

OVERCOMING OBSTACLES
TRAIN-THE-TRAINER GUIDE

45-MINUTE ELEMENTARY SCHOOL LEVEL WORKSHOP

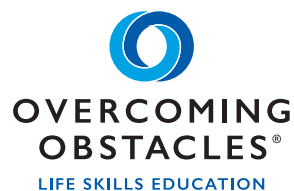


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INTRODUCTION

Community for Education Foundation (CEF) was founded in 1992 to ensure that all young people learn the communication, decision making, and goal setting skills they need to be successful in life. To achieve its mission, CEF developed the Overcoming Obstacles Life Skills Program, which includes curriculum materials, teacher training, and ongoing support. Since its inception, Overcoming Obstacles has helped over 230,000 educators from around the world and in all 50 states positively impact the lives of more than 55 million students.

The *Train-the-Trainer Guide* is designed to help you facilitate an Overcoming Obstacles teacher-training workshop and includes a workshop outline, step-by-step instructions, and activity sheets. Through a teacher-training workshop, educators will gain hands-on experience with the curriculum while learning about its methodology, content, and activity-based lesson format. This comprehensive guide will help you plan and execute an engaging, informative, and objective-based workshop that will equip educators with the training they need to effectively teach the Overcoming Obstacles Life Skills Curriculum.

WORKSHOP OUTLINE

Min.	Activity	Description	Curriculum Page #	Materials Needed
5	Welcome: What Is Overcoming Obstacles?	<ul style="list-style-type: none"> • Participants are given the history and an overview of CEF. • The purpose and goals of the workshop and a brief synopsis of the Overcoming Obstacles curriculum are presented. • Educators discuss how the program can be used to meet the needs of their school and students. 		<ul style="list-style-type: none"> • Copies of the Workshop Questionnaire • Sign-in sheet
20	“Showing Respect”	<ul style="list-style-type: none"> • Participants will give examples of ways to show respect at home, school, and in their community. • This activity helps students understand how to be respectful in different environments. 	<i>Respect “We Do”</i> ; page 27	<ul style="list-style-type: none"> • Copies of the “Showing Respect” Activity Sheet
20	“Respect Scenarios”	<ul style="list-style-type: none"> • Participants will read various scenarios and determine if the character in the scenario is being respectful or not. • This activity helps students identify respectful and disrespectful behavior, and how to correct disrespectful behavior. 	<i>Respect “You Do”</i> ; page 27	<ul style="list-style-type: none"> • Copies of the “Respect Scenario Cards” Activity Sheet
10	Q & A	<ul style="list-style-type: none"> • Participants are invited to ask questions about the workshop or curriculum. • Participants are reminded that the Overcoming Obstacles curriculum team is available via phone and email to answer questions and assist with implementation planning. 		<ul style="list-style-type: none"> • Copies of the Ongoing Support Contact Sheet • Copies of the Frequently Asked Questions

WORKSHOP INSTRUCTIONS

Preparations

1. Allocate twenty-five minutes prior to the start of the training to prepare the space that will accommodate the expected number of attendees. This may involve rearranging the space to make it more suitable for team activities.
2. Prepare all of the materials, supplies, handouts, and equipment necessary for the training. Set the materials and handouts in a place where you can easily access them during the training. (To save time during the workshop, you may want to assemble all of the handouts into packets and distribute them to educators as they enter the room, or leave a packet on every seat.)
3. Please note that full lessons from the curriculum relating to each activity are included in the Appendix. We encourage you to make copies of the lessons for those participants who may not have a curriculum set.
4. Write the bold-faced figures from the “Fast Facts” section of the following page where workshop participants will be able to see them.
5. You might set the tone by preparing a selection of appropriate music to play while educators enter the room and/or during hands-on group activities.
6. Greet workshop participants as they enter and thank them for attending. If you are not working with familiar colleagues, be sure to introduce yourself. The use of name tags is encouraged.

Welcome

1. Distribute copies of the Workshop Questionnaire and pass around a sign-in sheet.
2. Welcome participants to the workshop. Ask participants to decipher the meaning of the numbers on the board. Comment that the numbers have no relevance yet but will give an overview of Overcoming Obstacles and today’s workshop.

WORKSHOP INSTRUCTIONS (CONTINUED)

3. Begin the training by reading the “Fast Facts” below.

“Fast Facts”

- **45** minutes is the length of this workshop, so let’s get started! Over the past
 - **26** years, Overcoming Obstacles has helped over 230,000 educators teach
 - **55** million students the communication, decision making, and goal setting skills they need to be successful in life. The Overcoming Obstacles life skills curriculum has
 - **500** activities that engage students and teach over
 - **20** important life skills.
 - **[How often Overcoming Obstacles will be taught]**,educators at your school will have
 - **[period length]** to build relationships with over
 - **[number of students in your school being taught Overcoming Obstacles]** students.
 - **212, 406, 7488** are the numbers you need to call the curriculum team you can trust to provide guidance and ongoing support.
4. Tell participants that you are going to walk them through two activities in the elementary level curriculum. Then, begin facilitating the “Showing Respect” activity.

Activity #1: “Showing Respect”

1. Distribute copies of the “Showing Respect” activity sheet and pens.
2. Refer to page 27 of the *Respect* lesson in the 3-5 Curriculum for instructions on facilitating this activity.
3. Debrief the activity:
 - Discuss with educators the importance of having students identify ways they can be respectful in different environments.
 - Ask educators to share how they would modify the activity to suit the needs of their own students and classroom dynamics.

WORKSHOP INSTRUCTIONS (CONTINUED)

4. After you finish your debrief, tell the participants that you will be organizing them into groups for a teamwork activity. Explain that a large part of the workshop will involve their participation in the same activities they will facilitate. This allows them to become familiar with the lesson materials, and provides them with a model for teaching the curriculum.
5. Before having participants join their teams, share with them how you plan to organize the groups (e.g., by assigning each participant a number according to their seating arrangements). Then, begin facilitating the “Respect Scenarios” activity.

Activity #2: “Respect Scenarios”

1. Distribute copies of the “Respect Scenarios Cards” activity sheet.
2. Refer to page 27 of the *Respect* lesson in the 3-5 Curriculum for instructions on facilitating this activity.
3. Debrief the activity:
 - Ask educators to discuss how it is not only important for students to be able to identify disrespectful behavior, but also to understand the ways the person in the example should have acted.
 - Ask educators to share how they would modify the activity to suit the needs of their own students and classroom dynamics
4. Tell participants that the workshop is almost finished. Thank them for their time and let them know that they will now be able to ask questions regarding the workshop and/or curriculum.

WORKSHOP INSTRUCTIONS (CONTINUED)

Q & A

1. Distribute copies of the “Frequently Asked Questions” sheet.
2. When facilitating the Q & A session, keep these considerations in mind:
 - Address all of the participants’ questions and comments, and provide them with the most informed responses possible.
 - Do not be afraid to allow participants an opportunity to express concerns in a constructive way.
 - If a participant asks a question you cannot answer, be straightforward and let him or her know that you will provide the correct answer as soon as possible.
 - If appropriate, provide participants with your contact information so that you may support them throughout their implementation of the Overcoming Obstacles program.
3. Explain that, in addition to the materials in the Overcoming Obstacles curriculum, more resources are available by visiting www.overcomingobstacles.org.
4. Remind participants that the Overcoming Obstacles curriculum team is available via phone and email to answer any questions and assist with implementation planning.
5. Encourage participants to take a minute to fill out the Workshop Questionnaire, which you will collect as they depart.

APPENDIX

WORKSHOP QUESTIONNAIRE

45-MINUTE TEACHER-TRAINING WORKSHOP

ELEMENTARY SCHOOL LEVEL

Thank you for attending the Overcoming Obstacles teacher-training workshop and taking the time to complete this questionnaire. Your feedback is very important to us and will assist with the planning of future workshops. Please return your completed form to the workshop facilitator(s).

Please respond to the following statements regarding your workshop experience by checking the box that best applies (strongly agree, agree, disagree, or strongly disagree).

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The workshop was well organized.				
2. The workshop was a good way for me to learn the contents of the curriculum.				
3. The objectives of this workshop were clearly explained.				
4. The content covered is relevant to the needs of my students.				
5. The workshop activities were engaging.				
6. The pace of this workshop was appropriate.				
7. The facilitator(s) answered my questions regarding the curriculum and recommended additional resources.				
8. The materials, supplies, visual aids, and handouts provided during the workshop were very useful.				
9. The workshop helped me understand how I can modify specific activities to meet my students' needs and fit with the dynamics of my classroom.				
10. The workshop met my expectations.				

Please use the space below to write additional comments and suggestions regarding this workshop. If more space is needed, please use the back of this page.

PLEASE EMAIL YOUR COMPLETED FORM TO:

mail@overcomingobstacles.org

RECOGNITION HIGHLIGHTS

Since its founding in 1992, Overcoming Obstacles Life Skills Curriculum has been used by over 46,000 educators from around the world and in all fifty states to help more than 15 million students improve their academic achievement, graduate from high school, prepare for college and careers, and more. Below are just some of the highlights.

In October 2016, the Riley Institute at Furman University conducted a survey among educators teaching Overcoming Obstacles on how the curriculum affects student development. Over 1,500 educators reported the following results:

- 90% report that it helps students develop decision making skills
- 89% report that it helps students experience improved life opportunities
- 89% report that it helps students contribute positively to their communities
- 88% report that it helps students develop communication skills
- 88% report that it improves students' problem-solving skills
- 86% report that it helps students with setting goals
- 85% report that it engages students in their classroom
- 84% report that it helps students resolve conflicts
- 81% report that it helps students remain in school

The full report is available online at [The Riley Institute website](#).

During the 2010–2011 school year, Charleston County School District in South Carolina implemented Overcoming Obstacles in a district-wide high school advisory period. The district reported that Overcoming Obstacles helped students experience many improvements, including stronger leadership skills, increased self-confidence, and better time-management skills. Based on the success of its high school advisory program, Charleston County School District expanded its use of Overcoming Obstacles into its middle schools in 2011. In a 2012 interview with NBC, the superintendent of Charleston County School District named Overcoming Obstacles as one of the primary strategies for bringing positive change to two of the county's priority schools. Because of Charleston County School District's success with Overcoming Obstacles, schools from twelve additional districts in South Carolina began implementing Overcoming Obstacles in 2012.

In 2010, the New York City Department of Education introduced the Overcoming Obstacles Life Skills Program to all of its 850 public middle schools and high schools. In a press release issued in 2011, the schools chancellor expressed his gratitude for the Overcoming Obstacles program, praising it for helping New York City's educators address bullying, create supportive learning environments, and prepare their students for college and careers. By 2017, more than seven hundred middle and high schools report implementing Overcoming Obstacles in their classrooms.

RECOGNITION HIGHLIGHTS (CONTINUED)

In 2008, the Children's Aid Society of New York City reported that academic achievement improved markedly at the Manhattan Center for Science and Mathematics as a result of the Overcoming Obstacles program.

In 2007, the Transitional Road to Attending College (TRAC) program in Jersey City, New Jersey, used Overcoming Obstacles to improve their high school retention. TRAC focused on teaching the city's incoming freshmen the communication, decision making, goal setting, teamwork, and conflict resolution skills they would need to excel in high school. Data on the program's implementation of Overcoming Obstacles was based on students' responses to pre- and post-program tests and sorted by classroom. The following is a sampling of one classroom's results:

- 85% of students reported that they found it easier to keep commitments (an increase of 65% from the time of the pre-program test)
- 76% of students said that they were excited about their studies (an increase of 20% from the time of the pre-program test)
- 86% of students said that they had a clear picture of what they wanted to do in the future (an increase of 19% from the time of the pre-program test)

In 2003, the Collaborative for Academic, Social, and Emotional Learning (CASEL) listed Overcoming Obstacles as a recommended classroom-based social and emotional learning program in its US Department of Education-funded report, *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs*.

In 2003, Overcoming Obstacles was the recipient of the Superintendent's Conflict Resolution Award for helping Brooklyn and Staten Island high school students succeed academically.

In 2001, the New York City Department of Education reported the following benefits from its implementation of the Overcoming Obstacles program: increased student punctuality, emergence of student leaders, student camaraderie, longer student attention spans, greater work completion, and recognition of self-defeating behaviors.

In 2000, the New York City Department of Education chose Overcoming Obstacles as a leading substance abuse prevention program and recognized it as a leading school-to-career program

In 1998, the California State Senate passed a resolution to commend Overcoming Obstacles for its positive impact on Los Angeles's students. That same year, the mayor of Los Angeles issued a commendation to Overcoming Obstacles for its work.

RECOGNITION HIGHLIGHTS (CONTINUED)

In 1998, John Muir Middle School in Los Angeles implemented Overcoming Obstacles in its seventh grade English class. Because of the program, 57% of students improved their grades, 42% improved their class attendance, and 57% had less reported tardiness than the previous semester.

In 1997, Overcoming Obstacles worked with a population of students with severe academic and social deficiencies in the Atlanta Public Schools system. At least 10% were one or more grades below what is normal for their age. Approximately 30—40% read well below the standard for their age, and at least 10% were illiterate. The course focused on job preparedness, résumé writing, and financial planning. After completing the course, 95% of the students were employed with good ratings from their employers and/or were entering programs of higher education. One hundred percent were promoted to the next grade. Because of this work, the Georgia State Department of Labor recognized Overcoming Obstacles as the leading program for breaking the cycle of welfare dependency.

In 1997, Markham Middle School in Los Angeles infused Overcoming Obstacles with an eighth-grade English class. After participating in the program, 68% of the students improved their grades and class attendance, 60% improved their tardiness, and 60% improved their level of cooperation.

In 1997, Elizabeth High School in New Jersey implemented Overcoming Obstacles as a stand-alone class for repeat ninth graders. Low attendance was a significant factor in the poor school performance of these students: over 40% exhibited a history of acute absenteeism. At the conclusion of the class, 80% of the students were promoted to the tenth grade and more than half improved their attendance by over 50%.

In 1995, Overcoming Obstacles received a grant from the Community Development Department in Los Angeles to improve the lives of the city's youth through life skills education. Study of the program's effectiveness included parent interviews and examinations of 266 students' school attendance records, discipline records, grades, police records, and pre- and post-program surveys. Monitoring by the city consistently showed Overcoming Obstacles students moving from high-risk stages classified as "in crisis" and "at risk" to more self-sufficient stages such as "stable," "safe," and "thriving." Overcoming Obstacles students at Manual Arts High School improved their grade point averages by 37%, reduced their use of violence by 75%, reduced their tardiness by 89%, and improved their school and family relationships. Of the programs administered through the grant, Overcoming Obstacles was ranked the highest.

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LESSON **4**
RESPECT

Standards Addressed

Students will participate in discussions, and ask and respond to probing questions to acquire and confirm information about how we show respect at home, at school, and in the community.

Students will interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations.

Students will work in teams collaboratively.

Objectives

- Students will be able to define what respect means.
- Students will be able to give examples of ways we show respect at school, at home, and in the community.
- Students will be able to identify consequences that can happen when they are not respectful at school, at home, or in the community.

Materials Needed

Board or chart paper and markers (“I Do” and “We Do”)

“Showing Respect” activity sheet (“I Do”)

“Showing Respect” activity sheet for each student (“We Do”)

“Respect Scenario Cards” activity sheet (“You Do”)

Starter (10 Minutes)

Say to students, “Respect is a word that you have all probably heard before. It is a word that your teachers and parents use a lot. You probably have heard it used by your coaches or maybe from other adults. Raise your hand if you have heard the word respect before. Now, I want you to turn to your classmate and talk about what it means to be respectful.” Allow students a few minutes to discuss with their classmate what it means to be respectful, and then call on students to share what they discussed.

Teacher Presented Knowledge/I Do (15 Minutes)

Define respect. (*Respect is a person’s feelings and/or actions toward other people, ourselves, and things.*) Say, “Today, we are going to talk about ways that we show respect at school, at home, and out in the community.” Display the “Showing Respect” activity sheet on the board or chart paper where students can see it. Give an example of how people show respect in each area on the activity sheet. (*If using chart paper, duplicate the “Showing Respect” activity sheet before the lesson.*)

Guided Student Practice/We Do (20 Minutes)

Pass out the “Showing Respect” activity sheet to each student. Ask students to share ways they show respect at school, at home, and out in the community. As students are brainstorming, direct them to fill in the activity sheet with their favorite examples so that they can refer to it whenever they need a “respectful reminder” of how to act appropriately.

Student Independent Practice/You Do (15 Minutes)

Break students into small groups, and provide each group with a Respect Scenario Card. (*You can opt to create your own scenario cards to address behaviors in your classroom, or you can use the scenarios provided in the “Respect Scenario Cards” activity sheet.*) Direct students to read the card in their group. Then, have them work together to determine if the character in the scenario is being respectful. If he or she is not being respectful, the students are to determine what the character should do to be respectful.

Closure (10 Minutes)

Have students read their scenario card to the whole class and then share what they determined with their group. If the group determined the situation was not respectful, have students share what the character can do so that she or he is being respectful. Then, lead the class in a discussion about some consequences that could happen in each area if a person is not respectful.

Questions for Assessment

1. Why is it important for us to be respectful at school, at home, and in the community?
2. What rewards could we receive for showing respect in these areas?
3. What consequences could we receive if we do not show respect in these areas?

Lesson Extensions

Art Extension

Divide students into seven teams. Provide each team with a piece of construction paper with a block letter from the word RESPECT. Team 1 has the letter “R.” Team 2 has “E,” continuing to spell “RESPECT.” Have students find magazine photos of people showing respect, words that describe respect, people who they respect, etc.; cut them out; and paste on their team’s letter to make a collage. Before beginning, remind students to show respect to their teammates as they make decisions about which photos to use and where to place them on the letter. When complete, assemble the individual letters on a banner to spell out “RESPECT” and display as a reminder.

Culture Extension

Spark a discussion about the importance of respectful listening when communicating and tell students that there are three simple things they can do to show that they are respectfully listening: focus, confirm, and respond. To focus on the speaker, one should make eye contact and give the speaker his/her undivided attention; to confirm to the speaker, one can summarize what the speaker has said; and to respond to the speaker, one can ask questions, make comments, or continue the conversation. After discussing, have students stand up and take two minutes to go around the room and shake hands with their peers. Each handshake must include eye contact between both people, a smile, a verbal greeting, and a compliment. Following the activity, ask the students how being noticed and respected made them feel.

Drama Extension

Have students “mime” a situation showing respect. Then, have them add dialogue.

ELA Extension

Students can identify characters who show respect in the literature they are reading at school and at home.

SHOWING RESPECT

Respect	How Can I Show Respect?
<p>At School</p> 	
<p>At Home</p> 	
<p>In the Community</p> 	

RESPECT SCENARIO CARDS

<p style="text-align: center;">Card 1</p> <p>Johnny's teacher asks the class to take out their math books and pencils. Johnny is mad because he forgot to do his homework and does not take out his math book or pencil. When his teacher reminds him of the directions, he still does not follow them. Is Johnny being respectful? What should Johnny do to show respect to his teacher?</p>	<p style="text-align: center;">Card 2</p> <p>Sarah is at the park; she throws her potato chip bag on the ground when she is done and runs to play on the swings. Is Sarah being respectful? What should Sarah do to show she is being respectful in the community?</p>
<p style="text-align: center;">Card 3</p> <p>Ben is running in the hallway on his way to the bathroom. A teacher he does not know asks him to walk. Ben ignores the teacher and keeps running. Is Ben being respectful? What should Ben do to show respect at school?</p>	<p style="text-align: center;">Card 4</p> <p>Anna's teacher tells the class to put their tablets away and go back to their seats. Anna really wants to finish the game she is playing, so she ignores the direction and continues playing on the tablet. Is Anna being respectful? What should Anna do to show respect to her teacher?</p>
<p style="text-align: center;">Card 5</p> <p>Eric's baseball team did not win the big game. Eric was very mad. When it was time for both teams to shake hands, Eric sat on the bench and refused to shake hands with the other team. Is Eric being respectful? What should Eric do to show respect?</p>	<p style="text-align: center;">Card 6</p> <p>Sean's mom told him that he could not go play with his friends until he cleaned his room. Sean did not want to clean his room, but he really wanted to play outside. Sean went upstairs and cleaned his room like his mom asked. Is Sean being respectful?</p>
<p style="text-align: center;">Card 7</p> <p>Serena's grandma made pasta for dinner. Serena does not like pasta. At the dinner table, she yells at her grandma for making pasta and tells her that she is the worst cook ever. Is Serena being respectful? What should Serena do to show respect to her grandma?</p>	<p style="text-align: center;">Card 8</p> <p>During Show and Tell, two boys start laughing when their classmate is sharing what her favorite movie is. They laugh and say that it is a boring movie. Are these students being respectful to their classmate? What should the boys do to show respect?</p>

FREQUENTLY ASKED QUESTIONS

1. Why was the Overcoming Obstacles Life Skills Program developed?

The 1992 United States Department of Labor report, *What Work Requires of Schools: A SCANS Report for America 2000*, outlined the skills employees need to succeed in the twenty-first century workforce and how employers and communities could ensure that students learn these skills. In response to this, the Overcoming Obstacles life skills curriculum was developed and, since its inception, it has helped over 46,000 educators across all fifty U.S. states and one hundred additional countries teach more than 15 million young people the communication, decision making, and goal setting skills they need to be successful in life.

2. In which settings can Overcoming Obstacles be taught?

Overcoming Obstacles is taught in a variety of settings, including advisory periods, after-school programs, peer mentoring initiatives, and infusion into core content classes. Educators can contact CEF for assistance with creating implementation plans that meet the needs of their schools and students.

3. What skills and topics are covered in the curriculum?

Beginning with essential communication, decision making, and goal setting skills, Overcoming Obstacles covers 25 additional skills, including:

- Anger management
- Bullying prevention
- Career preparation*
- College preparation*
- Confidence
- Coping
- Financial management*
- Leadership
- Personal health
- Problem solving
- Responsibility
- Self-esteem
- Service learning
- Stress management
- Study skills
- Time management

4. How much does Overcoming Obstacles cost?

All materials, training, and support provided by Overcoming Obstacles are available through the internet for *free*, now and forever. If preferred, printed copies of the curriculum and handbooks are available at cost.

* Included in the high school level only

FREQUENTLY ASKED QUESTIONS (CONTINUED)

5. How is Overcoming Obstacles free?

Overcoming Obstacles is a nonprofit US-based organization that receives support from individuals, corporations, and private foundations to fund its activities. In 2010, Overcoming Obstacles introduced the gifting initiative that provided its curricula to new school partners at no cost. In 2014, the board of directors expanded this initiative worldwide so the Overcoming Obstacles curricula, training, and support would be available for free to all educators, schools, and school districts forever.

6. How do I access the curriculum?

All of our materials are available for free as PDF downloads after registering for an account on our website. In addition to the elementary, middle school, and high school materials, a free app is also available for iPads and Android tablets.

7. Can I get a printed copy of the curriculum materials or handbooks?

Printed copies of the curricula and handbooks are available for purchase at cost. To order, please call 1-212-406-7488.

8. What types of students benefit from Overcoming Obstacles?

Our program will benefit your entire student body, no matter their struggles, talents, or circumstances. Through Overcoming Obstacles, students who are experiencing academic and social difficulties will be able to improve their time management, goal setting, and study skills. Students who have already excelled academically will be able to learn and practice confidence, independent thinking, and leadership skills. Through life skills instruction, all of your students will improve their attendance, behavior, and chances for graduation.

9. What is included with ongoing support?

You can contact Overcoming Obstacles for information on best practices and help with implementation planning that includes assistance with lesson selection and suggestions for tailoring the curriculum to students' needs.

FREQUENTLY ASKED QUESTIONS (CONTINUED)

10. What are the differences between the three levels of the curricula?

All levels of the curricula incorporate the same philosophy, pedagogy, and structure. They cover similar topics, such as problem solving, conflict resolution, and stress management, but do so in an age-appropriate manner. The elementary school curriculum is divided into two levels: Kindergarten through 2nd grade and 3rd through 5th grade. Both levels are designed to introduce specific concepts and skills that will be reinforced as the child grows. The middle school curriculum presents skills that are relevant to the needs of younger adolescents. The high school program reinforces and develops the same skills with applications that are relevant to the needs of teenagers, and includes lessons on continuing education, employment, and financial responsibility.

11. Does the curriculum have to be taught in a specific order?

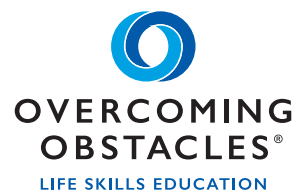
With the exception of the *Getting Started* and *Looking to the Future* modules, the modules can be taught in any order and prioritized according to topic.

12. How much personal information should I disclose to my students when facilitating a group discussion or activity?

We recommend that you only be as forthcoming as is appropriate within your school. The Overcoming Obstacles curriculum materials create a positive environment that encourages student-centered discussions; the conclusions and questions for assessment included at the end of every lesson provide a guide to facilitating these discussions.

14 What should I do if a student does not want to participate?

If a student is hesitant to participate in group activities or discussions at first, allow him or her time to sit back and observe, and then offer another invitation to join the group. Like many adults, some students may not feel comfortable talking about themselves in group settings or participating in team activities. If the student still expresses reluctance, let him or her know that everyone's participation in the group is vital and work with him or her to identify solutions. When students realize that the activities are engaging and build on their strengths, they often join in and become enthusiastic participants. Overcoming Obstacles will help students discover a different side of themselves, and it is your role as lesson facilitator to help them start the process.



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