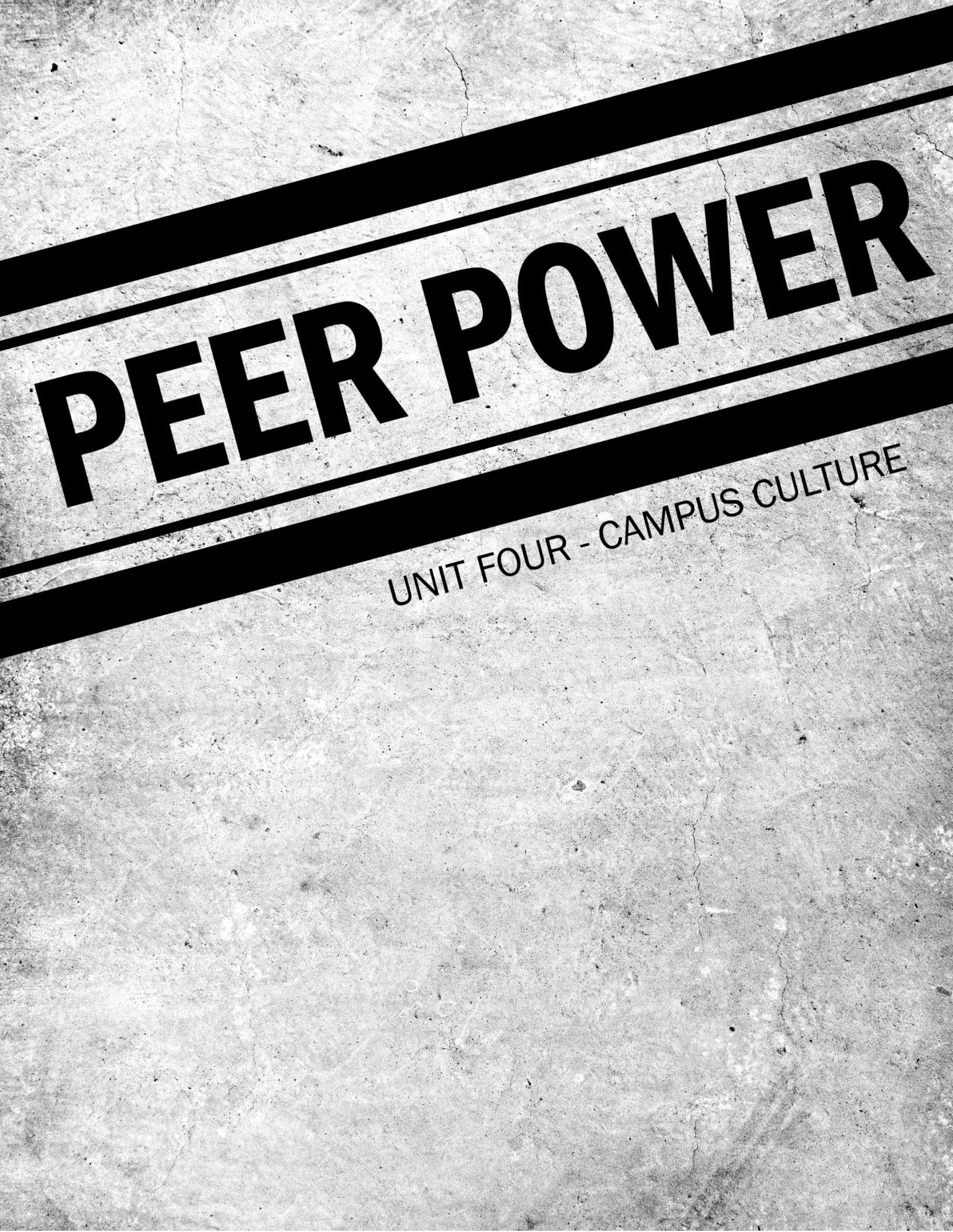
Assignment #3

The BIG Dream (AKA: The Greater “Yes”)

The best way to combat weeds in your lawn is to have healthy grass. Only when the soil is exposed or the grass is stressed, do weeds take over. Likewise, the best way to combat seeds of negative behavior and belief systems is to set an example of healthy behavior and belief systems. This is done through your Dreams. Dreams provide children with a Greater “Yes,” making it easier to say “No” to peer pressure but they don’t yet know how to dream their own dreams. They need to step into yours while theirs are being formed. Just as a plant’s growth is limited to its container, children will only dream as big as their environment will allow. To help create an environment conducive of big dreams, we are going to get our own “dreamers” back in shape with this exercise. Imagine the following:

- I. What would it look like if money were no object and your imagination had no limitations to design your dream classroom or campus and curriculum! (Parent’s, what’s your “Big Dream” for your family? Imagine your dream home and family life.) Dream Big!
 1. What would your room/school (house) look like and feel like? Sketch or find pictures to attach to your description. Include special interest centers, reading centers, and don’t forget any special furniture or features you might want.
 2. If you could do one thing as a class/school (family) each year that would impact your student’s (children’s) lives, what would it be? Explain.
 3. If you could teach your students (children) all the things they’d need to be successful in life, what would you teach them and how would you teach it.)
 - a. What key components would you include in your success curriculum?
 - b. What would you eliminate from your current curriculum (or resources)?
 - c. What resources would you want included?
- II. Describe your perfect teaching or family day. Explain why it’s perfect.
 1. Explain what elements you’d add to your day to make it wonderful.
 2. Explain what elements you’d remove from your day to make it wonderful.

Write your narrative on a separate piece of paper. Enjoy this project. Add to it any Big Dreams you want to include. Your life is not segmented so Dream Big in everything!



PEER POWER

UNIT FOUR - CAMPUS CULTURE

UNIT #4: CAMPUS CULTURE: SURVIVAL OF THE FITTEST

- _____ Lecture – Survival of the Fittest
- _____ Reading: Chapter 4
- _____ Activity: Invisible Force Experiment
- _____ Assignment: Emotional Safety Worksheet

I. Goals of Lesson #4:

1. Define campus culture
2. Discover the intrinsic survival need that's behind campus culture
3. Explore the need for emotional safety
4. Discuss campus culture's resistance to change
5. Explore the effects of campus culture on your school

II. Introduction: The Campus Culture Firestorm

1. Firestorms are like campus culture in that they both create their own _____, atmospheric weather system.
2. _____ culture is the most critical element of an entity next to its business plan.
3. Schools have one of the most _____ social cultures.
4. Definition:

“Campus Culture is the unique _____ environment that encompasses and defines the operations, vision, values, attitudes, standards and beliefs of the members of that particular school community. It is consciously or unconsciously created by all its members and upheld by _____ to maintain the status quo.”

5. Social culture _____ an organization.
- 6.

III. Survival of the Fittest



1. Lord of the Flies refers to a book that illustrates the social instinct of _____.
2. The drive to survive pushes our need to _____ so that we can out-survive.
3. Survival of the fittest is alive and well on every school campus in the form of _____ survival
4. The behaviors and social issues our students face on campus are the direct result of _____ instinct.

Many schools are so busy combating the never-ending assault of _____ they don't realize it is merely a symptom, not the _____ cause. The driving force behind peer pressure is _____!

IV. Emotionally Unsafe Students

1. _____ schools are just as vital for learning optimization as physically safe schools.
2. The Brain's job is to keep you safe and _____.
3. Statistics tell us that our students do not feel emotionally _____.
4. Campus culture issues create emotional _____ that perpetuate emotional insecurity.

V. Fight or Flight Instincts

1. _____ – to remove danger from you
2. _____ – to remove you from danger
3. _____ – to remove risk of danger
4. _____ – to protect you in the midst of danger

VI. Emotional Safety Comes from Students

1. Campus culture defines the _____ environment.
2. Campus culture influences the student's _____.
3. Campus culture is the _____ that all other information will be viewed through.
4. It establishes the degree of _____ or _____ emotional safety that is vital for optimal learning.
5. Campus culture is defined _____ by the students themselves and enforced through peer pressure.

VII. Changing Campus Culture

1. A _____ set in motion tends to stay in motion.
2. To change campus culture, we must work within the current _____.
3. Campus culture transformation requires a _____ who understands that real change must come from within the students and teachers themselves.
4. Campus culture cannot simply be changed; it must be _____ issue by issue.

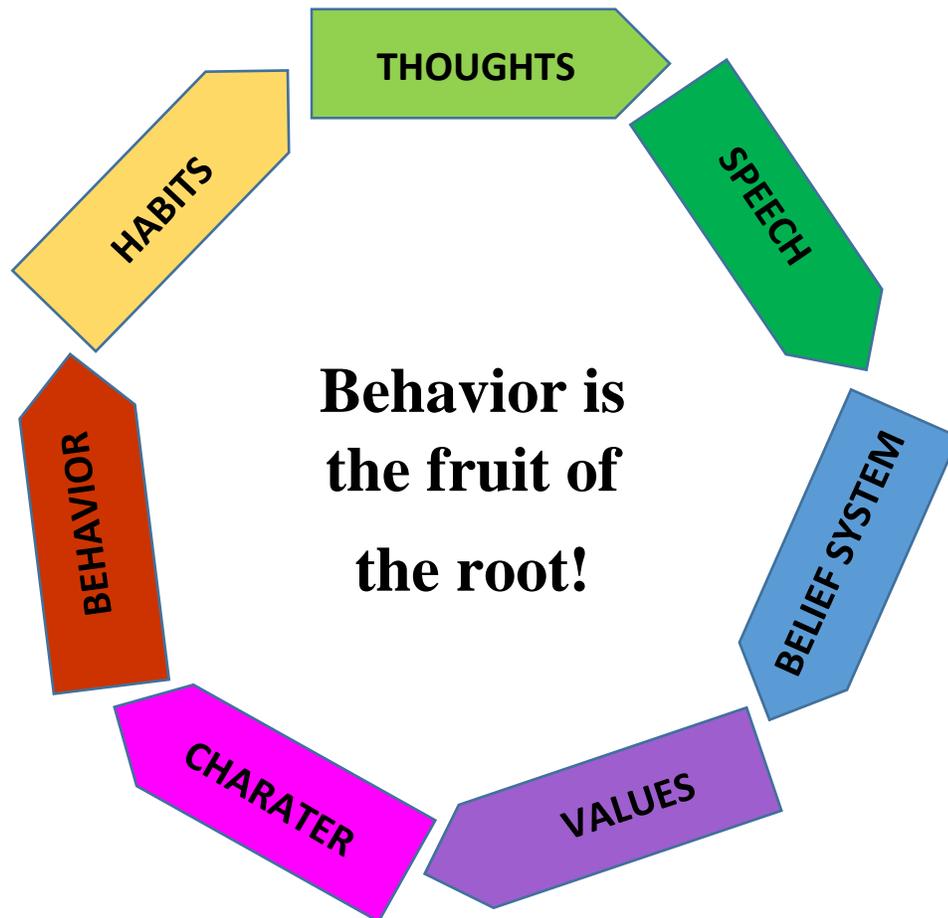
VII. Rwanda

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Assignment #4A

The Behavior Cycle

The reason why many character education programs fall short is because they address the behavior instead of its cause. Behavior is merely the external fruit of an internalized habit, value or belief system. You must first change the root before you can alter the fruit. Circle the root of behavior.



Words attach the definitions of the analytical mind to the feelings of the emotional being. Words have the power to convince the intelligence it can or can't do something! On a separate piece of paper draw a diagram of a neuron and explain how you can reprogram your mind with the words "Yeah, but..."

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Assignment #4B Mindset of Briers & Thistles

Campus culture mindsets can deny students the safe, nurturing environment required for optimal learning and innovation.

What are the top 3 mindsets (prevailing beliefs) that define your campus culture and how do you see them affecting your students?

Mindset #1:

Mindset #2:

Mindset #3:



PEER POWER

UNIT FIVE - PEER PRESSURE

UNIT #5: PEER PRESSURE

- _____ Lecture – Lessons from the Hen House
- _____ Reading: Chapter 5
- _____ Activity: Peer Pressure Card Game
- _____ Assignment: Bugs & Slugs – Peer Pressure Worksheet

*Peer pressure is the social enforcer of _____
_____ to conform to a certain expectation
or behavior in order to fit in with one's peer group.*

*Peer pressure is _____ the root; it is
the _____ of campus culture.*



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I. Goals of Lesson #5:

- Explore the similarities of hen house hierarchy and campus social status hierarchy.
- Discover how peer pressure is imminently tied to emotional safety.
- Discover how modeling behavior is an intrinsic survival instinct.
- Explore the definition, nature, and qualities of peer pressure.

II. Introduction: Lessons from the Hen House

1. Pecking order phenomenon: the phrase, _____ is used to describe how chickens peck on each other according to their social hierarchy within the coop.
2. Definition:

*“Peer pressure is a real and perceived expectation to
_____ to norms of behaviors for acceptance.”*

- a. Peer Pressure is the instinctive gravitation toward _____ traits or abilities for survival.
- b. Peer pressure is imminently tied to emotional safety because it perpetuates a constant _____ of one's acceptance and position within a social community.
- c. The more _____ a child is regarding his own self-worth, the more susceptible he is to peer pressure.

III. Modeling

1. Peer pressure is an intrinsic survival behavior known as _____.
2. Modeling teaches young children to _____ others to stay safe until they learn accepted behaviors for survival.
3. Modeling behaviors include _____ and _____ behavior to fit in.
4. _____ is a behavior exhibited when behavior is not consistent with the status quo.
5. Modeling outside of an _____ safe, intimately connected, and interdependent group for survival, becomes a "Survival of the Fittest" situation instead.

IV. Social Ranking

1. Students often categorize each other to fit pre-scripted roles as part of our brain's need to organize our world.
 - a. Watch Video: "Always" Act Like a Girl
2. Children will exhibit the behaviors that pre-scripting tells them they are.

V. The Nature of Peer Pressure

1. An _____ condition that crosses cultural, race, religious, gender and socio-economic boundaries.
2. An invisible force that permeates _____ aspect of school life.
3. Peer pressure is _____ good nor bad by nature, but rather reflects the enforcement of accepted cultural norms.
4. Peer pressure is the reflection of your campus culture and cannot be changed without the internalized _____ - _____ of the students to change it.
5. When utilized correctly, peer pressure can be your greatest _____ tool. When left un-channeled, it can lead to the spiral _____ of campus culture.

VI. Three Forms of Peer Pressure

1. **Verbal:** Three forms of verbal peer pressure are _____, _____, _____.
 - a. _____: A mechanism that people use to identify themselves with the “in” group and dissociate themselves with the perceived “fringe” group.
 - b. _____: Sarcasm and insults meant to establish superiority.
 - c. _____: Justification for deviant behavior as being acceptable.
1. **Non-verbal:** Three forms of non-verbal peer pressure are the _____, the _____, the _____.



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- a. The _____: uses the mechanism of comparison. It's when a group of peers are huddled together, obviously measuring up another student.
- b. The _____: uses the mechanism of conformity. An obvious disapproval of one's actions or appearance.
- c. The _____: uses the mechanism of influence. Reinforces approval of certain actions or appearance.

2. **Physical:** Physical peer pressure is any form of physical _____ or _____.

VII. The Real Power Behind Peer Pressure

1. It has the ability to confirm our greatest fear – that we are _____ good enough.
2. Peer pressure is an invisible force that defines our schools and our students according to the parameters we allow. Either you will define it, or it will _____ you.

VIII. Play Peer Power Choice Cards

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Assignment #5 Bugs and Slugs

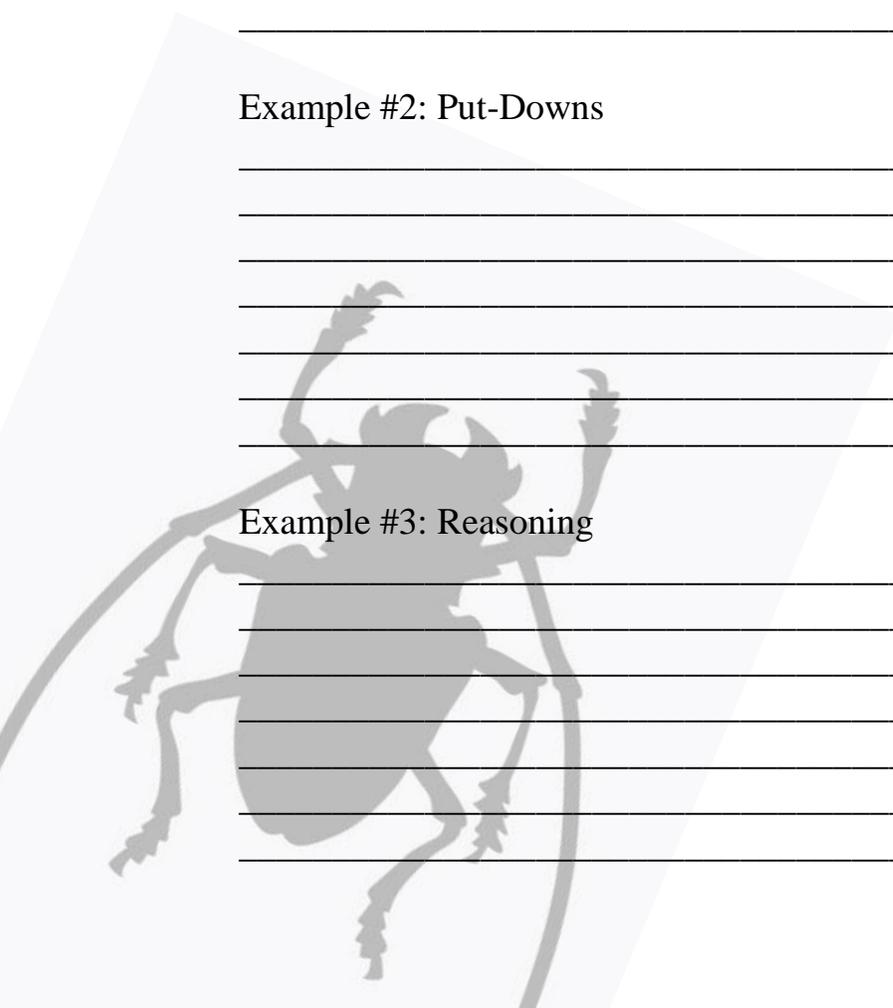
Give an example of each of the 7 different forms of Peer Pressure you've witnessed on your campus. What effect did it have on those involved? What did you, or could you have done, to turn it into a positive situation.

VERBAL

Example #1: Rejection

Example #2: Put-Downs

Example #3: Reasoning



NON-VERBAL

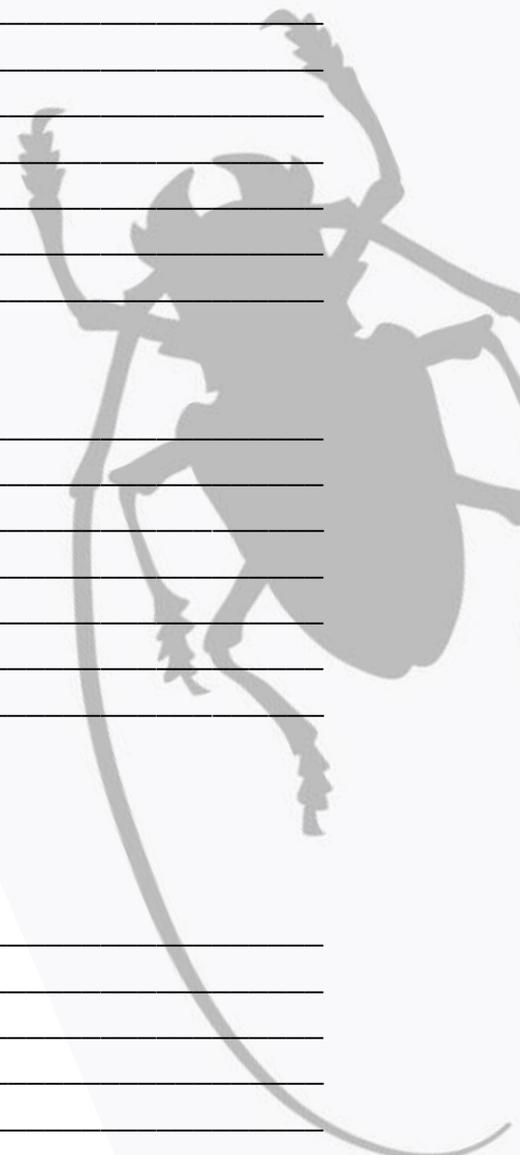
Example #4: The Huddle

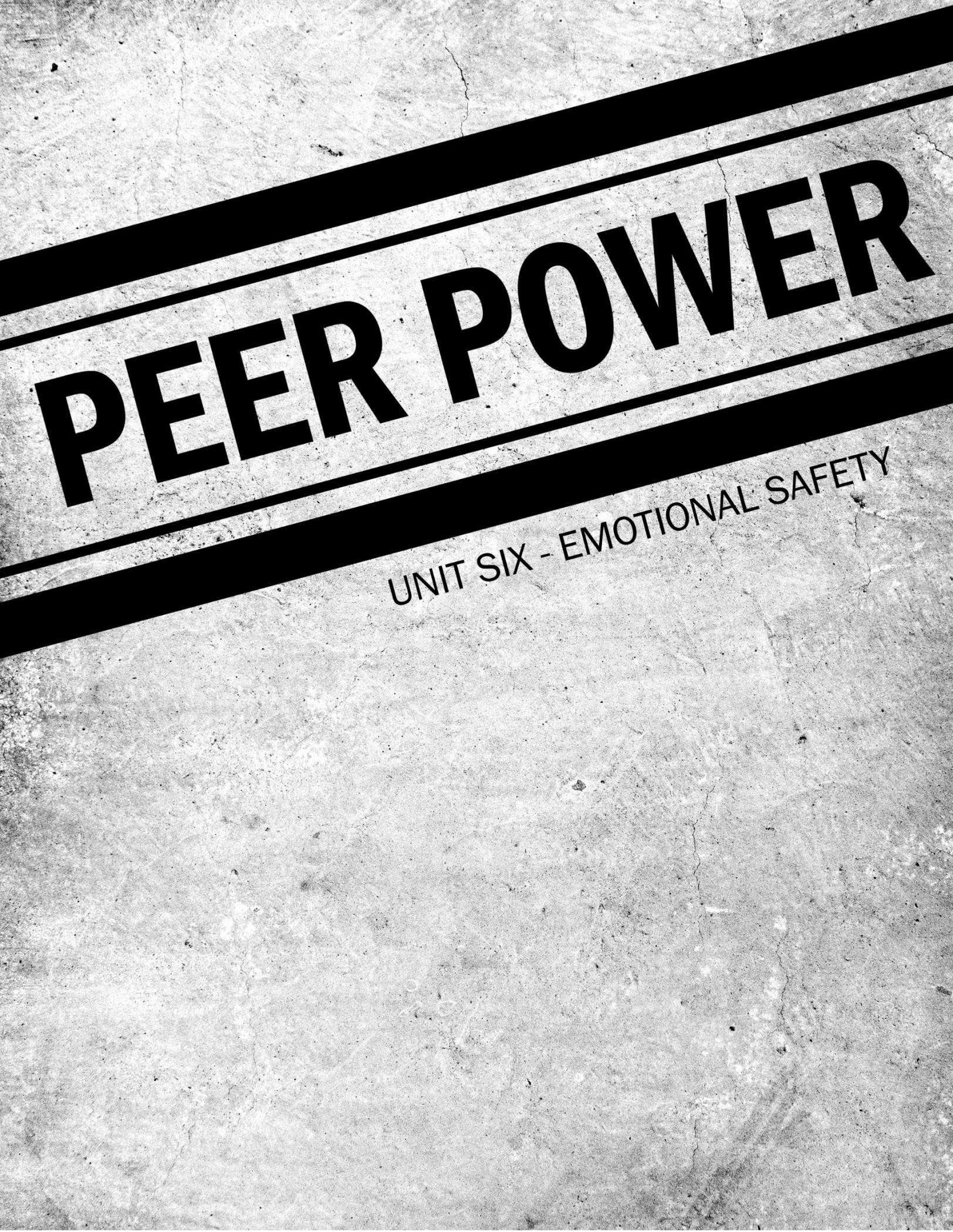
Example #5: The Look

Example #6: The Example

PHYSICAL

Example #7: Physical Response





PEER POWER

UNIT SIX - EMOTIONAL SAFETY

UNIT #6: THE MAGIC FORMULA FOR EMOTIONALLY SAFE SCHOOLS

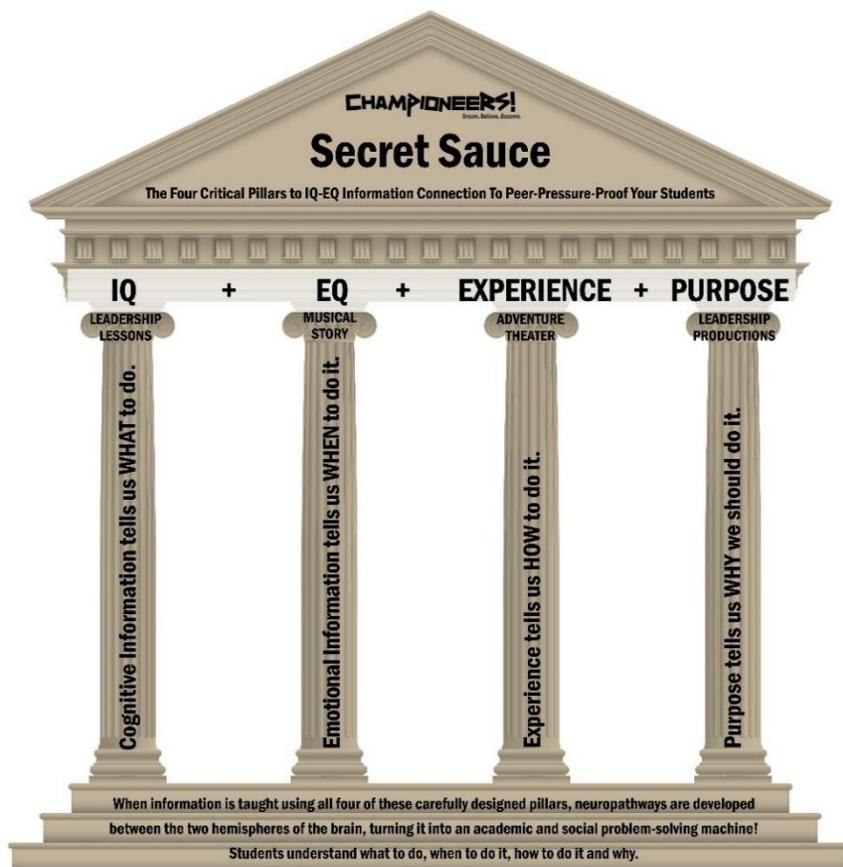
- _____ Lecture – The Soil of Transformation
- _____ Reading: Chapter 6
- _____ Activity: Hierarchy of Needs
- _____ Assignment: Show & Tell Worksheet, Go Bigger Worksheet

I. Goals of Lesson #6:

- Explore IQ-EQ Magic Formula Blueprint
- Review Maslow’s Hierarchy of Needs
- Explore the Disney Approach to creating atmospheres
- Discuss how to create our own “Disney-type” Culture
- Discover the Good, Better, Great principle
- Explore the Change-Resistance Mechanism

II. Four Pillars of the Champions! IQ-EQ Blueprint for Peer Empowerment

1. **Pillar #1 - IQ:** Cognitive Information tells us _____ to do.
2. **Pillar #2 – EQ:** Emotional Information tells us _____ to do it.
3. **Pillar #3 – Experiences:** Experiences tell us _____ to do it.
4. **Pillar #4 – Purpose:** Purpose tells us _____ we should do it.



Four foundational pillars / © Deanna Rhinehart/ photo © petrrogoskov/ Dollar Photo Club

Champions! Secret Formula:

_____ + _____ + _____ + _____ = _____!

The students themselves reset their campus culture with intrinsic values that are taught on an intellectual (IQ) and emotional (EQ) basis through musical theater, that utilizes a powerful story and leadership challenges to internalize the concepts and provide a purpose for behavior modification!

III. Maslow's Hierarchy of Needs.

1. _____ Needs: basic physiological necessities for survival such as food, water, air, sleep, shelter, etc.
2. _____ Needs: includes both physical and emotional safety needs.
3. _____ Needs: achieving relationship, feeling loved, and finding a place of belonging.
4. _____ Needs: to be accepted and to accept others, gaining and giving respect, acquiring knowledge, gaining confidence.
5. _____ - _____: reaching one's full potential, inventing, creating and mastery, and problem solving, according to Maslow, this is the level where happiness is achieved.



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The Problem: How can our children reach Self-Actualization if they are stuck on Safety Needs?

IV. The Disney Approach

1. Disney's motto is: _____
2. What is the Champions! motto? _____
3. How do Champions! Schools reinforce our motto?
 - a. _____ students, staff, and community who we are through marketing and advertising.
 - b. _____ why our motto is true by demonstrating tangible proof that we are who we say we are.
 - c. _____ who we are by providing opportunities and experiences that reinforce our school's dedication to our motto.
4. Dare to dream.
 - a. When we dare to dream and create an _____ where children can step into the world of imagination, they become limitless.
 - b. _____ is a child's best teacher.
 - c. Students will only dream as big as _____ do.

V. Good, Better, Great

1. Jim Collins book, "Good to Great" says, "_____ " is the enemy of "Great."
2. Great companies continually _____ their products and services through evaluation.
3. Great organizations continually _____ their systems for improvement.

VI. The Change-Resistance Mechanism

1. Change disrupts our _____ of _____. Once we develop coping tools within an environment our brain does not want the rules to change.
2. To change campus culture, you must _____ change peer pressure.
3. Change is most successful when you operate from within the current _____.

Champions! IQ-EQ Leadership Education

Assignment #6A

Show and Tell

DREAM * BELIEVE * BECOME

We are the _____

(your mascot and school)

and we are Champions!

“See it, Believe it, Never Give Up!”

TELL: Champions! utilizes the business theories of consumer behavior and motto identification to promote internalized leadership schemas. Here are ten ways you can display your motto (the more venues, the better). On a scale from 1-5, one being a lot and 5 not much, identify the amount of exposure or impact each would provide your students.

- | | | | |
|----------------------------|-----------|----------------------------------|-----------|
| 1. Foyer Banners: | 1 2 3 4 5 | 6. Assembly Chants: | 1 2 3 4 5 |
| 2. Gym/lunchroom Banners: | 1 2 3 4 5 | 7. Morning Recitation: | 1 2 3 4 5 |
| 3. Classroom Posters: | 1 2 3 4 5 | 8. Motto on Flyers: | 1 2 3 4 5 |
| 4. Bathroom Mirror Decals: | 1 2 3 4 5 | 9. T-shirts/clothing: | 1 2 3 4 5 |
| 5. Morning Announcements: | 1 2 3 4 5 | 10. Notebooks & School Supplies: | 1 2 3 4 5 |

SHOW: Champions! uses themed musical productions, animation and decor to engulf students in a tangible, make-believe world to teach abstract concepts of behavior. Why is this approach so effective?

CONFIRM: Champions! confirms its motto, *Dream, Believe, Become*, through performances and leadership challenges. Explain how this confirms this motto.

Assignment #6B

Go Bigger!

1. Evaluate your “Dream Class” or Big Family Dream (from assignment #3) through the eyes of your students (children). What would they like about your plan? What wouldn’t they like?

2. Evaluate your “Dream Class” or Big Family Dream through the eyes of Walt Disney. What would he like about your plan? What would he have you improve on?

3. Evaluate your “Dream Class” or Big Family Dream through the perspective of a fortune 500 company who wants efficient, innovative workers. Would he hire you to design the training courses for his future employees? Why or why not? What would he compliment you on and what would he ask for improvements in?

4. Please explain the phrase; Are you a thermostat or a thermometer?

PEER POWER

UNIT SEVEN - THE RHOPE STRATEGY

UNIT #7: THE RHOPE STRATEGY

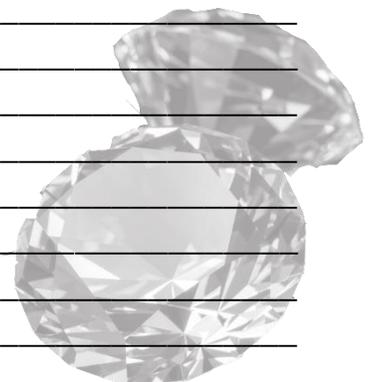
- _____ Lecture – 7 Steps to Peer Empowerment
- _____ Reading: Chapter 7
- _____ Activity: The Emotional Fortress
- _____ Assignment: Championeers! Precepts Worksheet

I. Goals of Lesson #7:

- Discuss the unlimited potential within each child
- Discuss why students must be internally motivated and inspired
- Discover the 7 Essential Questions every child must answer to feel emotionally safe.

II. Acres of Diamonds

1. There is _____ potential in each child that must be recognized and mined for it to be actualized.
2. Our challenge is not in telling our students what we already know about them but rather in getting them to _____ and _____ their value for themselves.
3. Once students are able to internalize their _____ they will reform their own culture.
4. Acres of Diamonds:



III. The RHOPE Strategy: Rhinehart's Hierarchy of People Empowerment

1. Building blocks that are essential for the development of _____.
2. The brain wants answers, any answers, even if it is _____ answers.
3. The 7 critical questions required for emotional safety are:
 - Who am _____?
 - Who are _____?
 - Why am I _____?
 - Where am I _____?
 - How do I get _____?
 - Do I have what it _____?
 - Am I _____ enough?

IV. Precepts for a Champions! IQ-EQ Campus

1. **Precept #1:** _____ is the launching pad for the creative mind.
2. **Precept #2:** Knowledge is the fuel of the _____ and the imagination is the fuel of _____.
3. **Precept #3:** Education is not about how much _____ we can get into our students, it's about how much _____ we can get out of them.

V. The 7 Cultures of Success

There are seven cultures that need to be established on a school campus in order for students to answer all seven of the essential, critical questions. They are:

1. A culture of _____ answers, "Who am I?"
2. A culture of _____ answers, "Who are you?"
3. A culture of _____ answers, "Why am I here?"
4. A culture of _____ answers, "Where am I going?"
5. A culture of _____ answers, "How do I get there?"
6. A culture of _____ answers, "Do I have what it takes?"
7. A culture of _____ answers, "Am I good enough?"

Assignment #7

Be The Thermometer

The way you peer pressure proof your children and school is to inspire them to dream, empower them with paths to reach their dreams, and equip them with tools to exceed their dreams. When we inspire, empower and equip our children, they can dream, believe and become!

An IQ-EQ campus educates the whole mind. How can you incorporate the following precepts into your current teaching or parenting plan?

Precept #1: *“Knowledge is the launching pad for the creative mind.”*

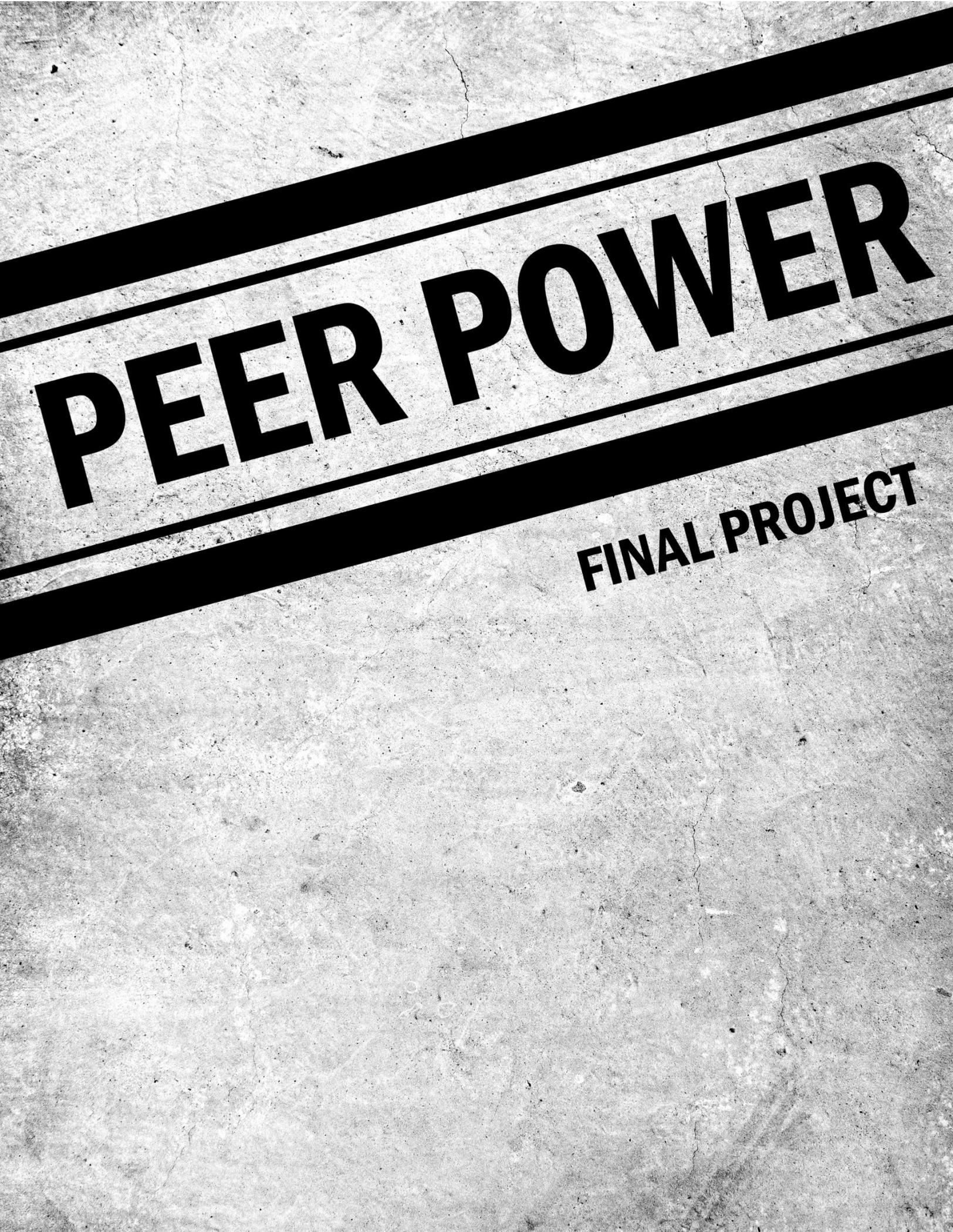
Application: How can you add creative elements to your current education components?

Precept #2: *“Knowledge is the fuel of the imagination and the imagination is the fuel of innovation!”*

Application: How can you empower your students with knowledge in a manner that inspires their imaginations and equips them for innovation?

Precept #3: *“Education is not about how much knowledge we can get into our students, it’s about how much wisdom we can get out of them.”*

Application: If standardized testing is the measure of academic competency, what measure can you use to demonstrate emotional competency?



PEER POWER

FINAL PROJECT

FINAL PROJECT

(Only required for professional development credit)

Part One: Write a report on what you want in a “Dream” campus/classroom and how you intend to achieve it.

- Include: Information from all course worksheets, organized into a well thought through presentation of where you are right now, what your challenges are, where you want to be, and how you intend to address your current campus culture issues. Include information from each of the following worksheets:
 - Your Story
 - The Big Problem Worksheet
 - Pebble Pathways Worksheet
 - Seeds of Weeds Worksheet
 - Peer Pressure Pop Worksheet
 - The Big Dreams Worksheet
 - The Behavior Cycle Worksheet
 - Mindsets of Briers & Thistles
 - Bugs & Slugs Worksheet
 - Show & Tell Worksheet
 - Go Bigger
 - Be The Thermometer

- Be sure to address the following:
 - Evaluation of current classroom culture: the good, the bad and the ugly.
 - What makes it good
 - What makes it bad
 - What makes it miserable
 - Describe the perfect classroom. Include atmosphere, attitude, décor, structure, and accomplishments.
 - Identify at least three of your current greatest classroom management issues.
 - What strategies work? Why?
 - What doesn't work? Why?
 - What is your number one frustration? Why?
 - Identify and describe what teacher and student resources you want in a dream curriculum.

Part Two: Create an Annual Campus Culture Assessment Plan

Include your pre-assessment and post-assessment forms and how you will evaluate your campus/classroom culture from year to year, how you will document it, and how you will apply the data to your annual improvement plan.

Campus Culture Pre-Assessment

Educator Assessment: Take this assessment at the beginning of this course. Rate each of these issues on a scale of 1-5, 1 being great.

1. How excited are your students to come to school each day? 1 = ecstatic/5 = hate it
1 – 2 – 3 – 4 – 5
2. How do your students handle disappointments? 1 = no big deal/5 = devastated
1 – 2 – 3 – 4 – 5
3. How do your students express their individuality? 1 = confident/5 = intimidated
1 – 2 – 3 – 4 – 5
4. How united are your students toward a common goal? 1 = driven/5 = not at all
1 – 2 – 3 – 4 – 5
5. Do your students have a leadership platform where they each make contributions?
1 – 2 – 3 – 4 – 5
6. Do your students demonstrate social status ranking? 1 = none/5 = painfully obvious
1 – 2 – 3 – 4 – 5
7. Does your school have cliques? 1 = none/5 = severe
1 – 2 – 3 – 4 – 5
8. Are your students inclusive of fringe students on the playground? 1 = always/5 = seldom
1 – 2 – 3 – 4 – 5
9. How do your students speak to each other? 1 = exhorters/5 = insulters
1 – 2 – 3 – 4 – 5
10. Does every student know your school motto? 1 = memorized/5 = doesn't know it exists
1 – 2 – 3 – 4 – 5
11. Does your school have a motto or mantra? 1 = yes/5 = no
1 – 2 – 3 – 4 – 5
12. Do you consider your school to have a healthy campus culture? 1 = healthy/5 = unhealthy
1 – 2 – 3 – 4 – 5
13. Do you have "lone" students in your classrooms? 1 = always someone/5 = never
1 – 2 – 3 – 4 – 5
14. Do you have students who eat alone at lunch or stick to themselves at recess? 1 = yes/5 = no
1 – 2 – 3 – 4 – 5
15. What do children think when they walk onto your campus? 1 = love it/5 = hate it
1 – 2 – 3 – 4 – 5
16. What would Walt Disney think of your classroom/campus? 1=inspired/5 = bored
1 – 2 – 3 – 4 – 5
17. Does your staff feel like they can share new ideas? 1 = appreciated/5 = shot down
1 – 2 – 3 – 4 – 5
18. Do your students feel like they can fail? 1 = exploration awarded/5 = failure punished
1 – 2 – 3 – 4 – 5
19. Is there peer pressure on your campus? 1 = not much/5 = a lot
1 – 2 – 3 – 4 – 5
20. Do students make fun of other students? 1 = common/5 = never
1 – 2 – 3 – 4 – 5

Total Score: _____

Campus Culture Post-Assessment

Educator Assessment: Retake this assessment at the end of this course and again at the end of each year. Rate each of these issues on a scale of 1-5, 1 being great.

1. How excited are your students to come to school each day? 1 = ecstatic/5 = hate it
1 – 2 – 3 – 4 – 5
2. How do your students handle disappointments? 1 = no big deal/5 = devastated
1 – 2 – 3 – 4 – 5
3. How do your students express their individuality? 1 = confident/5 = intimidated
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1 – 2 – 3 – 4 – 5
20. Do students make fun of other students? 1 = common/5 = never
1 – 2 – 3 – 4 – 5

Total Score: _____

Peer Pressure Pre-Assessment

Parent Assessment: Take this assessment at the beginning of this course. Rate each of these issues on a scale of 1-5, 1 being great.

1. Is your child excited to go to school each day? 1 = ecstatic/5 = hate it
1 – 2 – 3 – 4 – 5
2. Are there bullies on your child's campus? 1 = no/5 = yes
1 – 2 – 3 – 4 – 5
3. How does your child express his individuality? 1 = confident/5 = intimidated
1 – 2 – 3 – 4 – 5
4. How connected is your child to school-wide projects? 1 = driven/5 = not at all
1 – 2 – 3 – 4 – 5
5. Does your child have a leadership platform at school where he can make contributions?
1 – 2 – 3 – 4 – 5
6. Is your child affected by social status ranking? 1 = none/5 = painfully obvious
1 – 2 – 3 – 4 – 5
7. Are there popular students and cliques in your child's school? 1 = none/5 = severe
1 – 2 – 3 – 4 – 5
8. Is your child included in playground activities? 1 = always/5 = seldom
1 – 2 – 3 – 4 – 5
9. Do children speak kindly and respectfully to other children and adults? 1 = yes/5 = no
1 – 2 – 3 – 4 – 5
10. Does your child enjoy school? 1 = loves it/5 = hates it
1 – 2 – 3 – 4 – 5
11. Does your child have close friends from school? 1 = yes/5 = no
1 – 2 – 3 – 4 – 5
12. Do you consider your school to have a healthy campus culture? 1 = healthy/5 = unhealthy
1 – 2 – 3 – 4 – 5
13. Do you notice "lone" students in your child's classrooms or campus? 1 = always/5 = never
1 – 2 – 3 – 4 – 5
14. Do you see students who eat alone at lunch or stick to themselves at recess? 1 = yes/5 = no
1 – 2 – 3 – 4 – 5
15. What do children think when they walk onto your campus? 1 = love it/5 = hate it
1 – 2 – 3 – 4 – 5
16. What is your impression of your child's classroom/school? 1=inspiring/5 = boring
1 – 2 – 3 – 4 – 5
17. Do you feel like you can share new ideas with your child's school? 1 = yes/5 = shot down
1 – 2 – 3 – 4 – 5
18. Does your child feel like he can fail? 1 = exploration awarded/5 = failure punished
1 – 2 – 3 – 4 – 5
19. Is there peer pressure on your child's campus? 1 = not much/5 = a lot
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20. Do students make fun of other students? 1 = common/5 = never
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Total Score: _____

Peer Pressure Post-Assessment

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