

The Roots Curriculum Part 1



For student-driven positive school climate
Princeton University, 2013

Online archive and supporting materials for this
curriculum can be found at:

<http://www.betsylevypaluck.com/roots-curriculum/>

This curriculum is open access: Free for all interested parties

Evidence demonstrating the positive effect of this curriculum is described in the following peer-reviewed publication, based on a 56-school randomized controlled trial run in public middle schools, grades 5-8, in the state of New Jersey in 2012-2013.

Paluck, E.L. Shepherd, H., & Aronow, P. (2016). [Changing climates of conflict: A social network driven experiment in 56 schools](#). *Proceedings of the National Academy of Sciences*. Download for free at: <http://www.pnas.org/content/early/2016/01/02/1514483113.full.pdf>

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**Authorship is in alphabetical order. Our gratitude to Izzy Gainsburg, Tamara Halperin, Monica Hannush, Alexandra Lieberman, and Rebecca Shaw for support of this curriculum development*

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Subsequent meetings are continued in the Curriculum Part 2

Meeting 1: Introduction

Goals: Introduce Roots students to one another and begin to develop group trust; Understand what the Roots Program is about; Preview what student involvement will look like the rest of the year; Convey an identity for Roots students, in particular their influential status as Change Makers, their ability to cause behavior change among their peers, their understanding of the school, and the Roots facilitator’s belief that they can make change happen.

Roots Bridge: “Bridges” refer to the work that takes place in between meetings. Ideas created within meetings will be adapted and reintroduced as materials in later meetings, and students are asked to carry out challenges between meetings that will be incorporated as well. This curriculum is dynamic, and many materials are created based on student input. Therefore the Roots facilitator must do prep work between meetings to curate and adapt student work, collect ongoing student input, and create fresh materials.

These explanatory Roots Bridge blue boxes will reoccur throughout the curriculum materials to detail between-meeting work.

At a Glance

Schedule

- Welcome!
- Activity: Name Game
- Discussion: Why Are You Here?
- Activity: MakeChange
- Discussion: Website Overview & Challenge

These orange boxes throughout the meeting plans offer helpful tips, flexibility options, explanations, and suggestions from the creators of the curriculum!

Materials

- Name tags and lanyards
- MakeChange paper slips (filename = MakeChange slips.doc)
- MakeChange box for collection
- “Sphere of Influence” Hoberman Sphere totem
- Challenge instructions (filename = Challenge 1.ppt)

File names will be listed here so you can search among the curriculum materials

Digital Materials

- Introductory Video (example, filename = condensedRootsVideo.mp4)

- Roots website for demonstration
 - Gallery of school photos
 - Poll and private message button
 - Gallery for Make Change images
- Outro Video (example, filename = condensedRootsRemixVideo.mp4)

Script

Welcome!
(3 minutes)

Our timing is based on 40 minute period.

Directions to the meeting facilitator ("Roots facilitator") are always italicized and in brackets. Words to read aloud to the students are in

[Have students take their nametag as they enter and sit where they like. Roots facilitator collects permission slips]

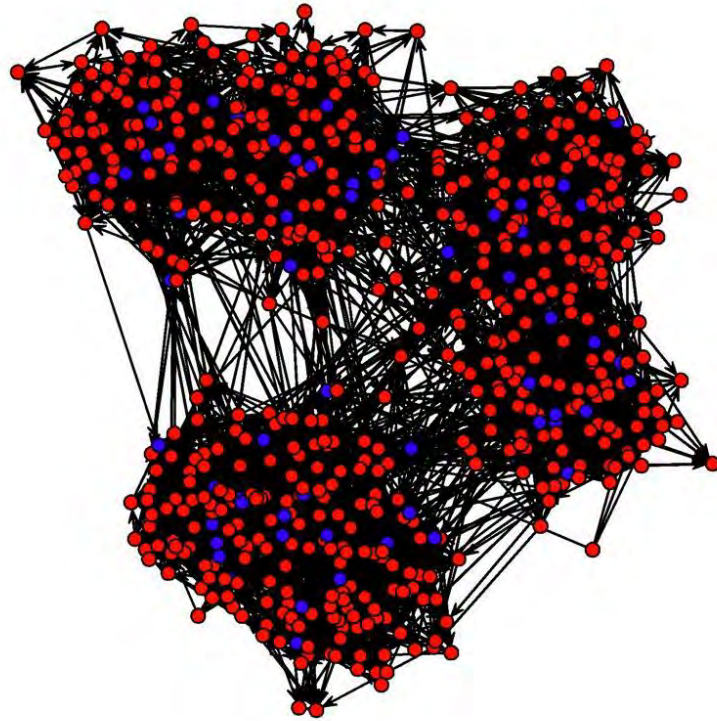
"Welcome to Roots! We'll talk about what Roots is, and why you're here, but first I'd like to show you a video."

[Play introductory video and pause on last frame, which is a picture of the school network]

Students will be chosen from multiple grades and may not know each other. Using nametags for the first few meetings will help introduce them to each other. Stylized nametags on a lanyard were designed to create a visual brand for the group, but any nametag works.



Creating a video was a fun way to introduce the playful mood of the program, provide a brief overview of the year, and signal that this wasn't a typical class. For an example, see file "condensedRootsVideo.mp4"



Picture of School Social Network

Activity: Name Game
(15 minutes)

“Before we get started talking about why you were all pulled out of class, and what the Roots program is, I think we should get to know each other a bit better. Put on your

This will be the first introduction to the larger group. With the back drop of the school’s network picture on the screen, students will share their name, grade, and in what area they are an expert.

name tags. Now let’s quickly go around the room, and introduce ourselves. Say your name, your grade, and one thing that you’re an expert at—this means, just something you think you’re good at.”

“To make this a bit more fun, I’ve brought this [*hold up Hoberman Sphere*], which is called the Sphere of Influence, to pass around. There’s a reason why we’re using this sphere, which I’ll explain later this meeting.

Only the person holding it should be speaking. When you’re finished, pass it to the person next to you. I’ll start!”

“I am X, and I’m an expert at the Roots approach. But I’m also an expert at eating pizza without a plate.”

[Students pass Hoberman Sphere, along as they do this activity. Facilitator takes back the totem at the end of the introductions]



Office Playground, Inc.



Top, a Hoberman Sphere; Bottom, "Sphere of Influence", a Hoberman Sphere expanded

The Hoberman Sphere functions as both a toy and a visual reminder of social networks.

Having a totem—an object students can identify with the group and the goals of the group— like the "Sphere of Influence" can help with later discussions – try making a rule where only the person holding it is allowed to speak.

"Now that we at least know each other's names, let's talk about what the Roots program is, and why we asked you to be a part of it."

Discussion: Why Are You Here?

(10 minutes)

There are several goals to this discussion:

- 1. Make it clear that we care about the students' opinions, that we're really interested in their feedback to us, and that we're willing to listen*
- 2. Set the tone for future open discussions: make it clear that it's ok to speak openly about the school and to disagree, as long as it's done with respect*
- 3. Give the Roots facilitator a better sense of the individual students, group dynamic, and major concerns of the individual students and the group as a collective. By understanding student expectations and past experiences, the facilitator will be able to explain the goals of Roots and how it might differ from other programs.*

Basics & Voluntary Participation

“Ok, so, I’m sure you’ve all heard something about why you think you’re here: maybe your guidance counselor told you, maybe you read the permission slip you had to take home for your parent’s to sign, maybe you’re just guessing from the video that was playing when you came in today. Some of you have already asked me, as soon as you walked in the door why you were brought here and what we’ll be doing today and throughout this year.

I first want to say: this program is completely voluntary. You do not have to be here if you don’t want to be here. You can stay for this meeting and see how you feel about it, whether you think it is your thing or not. I hope you’ll stay and participate for the whole year because we are doing something very new here, and I hope it will be fun for you.

Because the program this year was part of research, we emphasized that participation was voluntary. We recommend this approach to you, as it has the effect of encouraging students to participate because they want to participate, and increases their ownership of the program and the activities of the program.

This program is all about making your school a better place to be for everyone, helping all students to be more comfortable being who they are at school, and reducing

“This program is about making your school a place where all students feel accepted” could be the tagline of the program. It’s the most straightforward way to describe it, and will come in handy during the Taboo game in a later meeting.

the number of times students get into conflicts or drama with each other, or get into situations where one person is embarrassed, excluded, or feeling badly about themselves.

But here is the most important thing—we brought you here because we believe you’re the experts at your school, and this program is about you and what you think you can do to change your school. So before I say more, I want to know why you think you’re here. What are you expecting from me and from these meetings?

By the way, when you talk—and I invite everyone to talk in these meetings—I want you to know that our meetings are a safe space. That means it’s ok to say something negative about the school and it’s ok to disagree with each other as long as we all show respect. I’m asking for your cooperation in not spreading any sensitive things people might mention when they’re here.”

Gathering Perceptions & Questions

“So tell me—what are you expecting from being a part of this program? Do you have any questions, or did you hear things about the program?”

[Roots facilitator collects questions and comments, does not respond, and just says “we want to hear from everyone first.”]

Possible Student Responses:

- Our guidance counselor said that we were chosen to be part of an anti-HIB program because we’re popular.
- We had to fill out that survey last month for Princeton, so I thought it was something do to with our answers to that. I thought it was all anonymous, but I guess it wasn’t?
- I thought this might be related to our [insert name of school’s other anti-HIB program/club], so I thought we’d be making posters and learning more about bullying and bystanders and things.

These responses were not common, but we wanted to be prepared with the answers. Generally, students will be interested in what the program is about.

“Have you been involved in those sorts of programs in the past? What do you think of them? When you hear that you’re doing an anti-HIB activity, what do you expect?”

Possible Student Responses:

- A lot of the time these things just exaggerate everything. Like there is serious bullying out there, but a lot of times people get in trouble just for jokes because people make such a big deal out of it.
- These things make it seem like there’s always bullying right around the corner, but it’s not much of a problem here.
- I think they tend to ignore some problems because they’re more complicated, or they make it seem like, as soon as an adult gets involved, they’ll solve the problem, when really that can just make everything worse.

[Facilitator closes discussion after about 5 minutes]

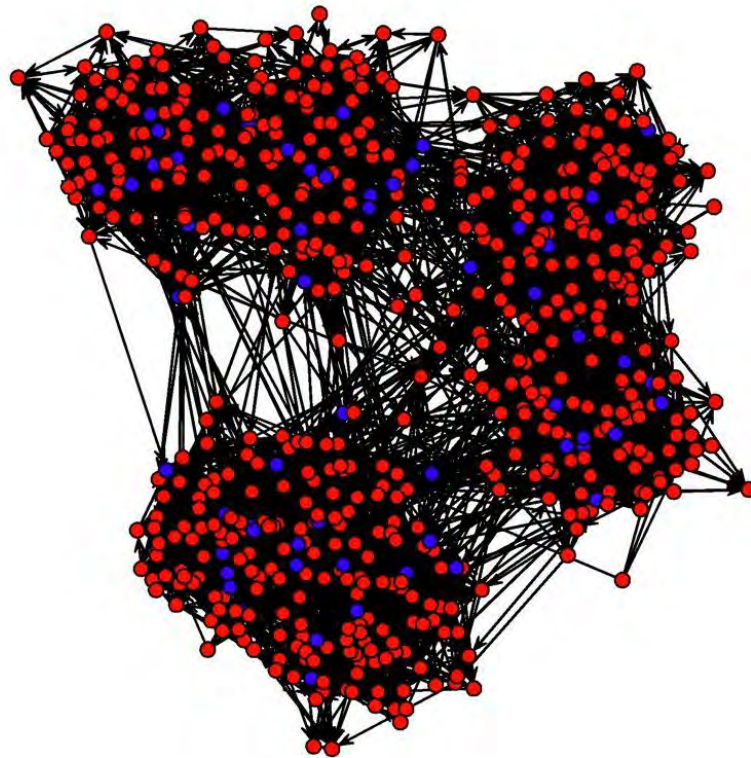
YOU are the Experts, the Influentials

This section explains how social networks operate and empowers the students. They will leave with an understanding that they are a keystone in their school’s social network, and a feeling that they are being trusted to explain things that adults don’t see or understand.

“So let me tell you the basics about our program. The goal is simple—to make this school a better place for everyone to be. What is different about us is that we don’t think we have the answers, we think you do. We came to your school to find the experts who could tell us how to do it—and those experts are YOU.”

“You were nominated by students at this school as people who spend time with a lot of different students, people who are noticed by a lot of people. That means you know a lot about this school, and it means that other students see and pay attention to what you do and what you say. You have a big influence on what other students at this school think. Do you see this picture? [Point to network picture on video screen] This is a picture of all the relationships at your school. The circles are students. You are all the circles that are colored in. Can you see how you’re at the center of things?”

This explanation can be adapted to the selection process of your school, but it is important to emphasize that the students were selected because of their influence over other students. It may be important to remind students that people can be influential in different ways, that not everyone in the group is influential in the same way.



Social Network Picture

“So we believe that it is you, the group of people in this room, who can best understand what is going on at your school that makes people feel bad, angry, embarrassed, excluded. You also best understand what is going on here that makes students feel comfortable, like they belong, are accepted, and are respected. You are not just experts at the things you told us about [*use some examples from what they said in Name Game*]*—you are experts at your school!*

Network Explanation and Change Makers

“Part of being an expert at your school is that you can be a Change Maker. Take a look at the Sphere of Influence [*hold up Hoberman Sphere*]. Imagine these green spots are all students at this school, and they all know each other. One green spot is connected to five others. But each of those five others is connected to four more, and soon you see that even though two dots, like two students, may not now be connected to each other, the whole sphere is connected just like the whole school is.”

This section explains that students have the power to make changes happen in their own friend groups that can spread throughout the school. This is key!



“Sphere of Influence”, Hoberman Sphere expanded

“We believe that you are the experts, and that your behavior influences the behavior of your friends and their friends. You don’t have to be ‘popular’ to have this kind of effect. You just have to participate in what we’ll be doing in the group this year and take it outside the group. We believe that the changes you make are going to spread out across the school’s network, as people pay attention to what you do.

So this year, we are going to ask you about what conflicts you see at your school—times when students feel excluded, when there is drama, or fighting, or mean jokes, or jokes that hurt people’s feelings, or rumors. How do people respond in ways that help

the situation? These are all examples of conflict that happens at many schools. We'll ask you what happens very frequently here, and we'll help you to figure out ways that you can change this by changing how you approach these things, and by influencing other people.

This is your chance to be heard, and not only to voice your opinions and be listened to – but to come up with ways to make the changes you want to see in your school. We'll be doing activities, games, and also be learning how to create, edit and remix images and other things like the video you saw playing when you came in.”

“Think about the biggest problem that you have in your interactions with other students and with your friends. What’s going on among students at this school that you think needs to change? This program is about you: you define the problem and you’ll define the solution.”

Activity: MakeChange (5 minutes)

For this activity, you ask what students would want to change at the school if they could, and give them slips of paper to write out descriptions of the problem. The goal is to encourage students to share what bothers them about how students interact with each other at their school, and the format is designed to help them express their concerns in a safe, anonymous manner. During the next meeting they’ll reflect on everyone’s submissions.

“So here is our first activity. Think about the conflicts and problems in relationships between students at your school. What would you, as a Change Maker at your school, try to change about how students interact with each other if you could? Your answer is anonymous - write down your answer, and don’t put your name. I’m going to collect your responses in this, the MakeChange box.”

“We think the changes you have to offer are very important, we want them be viral within the school. Our developer back at the lab has created a software program that will make your MakeChange comment just as cool looking and shareable as the stuff you see online (you may know them as tweegrams, textgrams, tumblr confessions or memes). So make sure you take time and thought to craft a comment worth sharing. We will discuss your MakeChange comments in the next meeting.”

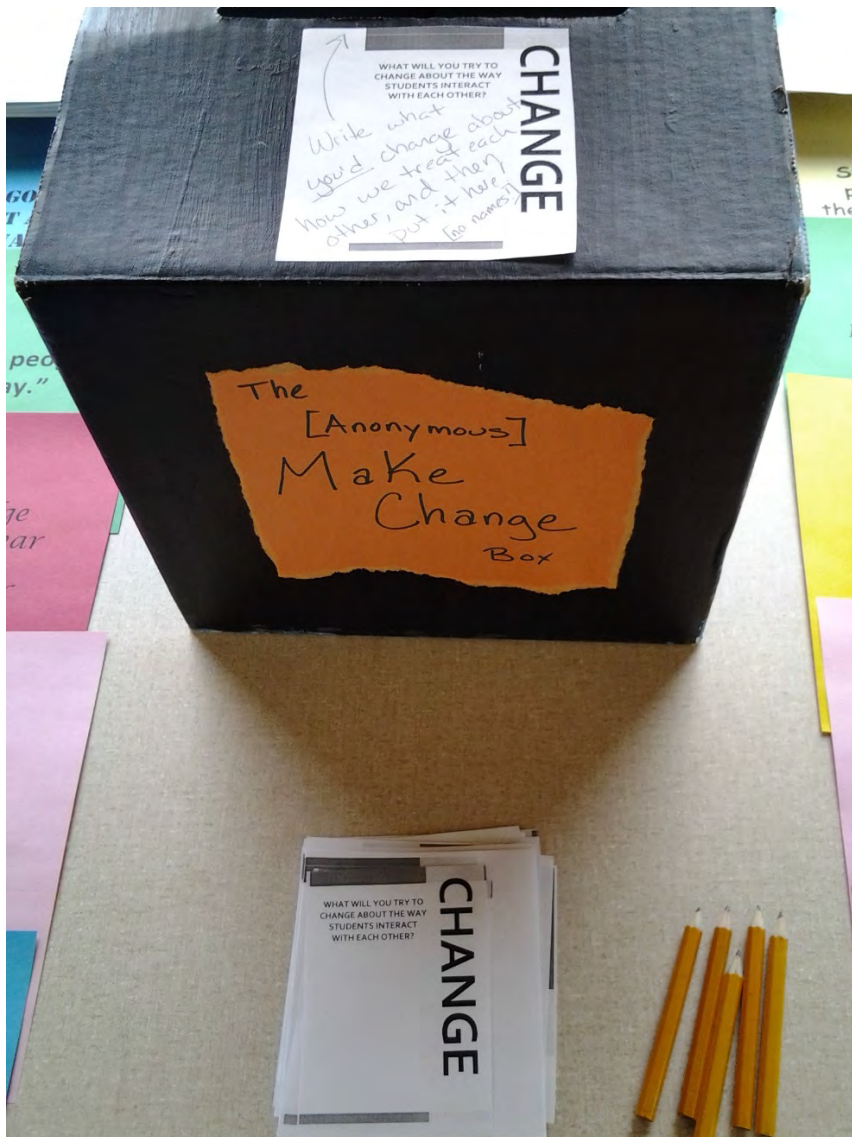
Make Change slips are just slips with a prompt – they can also be blank scrap paper.

[Roots facilitator passes out the MakeChange slips]

MAKE CHANGE HAPPEN!

What would YOU like to change about how students interact with each other?
(no names)

[Roots facilitator helps any students who are having trouble thinking of what they'd like to change. It's okay if they can't think of anything. Students submit their changes in the MakeChange box.]



A ballot box, bag, or sealed folder all work well as a MakeChange Box

Website Overview & Challenge (5 minutes)

Showcasing Website

“We have created a website that is just for this group, for you to keep in touch, to get inspired, to share your experience as change makers, and to get news and updates about the program. We will give you each your own login and password, which you can change if you want.”

The website is used to interact with students between meetings. It provides a safe space for students to interact only with other Roots students, share ideas, and see work they created. This could also be accomplished using a Facebook page, Tumblr, or bulletin board.

[Project website page onto screen]

“This is sort of like your wall on Facebook or like a tumblr, but it’s only for this group. Right now you can see a picture of your school, but soon we’ll have the things you’d like to change posted up here as well so that you can read what you all contributed and the way we’ve put them into a design. I, and other members of the Roots team in Princeton, will be updating the website regularly, so keep checking to stay up to date. If you’re not online, that’s ok too, you can let me know so that I can give you another way to look at the MakeChange gallery.”

[Show the website log-in process and gallery]

“Our web developer will format all of your MakeChange ideas that you just put into the Change Box into images that are easily to share online or to print. If you’re curious to see what everyone in the group wants to change, check out the MakeChange gallery on the website before the next meeting.”

Challenge Instructions

“Each week, we’ll have a challenge for you in between the times that we meet. This week, I’ll be passing out sheets with the web address of our website, and your username and password so that each of you can log on and check it out.”

[Hand out individual challenge instructions to each student]

“So your challenge this week is to log on and check out the galleries and other features of the website. There’s also a poll on the website where you can vote for what music you’d like to play at our next meeting. There’s also a feature to message me privately. We will be collecting and creating images and video over the course of the year. You

can always submit clips and pictures to me, either online or in person, so that they can maybe be incorporated sometime this year.”

“Our next meeting is not next week, it’s the week after that, on XX day and time.

“I have one more video for you before you leave. Thanks for coming, see you next time!”

Check out the example remix video in the file called “condensedRootsVideoRemix.mp4”

[Play Remix outro video on screen. Collect nametags before they leave]

Meeting 2: Identity, Group Trust and Awareness

Goal: Students will get to know each other, begin to build trust, and begin to become aware of how their own behaviors play a role in creating or diminishing conflict. The challenge will ask them to reflect on patterns of behavior in the school in preparation for crafting solutions in later meetings.

Roots Bridge:

Reformat the student comments from MakeChange in Meeting 1 into simple, colorful, and uniform pictures (see examples in your materials folder). Students should view these in between the meetings (either online or in person) and be able to show them to others. Choose the most common, unusual, or poignant change ideas and create a presentation of these images in Powerpoint, on poster board, or in a photo gallery to share during the meeting. Prepare a few thoughts or questions of your own to stimulate the discussion.

Create an interactive feature presenting realistic hypothetical scenarios for students to discuss and to furnish an ending. Here, [Xtranormal videos \(www.xtranormal.com\)](http://www.xtranormal.com) with written scripts are used – giving students the option to make their own videos OR write a script – but skits, storywriting, or improv would also work well.

If possible, **put together a playlist** of the music they voted for during or after the last meeting. The music is meant to provide a way for students to want to participate between meetings, to allow them input into what happens in the meetings, and to make meetings fun!

At a Glance

Schedule

- Introduction
- Discussion: MakeChange Debrief
- Activity: Speed Chat
- Activity: Self-awareness Thinking Cap
- Activity: Social Norms Challenge
- Activity: Photoshoot

Materials

- Nametags

- Thinking Cap Flowchart paper for each student, (filename = Flowchart color.pdf)
- Xtranormal handouts (filenames = Scenario 2.pdf ; Scenario 3.pdf ; Scenario 4.pdf)
- Challenge Instructions (filename = Challenge 2.doc)
- Camera

Digital Materials

- MakeChange slideshow (example, filename = Example Make Change Presentation.ppt)
- Slideshow of Speed Chat prompts (filename = Speed Chat.pdf)
- Color Thinking Cap Flowchart to project on screen (filename = Flowchart color.pdf)
- Example action-reaction Xtranormal video (filename = examplescenario.mp4 ; or <http://youtu.be/WNmZdLJ172g>)
- Xtranormal scenario videos accessible to students (filenames = football game without ending.mp4 ; math test without ending.mp4 ; pizza place without ending.mp4)
- Comment box on website for their Xtranormal responses
- Music playlist from student votes

Script

Introduction

(1 minute)

[Play music selection as students enter. Collect permission slips and hand out nametags]

“Welcome back to your second Roots team meeting! Last week your challenge was to go to your Roots website and check it out. Did everyone see the site? What did you think? Do you have any questions about it?”

[Allow a moment for questions, and move on if there are no comments]

Discussion: MakeChange Gallery Debrief

(7 minutes)

[Project MakeChange gallery on screen]

“Last week we talked about how we’ll be spending a lot of time this year making change at your school. So why is it we want to change how things are here? Did

everyone check out the anonymous Make Change wall on the Roots website? As you can see, our developer used a software program to add some style to your comments because we think they are really important to highlight and talk more about. Here *[gesture to screen or posterboard]* is the gallery of the things you Change Makers would like to make a difference on at school. Let's look through the gallery and talk about some of these ideas."

[Invite comments as you go through the gallery. If the discussion doesn't ignite, move on to Speed Chat after a few images are shared]

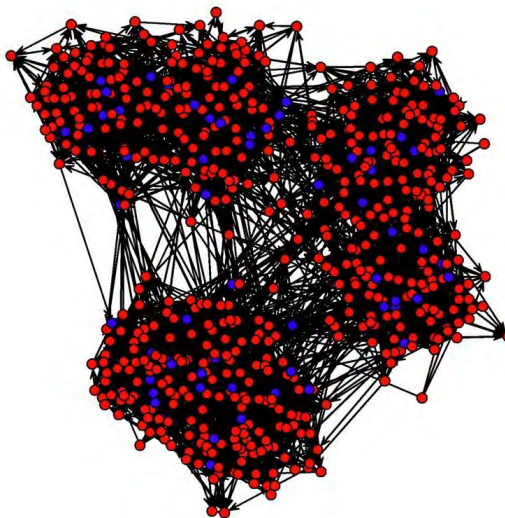
"Feel free to stop me if there is an image you want to say something about. Remind me of your name too!"

Suggested comments from Roots facilitator

- This image, for example, really struck me. Why do you think someone wrote that?
- I hadn't thought about this before. Is this really a big issue here?
- I'm not sure I understand what this means. Can someone explain it to me?
- Geez. This one kinda bummed me out. How can we help someone who feels this way to feel better?
- Haha. This person is having a good time. What else do you really love that happens here?

Students like being asked to explain things to adults. "What does this mean?" and "When does that happen?" and "Is this the same for all grades, both boys and girls?" are the most successful

[Stop on last slide, the network picture]



Social Network Picture

“Do you all remember this from the last meeting? You’re all part of this network, and that’s why you’re here. These things affect not just you, but your friends and social groups as well. This is why you’re here – you’re the experts, the ones who know what’s going on, and you have the power to come up with making these changes happen!”

Optional idea: Introduce the MakeChange Box as a regular feature, either open to anyone to submit comments at the beginning of each meeting, or as a public space for the general student body. Regularly visiting these comments and concerns would encourage students to troubleshoot problems as they come up.

You may want to have the students come up with their own name for the group to create additional investment!

“Remember these images. You came up with these ideas, and these are the things that you all can change. I am 100% confident that you all know this school better than anybody else, and you can come up with the solutions together. But part of working together is first getting to know each other, since you are all the Change Makers of this school.”

Speed Chat (15 minutes)

Goal of this activity: Build trust, have students start thinking about friends and conflict, segue into deeper thinking about behaviors and conflict

“You don’t have to become friends or hang out outside of Roots meetings, but you’ll all be working together to make a big, positive impact on not just your friends, but everyone in this school. A big piece of that is being respectful with each other.”

Speed Chat was a favorite activity among students! Students may not be completely comfortable at first, but they remembered this game for months. Add questions, mix up the groups, and revisit this activity often to loosen up students and touch on new topics.

Safe Space

This discussion starts building trust among the group and facilitator so that students feel comfortable talking about real issues and later to create solutions.

“Everything we talk about here is safe and confidential. No one here will judge or tattle. So when you’re talking to each other, please remember that this is a safe, encouraging place for you to talk about yourselves and what you think about school. I will keep private what you say here, unless you want me to tell someone else. I’m also asking that if someone says something

personal in this group, please do not share it outside of the group. Please know especially that we are not interested in any identities or names of anyone involved in situations you speak about, so please don't include anything like that when you share with the group. We are not exposing anyone. In this program we are also interested in the big picture, patterns and trends. So I encourage you to feel comfortable and if at any time you don't feel comfortable, let me know and we'll address it."

Rapid-Fire Conversations

[Count them off by twos. Arrange them into two parallel lines and have one move each time with the person on the end cycling back to the front of the line.]

Can also be done with two concentric circles, sitting or standing. Space students so they're not tempted to talk to their neighbors.

"Now we're going to get to know each other better. I'm going to give you a topic, and I'd like you to talk about it with each other for just one minute, rapid-fire style. The only rule is that each person has to have a chance to talk before the minute is up. And remember while you're talking to each other to be respectful. No judgment."

[Show prompts on the screen and read aloud. They have a 1 minute conversation with the person across from them. At thirty seconds, the facilitator announces "Halfway!" At the end of one minute, facilitator calls out "Move right!" and the people on one side of the line will move one space over to the right. This will happen eight times. If there are an odd number of students, the facilitator will sit in and participate]

One minute is a guideline. Instead, move along whenever the talking starts to die down.

Conversation Prompts

- Talk about your first name and why you think your parents named you that
- Tell each other about your favorite TV show or song
- Tell each other a few things about your friends
- Talk about a new trend you've noticed in school this year
- Name one thing you do that none of your friends do, and explain it
- Talk about what other students at school do that makes you mad or sad
- Talk about what causes drama or problems between people at school

A mixture of simple and thoughtful topics gets them comfortable talking to unfamiliar students, and provides a transition for discussing more sensitive issues.

Present these questions in a fun format with images to keep the activity casual. See file "Speed Chat.pdf" for an example made using Prezi (www.prezi.com)

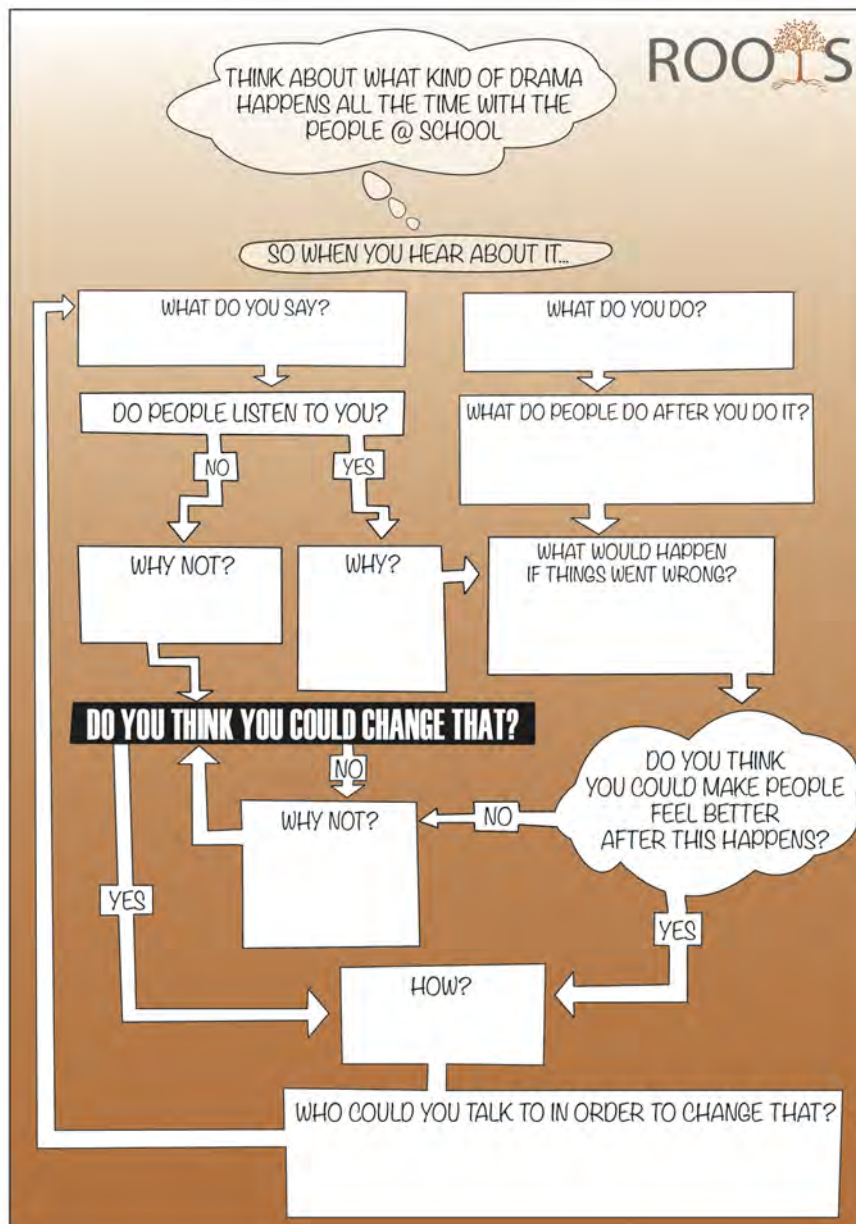
“You all did a great job talking and listening to each other. As you talked to each other, you probably realize how different each person is. You all have different backgrounds, different groups of friends, and different ways to see how problems and drama come up at school. It’s great that you all see things differently, because this shows how you all influence different parts of the school and how your friends behave. So now that you have these different ideas from talking to each other, we’ll put it together. How do you see what happens at school? How do you think about it? You may think about the same problems at school in different ways.”

Self-Awareness Thinking cap

(10 minutes)

Goal of this activity: Reflect on conflict and change at school, and reflect on how other students see their own reactions to conflict.

[Keeping students grouped by grade, or by whom they seem most comfortable with, divide them into pairs. Hand out the flowchart worksheet. Project the flowchart onto the screen]



There are no right or wrong answers to these questions, as it's simply an exercise in becoming aware of their own behaviors, as well as their influence on others.

Flexibility: This is adaptable depending on the group. If they're not feeling talkative yet, they can do the worksheet on their own. If they're already comfortable, they can do it in pairs or as a whole group. Let them work as they feel comfortable to encourage self-reflection and awareness of social norms.

Having students work with those they're already comfortable with fosters more conversation.

“This flowchart shows different ways you can think about problems at school, your reactions, and other peoples’ reactions. Start here [gesture to the thought bubble on the top of the page] and think about the questions. You can write down your answers or just keep them in your head. The problem or cause of drama could be big, or it could be small. It could be something that involved just you and another person, or you and more people. It could be something that you felt, but didn’t say. If you have never had

a problem with someone, think about the last time a friend did. Then discuss what you think with a partner. There are no right or wrong answers, so I expect you to be honest and realistic. You and your partner may see things in different ways, and that's okay to discuss those. Follow the arrow and move on to the next question, think about it, and then discuss it. Your pathway and your partner's pathway may be different. And that's okay – there's no right pathway, this is just to get you thinking about how you see problems and drama at school."

[Play music while they work. After about ten minutes of discussion, fade out the music playlist and ask them to stop. Once everyone's stopped talking, cut the music]

Playing music they chose keeps the mood light and reminds them that the program is their own.

"So when going through these questions, did you mostly take the same path as your partner or not? Did you feel like there were some paths that you should take, and some that you shouldn't take even if you wanted to? It's good to keep those things in mind, because there are other ways to react to situations than how you usually do. You can see this in the different paths you and your partner may have taken. Flowcharts like this one (which you can keep) are useful to help you think through a situation and what you can do to respond. They can help you come up with different paths."

Student Reactions Challenge

(5 minutes)

"Okay, we're almost done, so let's talk about the Challenge for this week!"

Example Scenario – an Xtranormal Video

"Have any of you ever wanted to write a play or movie? Well, it's your turn to write a script. And to do this, you'll get to draw on what happens in real life with you and your friends. I've started the script, but you need to write the ending, and there are lots of different ways it could end, just like the different paths you can take in the flowchart. Let me show you an example of a situation with a few possible endings."

[Project the Xtranormal example scenario with endings; <http://youtu.be/WNmZdLJ172g> or file ExampleScenario.mp4]

"This is from a website called Xtranormal. It's a website that allows you to make animated characters perform a story that you've written. The cartoon characters have different voices you can choose."

YouTube Links

[Scenario 1 \(example with ending\)](#)

[Scenario 2: Math Test](#)

[Scenario 3: Pizza Place](#)

[Scenario 4: Football Game](#)

Challenge – How do students in your school react?

There are a few more of these videos on our website, only they don't have any ending. So those of you who have internet can go to your Roots website and watch the videos to see how the drama gets started, then you think about how people in the video might react. There will be a place for you to write out the rest of the script with how you and your friends would usually react to this type of scenario - NOT what you think is right or wrong. Not all the scenes will be things that you've seen happen before, so you can just skip those ones if you want.

The reason we're doing this is to bring together all our ideas about the kinds of things that happen in this school, so we can start to think of ways to change it. You could see from our circles activity that everyone has a different perspective on the kinds of problems they observe between people at this school. So we want to know what's realistic—what *actually happens* at your school—and what you feel comfortable doing in different situations.

There's also a link for Xtranormal, so if you want to make your own videos. If you don't have internet access, I have the script written down so you can take it home and finish it."

Now that they've discussed some problems at school during MakeChange, and begun reflecting on their own behavior with the flowchart, students move on to assessing how other students usually react by creatively constructing realistic skits. In the next meeting, they'll move on from awareness activities to brainstorming solutions to the issues they've identified.

[Pass out Xtranormal scripts for those not online. The files are: Football Game Scenario Worksheet.doc, Math Test Scenario Worksheet.doc, and Pizza Place Scenario Worksheet.doc.

Make a plan for students returning their written endings to you so the videos can be made to show next time]

SCENARIO 2:
CAFETERIA, FRIDAY, 1P



Hi you guys! How are you doing?

Pretty good, how about you?

BILLY: Oh, I'm good. Just finished my math test.

JOEY: Awesome! How'd you do?

BILLY: Pretty good. Not as good as all those Asians in the class though.

JOEY: What do you mean, "all those Asians"?

BILLY: You know, all the Chinese and Indian kids. All they ever do is study. And all their parents ever do is force them to study. "You will study now, you will not go outside to play EVER!"

ANNA: And their mothers are terrible drivers!

BILLY: Hello, I just overheard what you said about Asian kids and their mothers...

JOEY: PRECIA

WHAT COULD HAPPEN NEXT?...

(FLIP OVER)

NOW IT'S YOUR TURN... WHAT HAPPENS NEXT?



KEEP WRITING MORE DIALOGUE IF YOU WANT!

If possible at your school, it may be fun to take pictures of students to enhance a feeling of membership with the program and to build camaraderie. Post the photos someplace private so that students can claim them to share with their friends or online.

"Be sure to write what you think! We will choose a few to make into a video that you'll be able to watch the next time we meet. And while you're on the website, vote for next week's music!"

[Start the song week's chosen song. Walk around to each student, pass out the Challenge Instructions, and ensure everyone has written scenarios who wants them]

Roots Bridge: Keep the MakeChange images available for students to show their friends on an online platform like Instagram or Facebook, or to post around school.

The Student Reaction Challenge can easily be completed using the provided PDF worksheet files, or with students creating their own videos (via Xtranormal or other mediums). Originally, students submitted their endings to the Roots website, and the facilitator chose the most well-developed and realistic endings to finish the videos for discussion (see Meeting #3). The same effect could be achieved through a skit workshop, storywriting challenge, or improv game. With any option, ensure the scenarios are presented to the group, which brings awareness to everyday challenges, and discussed as a group, to expose differing perceptions. Be sure to choose realistic endings, as this illustrates your trust that they are the experts. Validating students' experiences re-enforces this idea and will get them invested in creating solutions.

Meeting 3: Student influence and reactions to conflict

Goals: Students will become aware of their own influence and how they can begin to change their own behavior and react to situations in more positive ways.

Roots Bridge

Edit XtraNormal videos to add in scripts from students. If students wrote in endings for the videos, take these endings and finish the videos by adding in the endings. An option would be to give students the videos and have them edit and create the new videos.

Write Bank of Behaviors prompts on large paper, one prompt per sheet (see Bank of Behaviors section for prompts).

Draw branching network on another large sheet if desired.

Create a music playlist. We had students vote on favorite songs on the website, but another option would be to just create a playlist from Top 40 favorites.
If time: Write names on groups worksheets, write names and next meeting day/time on challenge instructions.

At A Glance

Schedule

- Introduction
- Activity: Pay it Forward
- Discussion: Reaction to Reactions
- Activity: Bank of Behaviors
- Activity: Challenge #3

Materials

- Digital device (tablet, computer, etc)
- Groups worksheet for social groups (1 per student) (filename = Social Groups Handout)
- 7 sheets of large paper and tape for Bank of Behaviors prompts
- Markers for each student
- Bank of Behaviors handout (filename = Bank of Behaviors Handout – Blank.pdf)
- Challenge instructions for Meeting #4 (filename = Challenge 3.pdf)
- Locker posters (filename = Locker Poster.pdf)

- Nametags for those missing in Meeting #2

Optional Materials

Contact cards with website and contact info

We found it useful to continually remind students of how to connect with us, but that may not be necessary if the program facilitator resides at the school.

Digital Materials

- Groups prompt presentation (filename = Social Groups Prompt.mov)
- Pay it Forward clip (filename = Pay It Forward clip.mp4)
- Network visualization image (filename = Network Visualization.jpg)
- XtraNormal reaction videos (created from the scripts that students wrote)[OPTION: Have students create the XtraNormal videos themselves] (filenames = Football Game with Ending.mp4, Pizza Place with Ending.mp4, Math Test with Ending.mp4)
- Music playlist
- Bank of Behaviors prompts (filename = Bank of Behaviors Prompt.pdf)

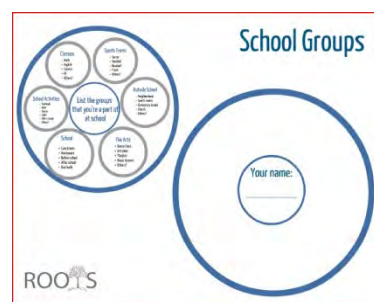
Script

Introduction

2 min

[Have Bank of Behaviors papers and branching network paper posted around the room. Branching network paper has a hand-drawn branching network to illustrate the pay it forward concept. Music selections that students voted for on the website are playing as students walk in. Roots facilitator stands by door and passes out Groups worksheet, then directs students to sit and write down some responses to the prompt on the worksheet (can also be projected for all). The prompt asks students to list all the groups they're part of, and can include examples specific to their school: athletic teams, clubs, and other in-school electives and extra-curricular activities. Make sure students put their names on the worksheet.]

Groups worksheet



“Welcome to our third meeting, Change Makers! Later I’m going to share the video versions of some of the scripts you all wrote, but first I want to talk about one of the biggest reasons we’re here: **to make change happen in your school**. You were selected because you are an influential, and you are all influential in different ways. If you remember the MakeChange wall on our website from the activity we did in the first meeting, it shows that there are quite a few things that you want to change here at your school. Some of these things are hard to change, and others may seem easier. Making change seems like it’s something really difficult. You may be thinking that you’re only one person, so you can’t reach that many people. But you can.”

We wanted to always repeat the basic message of the program about students’ ability to make change at their school.

Activity: Pay it Forward

5 min

“I’m going to share a clip from a movie that came out about ten years ago called “Pay It Forward”. It looks a little retro, but pay attention to the idea the main character puts forth in the clip.”

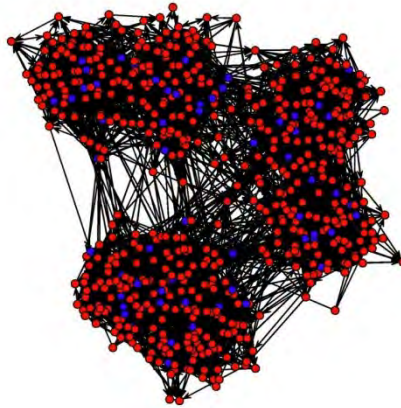
[Project the Pay It Forward clip]



Pay It Forward branching image

“This is just to think about how you can be a change maker, even just among your group of friends. Did you see the network he drew? You all don’t need to create that from scratch. Remember this?”

[Show network picture]



School network picture

Each colored dot is a person, and those blue dots are you; they are all connected to make a larger network. You're already well-connected at school, and there are a lot of people you talk to and hang out with all the time. Look back at the sheet you started to fill out at the beginning of this session. These are all the groups of people you hang out with, and you're the link that brings all those groups together."

Discussion: Reaction to Reactions

10 min

"Take a look at your worksheet, at the list of groups you put down. These are all the people you see and talk to regularly. Think about how different some of these people are from each other. I took the scripts that you created and turned them into XtraNormal videos. Keep all your social groups and their different personalities in mind as we go through the scenarios."

[Show XtraNormal reaction videos. Have three different scenarios to share. Stop after each XtraNormal video and ask if they would all react the same way. Determine appropriate viewing order based on the scripts. Our videos were shown in the following order: Math, Pizza, Football.]

If students created the videos, have each group present their videos and lead the following discussion. Another option would be to print out the scripts and have the students act out the scenarios in person.

"Is this what you see happening? Does this make sense to you? How you would react? How would it differ with your friends? Look at your social groups you have listed on your sheets. Would the reaction change with each of these people?"

We found that this Reaction to Reactions activity prompted good conversation about the types of conflicts that occur, as well as interesting reflections on the responses that students wrote. Since many students did not watch the videos on our website, this was the first time that many students watched the video.

[Present students with the questions to think about following each video; there may be no responses, and if there's minimal response, collect their answers for a minute and then move on to the next video.]

Activity: Bank of Behaviors

15 min

“The scripts you wrote showed the ways in which you all would react, or the ways in which you’ve seen other people react in those types of situations. Sometimes it was positive, sometimes negative.

Let’s think about some situations that are positive – what makes you feel good? What makes you feel respected, confident, and like you can be yourself? Think about how it is that other students make you feel welcome and valued at school.

For this activity, you all need a marker. There are seven big papers taped around the room. Each one has a question on it.

Prompts on the papers:

- What can friends do to help you feel included?
- What can friends do to help you chill out when you’re nervous?
- What can friends do to help you calm down when you’re upset?
- What can friend do to help you express yourself?
- How can friends show you that they listen to you?
- How can friends show you that they care about you?
- How can friends show you that they respect you?

The concept for the start of Bank of Behaviors is to have the students focus on how they feel and then to flip the behaviors into something that they can use to help others. We were pleased with how the students responded to this activity.

Read each one, think about it, and write the action you would take on the paper. It doesn't need to be a complicated response, but it should be specific and real. You don't have to put your name next to your answer. We're creating a list of ways to make people feel comfortable, respected, and confident and ways to step back from drama and conflict. Your challenge is to write *different* responses to at least three of those questions, but remember: they have to be either things that have happened to you, or things you wish would happen. Once you're finished writing up your ideas, grab one of these worksheets, and write down one of someone else's ideas in each box. Pick any behavior that seems like something you could put into action, something possible for you, but make sure you have at least one statement from each poster in each of the corresponding boxes of the worksheet.

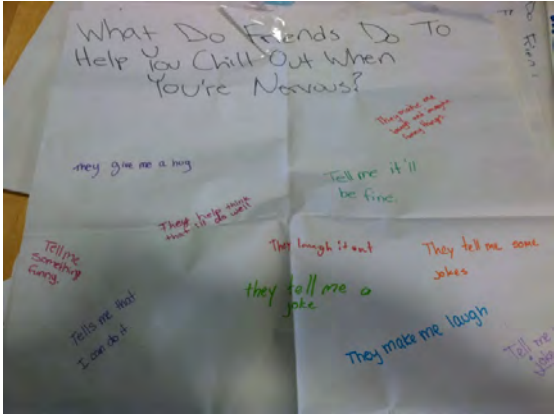
[Show Bank of Behaviors prompts on digital media.]



Bank of Behaviors prompts

An option for the music would be to have students create and bring in their own playlists that respect school rules about language and content.

[Play the music playlist they'd voted on]



Completed Bank of Behaviors sheet for one of the prompts

We found that students generally loved having pictures and videos capture the materials they made in meetings, especially when they got to operate the camera!!

Bank of Behaviors was a highly successful activity in many different schools. Students enjoyed having the opportunity to move around the room and reflect on the prompts. We were very impressed with the thoughtfulness and the care with which most students completed this activity.

[After ten minutes, have them return to their seats. Make sure everyone has the Bank of Behaviors worksheet.]

Activity: Challenge

8 min

[This is the big pitch. High energy! This is the start of MAKING CHANGE!!!]

“Time’s up! If you want me to take a photo of your work but I didn’t get the chance, see me on your way out at the end. The responses you all wrote look great. It’s easy to think about how other people have made you feel respected and accepted, but it’s harder to think of ways to do that for others. So what you all just did was create a list of ways that you can make positive change and start to pay it forward with your friends – you made a **Bank of Roots Behaviors**. In the Pay it Forward video, the main character said that paying it forward needs to be something big. For us to start, it doesn’t need to be something *too* big. Instead we can use this list of things that people have done for you, or you’d like them to do, and make a bank of behaviors you can go to when you want to make some change. Use these behaviors that make you feel accepted and welcome, and try them out on other people. Anytime you think someone is feeling short-changed, pay it forward by reaching into this bank of behaviors, and help them to feel valued and worthwhile. These people then might pay it back to you, or they’ll pay it forward and help everyone at school be themselves.”

[Have them look at the Bank of Behaviors worksheet]



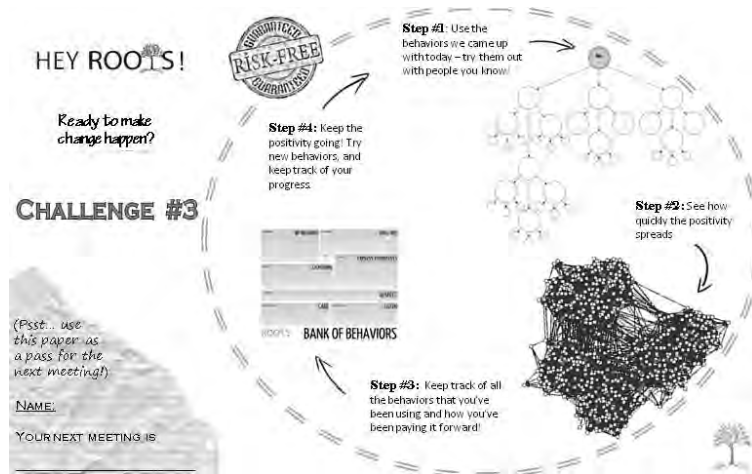
Bank of Behaviors worksheet

[Go around the room and read out 2-3 statements from each paper and have them write them down]

“Look at the list of groups you’re involved in, the groups that you wrote down when you first came in today. These are the people you can start with. Looking at your own list, it seems like once a change happens in one of your groups of friends, it will end there. But it doesn’t. Each person in those groups has their own list of people they hang out with, with different connections and circles of friends. Everyone in this room has their own unique list of groups, but some of you have the same groups, that you both reach as Change Makers. If we were to put everybody’s list together, we’d see how much they overlap, and we’d end up seeing everyone in school and how they’re connected, just like this *[show the social network, and draw circles and lines over the clusters]*. When you use the bank of behaviors to make change, you’ll see it going to different groups not just from your own influence – but from others as well. Soon the change will be everywhere, and it will no longer be a change – it will be normal.”

We used an app called Sketch on our tablets, which allowed us to draw on top of the network picture to explain the connections between the nodes and how influence spreads. An option would be to project the image onto a blackboard or whiteboard and draw on top of the image.

“I’m going to put this list, this bank of behaviors, on the website as a checklist, but you also have the worksheets that you’ve filled out, if you can’t or don’t want to go online. Your challenge over the next two weeks is to take the ideas from this bank, and use the behaviors you like best to make change with your friends.



Challenge #3

Look back at your list of groups one more time. When you look at the Bank of Behaviors on the website, think about which behavior would work best for different people in each group.

[Hand out Locker Poster]



Locker poster

Here's one way for you to keep track of the behaviors that you're paying forward. Write down a couple of behaviors that you know you want to try out over the next two weeks with your friends. Hang this poster in your locker, put it up in your room at home or tuck it into your assignment book. Every time you do one of these behaviors, put a tally mark.

If appropriate for your school, you could have students take a picture of where they keep their Pay It Forward tally and compile the pictures on the website for them to see!

As I said, I'll also put all of the ideas that you guys came up with on your website. Once they're up there, you'll be able to go to the website and check off the behaviors as you do them. Go back to the website as often as you want, to remind yourself of what you want to do and also to check off the behaviors as you do them. I'll keep tally and see how much is getting paid out by how many times you guys pay it forward.

"So give it a shot! Pay it forward and be the change maker with your groups of friends. When we meet again, I'll show you guys how you compare to other schools. Don't let those other schools win! You guys are the Change Makers here, so show off your influence!"

[Project the website to remind them to check it out. Show them where the Bank of Behaviors page will be and show them how to check things off.]

We had an interactive Bank of Behaviors on our website. All the student-generated items were loaded onto the website which enabled the students to click on a behavior they did to receive an encouraging response, and to show the other behaviors that students at their school were reporting. Offline options could include a large version of the Bank of Behaviors posted at school, with students putting tally marks next to behaviors. The key thing here is to remind students of all the various ways to pay it forward and to provide positive reinforcement for doing so.

The comparison with other schools was interesting for the students, but certainly not necessary.

"Remember to vote in the poll – this time it's deciding who you want to be like when you get older.

"This week's challenge is a big one, but I know you all are the best people for the job. You're the ChangeMakers here. You all are the most influential students in this school, though you are influential in different ways, and everyone who has the ability to make good change happen in this school is in this room. You were chosen to do this for a reason, and you all are the best equipped and most savvy people to make it happen. So report back on how it's going, and I'll see you all {next meeting time}! Hand in your Groups worksheet and remember if you want a photo taken of your work, to come see me before you leave."

We had polls each week on the website – some were silly and fun, others were more content-related. Polls are a great way to have students feel as though their voices are being heard.

[Play the exit music, and stand by the door collecting Groups worksheets, handing out challenge instructions and getting the last few photos.]

PASS OUT CONTACT CARDS AND/OR DATE REMINDERS WITH WEBSITE AND CONTACT INFO.

Meeting 4: Connect student-generated changes with behaviors

Goals: Validate the Bank of Behaviors, discuss experiences in paying forward prosocial behaviors, identify changes they would like to make at school, and match appropriate behaviors to make change happen.

Roots Bridge

Consolidate all the behaviors that students suggested during Meeting #3 and create a Bank of Behaviors handout. We put each school's specific Bank of Behavior on the school's Roots website so that students could click each behavior and receive positive reinforcement. Other options would include creating a large version of the handout, posting on a wall at the school, and having students put tally marks next to the behaviors, or creating an online form/survey that students could fill out choosing an individual behavior and where the results could be tallied at the end of a period of time. The key is to consolidate all the information from Meeting #3 into a bank of behaviors and then provide a way for students to track their progress paying it forward over time.

Create a graph or image which highlights the number of times in between meetings that students reported paying forward over time.

At a Glance

Schedule

- Introduction
- Discussion: Pay It Forward Challenge
- Discussion: Reporting and Discussion on Bank of Behaviors
- Activity: Influential Celebrities
- Activity: MakeChange v2
- Activity: Challenge #4

Materials

- Digital device (tablet, computer etc)
- Bank of Behaviors paper handout (1 per student)(filename = Bank of Behaviors Combined.pdf)
- Hoberman sphere

- MakeChange v2 handout (1 per student) (filename = MakeChange Version 2.doc)
- Markers (1 per student)
- Camera/tablet (optional: to take photos of students' work)
- Bank of Behaviors laminated handout (1 per student)(filename = Bank of Behaviors Combined.pdf)

Digital Materials

- Bank of Behaviors screenshot from website
- Infographic (filename = Infographic.mv4)
- Influential Celebrities (filename = Celebrity Influence.mov)
- Compiled Bank of Behaviors image (filename=Bank of Behaviors Combined.pdf)
- Website

Script

Introduction

“Today we’re going to figure out how to make change happen at this school. We’re going to work together and come up with real solutions. During the last meeting, you came up with an impressive tool to make change happen – the Bank of Behaviors.”

Discussion: Pay it Forward Challenge

3 min

“You all came up with a list of ways others have helped you to feel included, accepted, listened to, and respected. We flipped it into a list of ways to help others feel good – we call this the Bank of Behaviors. Last time, your challenge was to start using behaviors from this list with your friends.

“The second part of the challenge was to keep track of how many times you Paid it Forward by using behaviors from that list. We kept track on the website!”

[Show Bank of Behaviors screenshot]

Have a visual representation of your Bank of Behaviors, however you are choosing to represent it.

“This is a compilation of all the behaviors you came up with. If you clicked on the behavior to say that you used that behavior to pay it forward, it recorded when you did that.”

“And it wasn’t just you - almost 30 other schools around New Jersey paid it forward with their own Bank of Behaviors, too. All over the state, students reported back to our

website with all the Pay it Forward behaviors they're using with their friends to make their school a better place.

Depending on how you decide to have the students track their behaviors, you'll need to modify this section to reflect your outcomes. We found that students were often interested in hearing about students in other parts of the state. You may consider connecting with other Roots schools so that you can share this information as well! If not, then you can provide results that just represent your school.

[Show Infographic]

However you decide to track the Pay It Forward behaviors, you can create a graph or image that shows the average number of times that students paid it forward. We made a .gif (moving picture) file which showed the tree roots growing, which was fun but not necessary!

"On average, students reported Paying it Forward 6 times since the last meeting. Some did so as many as fifteen times!"

"See how the Roots are growing? [We showed them this site: <https://www.scrollkit.com/s/9RPvPy0>] We're getting to the root of the problem in middle school – things that you guys wanted to change, like being excluded, made fun of, or harassed – and we're replacing it with positivity and

acceptance."

"This is based only on the people that reported back to the website. Some people didn't report online and I know not everyone here did. You've probably been paying it forward even if you haven't reported it to Roots Headquarters. It'd be cool to compare how your school paid it forward to the other schools, so let's talk about how you all did."

Discussion: Bank of Behaviors

10 min

[Project Bank of Behaviors screenshot]

"Again, this is a list of behaviors you all came up with last time; things that work for you, and could work for others. Since not everyone reported back to the website, I'd like to know now how you all did."

Show your version of the Bank of Behaviors, whether online or an offline version.

[Move into reporting and open discussion. Keep track of what behaviors the students report; what worked and what didn't.]

Reporting Questions

- What do you think of the Bank of Behaviors?
- Which of these behaviors did you try out with your friend?
- Did the locker poster help to remind you to pay it forward and keep track?
- How did people react?
- How did you enact these behaviors? Did you do things more online or in person?
- Why did you do that behavior?
- How did you feel when you were trying to carry out these behaviors? Was it easy for you? Did you feel awkward? Why?

General Questions

- What is the easiest thing to do on this list?
- What behavior are you really good at?
- What is your favorite behavior on this list?
The things you want someone to do for you this afternoon!?
- Do you think people do behavior x more often than behavior y? Why?
- What is the hardest thing to do in this list?
 - Why is this the hardest thing to do?
 - Do you think you'd like to try this, if you haven't yet?
 - What happens when you do something hard like this?
- Do you feel you've made an impact with what you've done so far?
 - Likely Answer: No, not really, haven't seen much change
 - Response: But you have! Even if it's very small right now, you're making a difference. And today we'll talk more about how to organize to make bigger changes. Because you're influential, you get noticed, and YOU have the power to change the things that bother you about the way students interact at this school.

These questions prompted the students to talk thoughtfully about their experiences using the Bank of Behaviors. We also used the time to support and provide feedback on the students' efforts.

"This is a really special tool, because YOU created it and when all of you act to make a change, you really can make a difference across your school."

[Show the Hoberman Sphere]

“Think about the sphere of influence! Whenever you use one of these behaviors, it starts its way around the network to reach other people. That’s what today is about—starting to think through ways to get these behaviors and changes moving through the network!”

Activity: Influential Celebrities

3 min

“For last week’s poll, we asked you to vote on celebrities that you admire. We took a look at some of the things these celebs have done that make the world a better place. Let’s talk about how they’ve used their influence.”

[Play Influential Celebrities movie]

“So you can see how these celebrities essentially have their own Bank of Behaviors, right? They’ve decided what they want to change about their world, and they’ve figured out the ways in which they want to make that change happen. It’s a great thing because so many people watch and listen to what they do; they’re influential all over the world.”

“But they also have different things they want to change and different ways they use their influence, just like you all are influential in different ways here at school.”

“Now it’s your turn to use your influence. Today we’re going to do the same thing these celebrities are doing - combine what we want to change by thinking about how we’re going to make that change happen.”

This was a fun activity for the students. We chose a variety of celebrities (including a fictional character!) to appeal to different interests. We created the presentation online and converted it into a movie file, but it could easily be done using PowerPoint. Another option would be to have the students identify and research the celebrities, then present their findings to each other.

Activity: Make Change v.2.0

20 min

“As you know, you are the ChangeMakers at this school. In our first meeting, you all let us know something about the school you wanted to change. Think about what you wanted to change in that first week. Do you still want to change it? Think about the Bank of Behaviors – did it inspire you to want to change something different?”

We used a Bank of Behaviors from all of our schools, but you can continue to use the Bank of Behaviors that your students created. You could also integrate your students’ suggestions with the suggestions from students in the program this year. A final interesting option would be to provide a way for students to continue adding to this list over time, as they develop more expertise in using the Bank of Behaviors.

We're going to do MakeChange again, but with a twist.

[Hand out the compiled Bank of Behaviors, paper version]

“Schools all over the state made their own Bank of Behaviors and Paid it Forward over the past few weeks, and each school had slightly different ideas. We went through all the terrific suggestions and created a new Bank of Behaviors that combines everyone’s ideas; this new bank reflects the ideas of middle school kids all across NJ. What we found really interesting is how many of you had similar ideas about how to make your school a better place.”

Now you're going to use this Bank to figure out how to Make Change happen.

Instructions

3 min

[Hold up Make Change v2 paper while explaining.]

“Think about what you want to change about the way students interact at this school! Write your name on this paper. Follow the numbers to fill out each box.

First, you'll write what you want to change about the way students interact with each other at this school.

Next, you fill in each box with a different behavior from this new, compiled Bank of Behaviors list. It has to be something that you think would really work in that type of situation. Come up with as many behaviors as you can!

You can use your marker to highlight changes you like in the Bank of Behaviors.

You can work in groups or alone – however you're comfortable.

If you're working in a group, everyone writes their name on one paper, and everyone needs to share what they want to change, and agree on one change you all want to make happen.

In about ten minutes, I'm going to put all of you in small groups and have you share what you've decided to change, individually or with others. You will tell each other about what you want to change and how you think you can make that change happen.

I'm going to take photos of what you've written and put it on the

We wanted students to feel comfortable doing this activity, so we didn't force anyone to work in a group, but we did find that those working in groups really benefitted from discussing and agreeing upon a change.

Taking photos is an optional step, depending on whether you're using a website or another online presence. However, taking pictures of the students' work enabled them to take the sheets home with them but it also allowed us a good way to document their thoughts and ideas throughout the program.

website. So think carefully before you write!

Try to be as specific as possible when thinking about what you want to change – saying something like ‘No more drama’ is okay but something more specific like ‘Stop spreading rumors’ may be easier to tackle because there are real behaviors that you can identify that would help you to make that change.”

Remember that the Bank of Behaviors is just a starting point – for whatever you decide to change, the exact way of making that change happen may not be there yet. So find things that are on there, or jot down any new ideas that you may have. Feel free to draw pictures to illustrate what you’re thinking about.”

[Allow students to break out, on their own or into groups. Pass out MakeChange v2 papers and markers to each group or individual]

Activity

8 min

[Walk around, answer questions]

Sharing

9 min

[In small groups, ask students to present what they’d like to change and how they’ll do it. Take a photo of their MakeChange paper with camera or tablet; remind them it will go on the website.]

Example of completed MakeChange v2

[Hand out the laminated Bank of Behaviors and tell them to keep it for inspiration.]

[After they're done, tell each group they're free to Instagram, Tweet, or Facebook photos of their work.]

We had social media presences on multiple platforms. We found that Instagram was the best way to connect with the students.

“That was really fun to hear about all the things you want to change and the ways that you think you can do that. Take your MakeChange papers home with you and if you worked in a group together, check in with each other over the next two weeks to see how each of you is doing to make the change happen.”

Activity: Challenge

5 min

This week, the challenge has two parts.

Part 1

“I’m going to put your changes up on the website gallery. There will be a button you can click to record which change you’re making happen at school. You can also comment on the changes.

We found it was helpful to have a place where students could comment on each other’s changes and thoughts. An option would be to create a blog or a closed Facebook group, where you could post pictures and allow students to comment and discuss.

Part 2: Bank of Behaviors

“Take your ideas on how to make this change happen, and do it! Use the behaviors you just listed to make the change YOU want to see happen. You’re influential; you already have the connections. Last time, you wrote down people you know and groups you’re part of – start there. Use the new Bank for ideas on how to pay it forward! Hold on to the laminated copy for inspiration. Put it on your wall, keep it in your backpack, or some other place where you will see it often.



Laminated, colorful Bank of Behavior handouts

“Record when you use the Bank. Keep using the locker poster offline. While you’re on the website, check out the new bank (the same one you just used). Click on behaviors when you try them. Next time, your influence on students in your part of the state will be included on the graph of students making change in New Jersey.

During our first week together, it probably seemed like the first round of changes would be impossible to change. But today – you all came up with not just one, but many ideas on how it can happen!

You are starting a new trend! Show off the behaviors you came up with, like people show off a new fashion, or use a new word. You’re starting a new trend in behavior. Remember the Sphere of Influence: you’re the instruments of change and every move you make can help to create a better school environment so that soon your biggest problem won’t be gossip or bullying at lunch, but having to eat the food!

Post your bank of behaviors to keep you feeling positive and trying out new things. Your challenge this week is to keep inspired, inspire others, and show off all you’ve accomplished on our website. It’s starting! You all are the trend-setters, and you’re going to make it happen!”

We found that students did keep and post the laminated version of the Bank of Behaviors.

The Roots Curriculum Part 2



For student-driven positive school climate
Princeton University, 2013

Online archive and supporting materials for this
curriculum can be found at:

<http://www.betsylevypaluck.com/roots-curriculum/>

This curriculum is open access: Free for all interested parties

Evidence demonstrating the positive effect of this curriculum is described in the following peer-reviewed publication, based on a 56-school randomized controlled trial run in public middle schools, grades 5-8, in the state of New Jersey in 2012-2013.

Paluck, E.L. Shepherd, H., & Aronow, P. (2016). [Changing climates of conflict: A social network driven experiment in 56 schools](#). *Proceedings of the National Academy of Sciences*. Download for free at: <http://www.pnas.org/content/early/2016/01/02/1514483113.full.pdf>

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**Authorship is in alphabetical order. Our gratitude to Izzy Gainsburg, Tamara Halperin, Monica Hannush, Alexandra Lieberman, and Rebecca Shaw for support of this curriculum development*

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*Previous meetings can be found in Curriculum Part 1, and
subsequent meetings in Curriculum Part 3*

Meeting 5: Transitioning from Individual to School-Wide Action

Goal: Students understand why they are trying to make change, start creating material for getting their message out, and are exposed to the trajectory of the Roots program

Roots Bridge:

Circle, Highlight, Tell worksheet - You will need to create this worksheet before the meeting. In the “Meeting 5” folder you will find a document labeled “blankCircleHighTell.pdf.” Print off this .pdf. Next open the file labeled “exampleCircleHighTell.pdf.” Look at all the Make Change V.2.0 sheets completed during the last meeting. Using the “exampleCircleHighTell.pdf” as a guide for your finished product, count up the most common change ideas students wrote in their Make Change V.2.0 sheets, and write each change into the “Circle” box of the printed “blankCircleHighTell.pdf.” Count up the most common behaviors listed on students’ Make Change V.2.0 sheets, and write these in the “Highlight” box of the printed “blankCircleHighTell.pdf.” Finally, write the name of your school in the top box. Make a copy for each Roots Student of your completed Circle, Highlight, Tell worksheet.

Pay it Forward Infographic - Recreate the infographic from Meeting 4 with the most up-to-date information

At a Glance

Schedule

- Setup/Welcome
- Discussion: Recap & Results
 - Pay it Forward recap & results
 - Make Change recap & results
- Activity: Circle, Highlight, Tell
 - Instructions
 - Share
 - Discussion, *optional*
- Discussion: Past, present, future
- Activity: Create Hashtags
 - Hashtags Defined
 - Create
- Activity: Challenge
 - Make Tools
 - Collaborate

Materials

- Bank of Behavior handouts - See Meeting 4 Roots Bridge
- “Circle, Highlight, Tell” worksheets - “blankCircleHighTell.pdf”
- Markers/Pens/Pencils/Highlighters for “Circle, Highlight, Tell” activity
- Make Tools handouts for the Challenge - “Make Tools.pdf”

Digital Content

- Updated “Pay it Forward” infographic - originally created for Meeting 4, now updated with most recent information
- Video of the Progression of Roots Meeting - for “Past, Present, Future” activity - “RootsMeetingProgression.mov”
- Hashtag Examples video - to help define what a hashtag is - “HashtagExamples.mov”
- Optional: Music playlist

Script

Setup/Welcome

“On our first day I told you that Roots is about one simple thing – making this school a better place to be. Today we’ll talk about where it’s all going. But first, let’s talk about what you’ve already accomplished.”

Discussion: Recap & Results

(3 min)

Pay it Forward Recap

[Hold up Bank of Bank laminate]

“Last time you all got one of these. This is the Bank of Behaviors, the list of positive behaviors that you came up with. Your challenge was to Pay it Forward, using this new list of ideas.”

Pay it Forward Results

“The second part of the challenge was to keep track of how many times you paid it forward using behaviors from that list. One way to do that was to report online by clicking the behaviors on the web graphic. It’s incredible how much Roots students are making positive change all over the state.”

[Present Pay it Forward infographic]

“There was an increase in the average number of Pay it Forwards; there’s now an average of 7

Though we used a website, you could just as easily account for student’s progress with a poster or bulletin board of the bank of behaviors on which students could add their tallies of the behaviors they complete. The goal is for students to see how their small behaviors can accumulate quickly to an impressive impact.

times a Roots student reported paying it forward. Just like you all came up with your changes and the behaviors to make change happen, these were the most common ones students said they were working on.”

Make Change Recap

“During the last meeting, you all wrote down specifically what you want to change about how students interact at this school. Then you came up with behaviors to use in order to make this change happen. Your challenge for this was to start making this happen, and also see what changes everyone else was working on.”

I took photos of your Make Change, and then you went on the heyroots.princeton.edu gallery and pushed the button to say you were making this change happen. And then you commented on other people’s Make Change to give them encouragement.”

We used food as an incentive to get more students to participate in positive behaviors online at this point in the program! You may consider how to increase student participation in the challenges between meetings if needed.

This could be transferred from the Roots website to a Facebook.com group created by the Roots facilitator or, if necessary, to a bulletin board in school where the hard copies of the changes could be posted and students could add thumbs-up stickers or write encouraging comments.

Activity: Circle, Highlight, Tell

(10 min)

Now let’s talk again about the changes you’re making happen.

“We looked through everyone’s Make Change papers from our last meeting, and found common words and themes and put them all in one place. These themes are unique to your school. You all came up with these ideas.”

Instructions

*[Hold up **Circle, Highlight, Tell** worksheet while explaining]*

“Individually fill out this paper:

Write your name in the corner.

Circle – The Circle box shows all the changes that you all came up with during the last meeting. Start by circling the change you’re working on.

Highlight – The Highlight box shows the behaviors you all wrote down during the last meeting. Highlight the behaviors that you’ll use to make the change you’ve circled happen.

Tell – The Tell box asks you to tell a story about why you think this change is important. Think about why you want to make this change happen -- has this problem affected you? Has it affected a friend? -- and write that story in the Tell Box.

Don’t move on to the box that says ‘Create’ yet. You have a few minutes to write, then I’ll ask you to put your pencils down.

Remember as you look at this that you all came up with these ideas! You can also write in a new problem or behavior if you come across something new you want to change.”

[Hand out worksheet. Pass out markers/pens/pencils]

[Give them about 5 minutes to write. Walk around to answer questions. If some finish, tell them they can share their story with the people around them while everyone’s finishing up.]

Share

“These changes and behavior are specific to you, your classmates, and your school. But you each have a different reason why you want to make this change happen, and a different story about it. Does anyone want to share their story?”

[Let a few people tell stories but watch the clock so that you don’t run out of meeting time. If no one wants to share, move on.]

Debrief

- There was a lot in common with the changes you want to make. Why do you think you all notice the same things that should be changed?
- Why do some kids do that? Why do you think they act like that?
- What do you think is going on with kids who act that way?
- Who could change this?
- Some kids will never change, but we can try to change what most people do.
 - Just think about the things

If it feels appropriate, debrief here. Sometimes these stories can draw up negative energy -- e.g. “Nothing will ever change because it’s always been like this,” or “Some kids are just mean and nothing can be done about that” - and it’s important to recognize those negative feelings and then remind them of their own power to change things at school so that students remain motivated. Having a couple of examples of how students have changed what happens at your school will be useful.

you do, and the way your immediate group of friends are. You can make an impact there.

Discussion: Past, present, future

(5 min)

“Roots is about making your school a better place to be. As we just saw, you all have different reasons for why you want to make this school better.”

“You’ve already figured out ways to make the changes happen. They’re right in front of you on that paper. But now let’s talk about how we got here, and where we’re going next.”

[Start VIDEO – use written cues if using .mov video file]

“This is the Roots Road Map, showing what you’ve all accomplished so far and where we’re going. Each circle represents one meeting”

Past: Meetings 1-4

“These are the meetings that have already happened.”

1. “At the first meeting, you all learned that you were nominated by your peers, and that you are the experts at understanding this school.”
2. “For the second meeting, you learned that you’re all influential at this school.”
3. *[PAUSE VIDEO]*

“Knowing the way people already interact, for the third meeting we started to figure out how to do things differently. You all came up with a list of positive behaviors to try out on your friends. And then you learned how to Pay it Forward; where using positive behaviors on just three people you already know can quickly spread acceptance and respect throughout your whole social network.”

[RESUME VIDEO]

4. *[PAUSE VIDEO]*

*It’s important to remind students about what they’ve already done in the program and what they will be doing in order to keep motivating them to participate. The goal of “**Past, Present, Future**” is to give a big picture view of the outcome of Roots so that students understand what their work is building towards.*

*However, this meeting might not be the right time for your Roots group to discuss the long-term trajectory. If you’ve deviated from our 10 meetings format, you will need to make your own video/presentation rather than using *RootsMeetingProgression.mov*. We’ve left this activity in the script to demonstrate how a discussion of long-term goals can be useful for maintaining student motivation.*

“And during our last meeting, you identified what changes you want to make in the school, and you thought of ways to make it happen. This is how you’re using your influence – just like the celebrities who use their influence to found charities and bring awareness to big problems, you’re using your influence to make the change you *want to see in your school*.

[RESUME]

“Over the course of the year so far, you came up with ways to Pay it Forward and make change happen. Not only that, but you’ve already started to make these changes happen.”

Present: 5

[PAUSE VIDEO]

“Today is the halfway mark for Roots. It’s a turning point. Your classmates nominated you as an influential person. Now you’re going to show everyone why. You are the Change Makers, and it’s time for everyone to know.”

[RESUME VIDEO]

Future: Meetings 6-10

“So far our meetings have just been about you all – the ones in this room. But Roots is about making the whole school a better place to be.”

6-8. “The next three meetings will be spent designing, creating, using social media, and getting the word out. You’ll be figuring out how to show the whole school what changes need to be made, and how to do it.”

[PAUSE VIDEO]

“You need to get your friends on board. Show them what change you want to make, and how you think you can make it happen. Have your friends help you create things for Roots. Then get the whole school on board.”

[RESUME VIDEO]

9. “This is where it all comes together. Roots Day is about getting everyone involved in your project.”

[PAUSE VIDEO]

Leading up to it, we’ll be making things, getting other students on board, and publicizing for Roots Day. But on Roots Day, instead of you all doing activities, the whole school will be participating. You’ll be sharing all the things you’ve created, and asking other students to start being Change Makers themselves.”

[RESUME VIDEO]

“Then we celebrate! For our last meeting together, we’ll relax, talk about all you’ve accomplished, and make plans for next year.”

[PAUSE VIDEO]

“That’s where we’re going – it’s all leading up to Roots Day, and getting the whole school involved. I know you’re all ready for this. What do you think?”

[Answer questions for a few minutes]

If they are interested in details, hold a discussion:

- How would you want to get our message out to your peers?
- How do you think you could get people’s attention?
- We’re thinking about doing something during your lunch periods:
 - What do you think?
 - How could this work?

“Now that we’re in the next phase of Roots, let’s start creating!”

Activity: Create Hashtags

(10 min)

“Roots is about not just coming up with what needs to change, and what could work to change it – it’s also about sharing these changes with your classmates. It’s about getting everyone in this school on board with doing the behaviors you think will help make the changes you’ve identified happen, getting everyone at this school committed to making the school a better place to be everyday.

Hashtags Defined

“We need to start getting the word out to your classmates about Roots Day. Tell me: what’s a slogan?”

If no answer: “It used to be that marketing campaigns always had slogans. Slogans are phrases that stick in your head. If I say ‘I’m loving it’, what do you all think of? ‘Broadcast yourself?’ What about ‘Just do it’? Those are all slogans.”

“Slogans still work, but I bet you all use something everyday that works a lot like a slogan. Who can tell me what a hashtag is?” (Let a student answer and then resume the presentation at the hashtag definition.)

“Hashtags are grassroots; they come from the people, from social media sites like Twitter and Instagram, and they encompass a lot of meaning in just a short phrase.”

“Here are a few examples of how hashtags are used.”

If you’re using the video, keep it open when moving on to the next “Create Hashtags” section because the full “RootsMeetingProgression.mov” video includes the hashtag video mentioned below.

Add some hashtag examples that you think students will be familiar with to explain hashtags further. We chose hashtags from the Roots tumblr but you could use any source your students might have seen before. For this purpose we have put together a short video - “HashtagExamples.mov” - that you could play here but you could also find other examples.

[Play HashtagExamples.mov video to show examples of hashtags from pop culture]

“These are from our a tumblr post”

[Read out the post title and the hashtags we used]

And this is an example of a text where hashtags are used.”

“We’re going to use hashtags to get your ideas of change to spread.”

Create

“Online, you use hashtags to get followers and connect. To create a hashtag, you can put the pound sign in front of any word. But to market Roots Day, your hashtag should be a carefully thought keyword or phrase that sounds easy and familiar, so that other people will be inspired to use it, as well.”

“Look at the box that says ‘Circle’. Those are all the things you’re trying to change. Look at the box that says ‘Highlight’. Those are all the ways to do it. Use these words to inspire you.”

“Now look at the box that says ‘Create’. Using everything else on your paper as inspiration, create a hashtag or several hashtags that let other kids know what Roots is about. Be thoughtful. I’m going to take photos of these papers like last time.”

“You can work together or alone. If you work together, to get started, first talk to each other about your story from the ‘tell’ box.”

[Play music, if possible and walk around, take photos of their papers]

“Keep these papers and start using the hashtags! Write them on Twitter or Instagram; write it on your arm or on classroom whiteboards.”

Due to time constraints the students did not make their hashtags into posters. Instead we took the hashtags and created small flyers ourselves in between meetings and brought these back for the students to work with in the next meeting. If time allows, creating the hashtag posters could be a great extra meeting for students, especially if your group enjoys arts and crafts.

Quick photos of students’ work taken during meetings served as an archive of student work. Student work, such as the “Circle, Highlight, Tell” sheets, could be posted or in the meeting room, allowing both you and the Roots Students to see them throughout the week.

“In the Roots lab, we’re going to make advertisements for Roots Day. I’m going to use some of your hashtags to make posters about Roots Day. Next time, I’ll bring them back for you to see and you can choose the ones you like to start posting around school!”

Activity: Challenge

(10 min)

“Now that we’ve entered the creation phase, it’s time to get familiar with ways of getting your message out. The Roots lab came up with tools you can use both online and offline to do this.”

Make Tools

[Hold up Make Tools paper]

“This list of tools show ways to both get out the message of change, as well as publicize Roots Day. Many of them you’ve seen before, because I’ve used them in our meetings.”

“Your challenge is to become an expert in at least one of these tools, to create something, and to start showing it to people you know. You can work together with people in this room, make something with your friends that aren’t in Roots, or work on something on your own. But try at least two, and become an expert in the one you like best!

[Hand out “Make Tools” papers]

“I want to see what you all make! Send them to me via email or share it on our Facebook, Tumblr, Twitter or Instagram so we all see it!”

Collaborate

[Refer back to the “Circle, Highlight, Tell” worksheet]

“Use the Circle, Highlight, Tell, and Create boxes to get ideas on what you want to communicate to the school about making change. Then look at the tools to find which medium might work to get the message out.”

[Have them flip over their worksheet]

“This is a blank canvas to brainstorm your ideas. Use the space to write out or draw ideas on how to use the tool you like.”

“Brainstorm on your own, or talk to the people around you and come up with an idea together of how to communicate the message of change to your classmates. When you leave, talk to your friends that aren’t in Roots and get them to start creating, too!”

[Play music]

[Give them a few minutes to brainstorm. Walk around and answer questions.]

“The Bank of Behaviors will stay up, so keep reporting when you pay it forward, and use it for inspiration to make your messages!”

If you have free time in a computer lab, this would be a great time to hold some social media tutorial sessions. “Video Tutorials.doc” has a list of tutorials for several of the tools mentioned on Make Tools sheet. You can use these tutorials to learn these tools yourself and to teach them to students.

Meeting 6: Vision for Roots Day

Goal:

Create a vision for Roots Day; Have students share and decide on what Roots Day will look like; Establish a clear idea of the theme for Roots Day.

Roots Bridge

Create template flyers In Meeting 5 students came up with their own hashtags. Between Meeting 5 and 6, Roots facilitators create template flyers using the student-created hashtags. During Meeting 6, students sign these flyers to show their support. Between Meeting 6 and 7, Roots facilitators photocopy their signed white flyers onto brightly colored paper. These colorful hashtag posters will be presented one more time in Meeting 7, in which students can take polaroid pictures and stick them to the flyers before posting them around the school. The idea is to show all students at school that the Roots students stand behind these ideas (with their pictures and autographs demonstrating this point).

Adapt the Roots Day Vision Board This worksheet should be edited to your specifications before the meeting. Each box has possible features of Roots Day that students will select or develop during the meeting. Think big! You want something out of the ordinary because it will make a larger impact -- but, for example, if you know t-shirts aren't a possibility on your budget, white-out the t-shirt box on the sheet.

If you have enough time, create a new meeting between Meeting 5 and 6 where students could vote on their favorite hashtags, and create hashtag flyers from scratch. These flyers could then be passed around for everyone to sign. If adding a meeting is not possible for your group, follow the instructions above and print off flyers resembling "HashtagFlyerEx1.pdf" - "HashtagFlyerEx3.pdf" in your materials folder, but with your school name, and hashtags from your Roots Group. These will be your "Blank Flyers ready for signatures."

At A Glance

Schedule

- Introduction
- Activity: Flyers Signatures & Pics
- Activity: Roots Day Vision Board

- Activity: Present your vision
- Discussion: Decision Time
- Activity: Forum & Challenge

Materials

- Colored and signed flyer examples
- Notebook/blank paper and pen for taking notes during student presentation
- Roots Day Vision Board (1 for every 4-5 students)
- Markers/pens/colored pencils for vision board complete

Digital Content

- Music playlist
- Video recorder (if possible)

Script

Introduction

(1 minute)

“Last time we showed you where the Roots Program is headed: towards showing the whole school your vision for influencing your fellow students’ negative behaviors and working toward a school environment of acceptance, inclusion, and respect. After five meetings of thinking about what to change and how to do it – you all are now experts in the Roots Program (not just experts at understanding this school!).”

Activity: Flyer Signatures & Pics

(5 minutes)

“We are now in the creation phase! Check out the first materials you created for Roots!”

“I took the hashtags you wrote last time and made a couple of them into flyers we could post around school as ‘teasers’ for other students to see. What do you think?”

[hold up white flyers, read them off]

[remind them that this is just an example, and many more things will be created the next few meetings]

“In a minute, you’ll all get up and put your signatures on your favorite flyers, and then I’ll make copies to start posting next time.”

[show colored flyer examples]

This activity could be combined with the creation of the hashtag flyers for a new meeting in between 5 and 6, in which students create the hashtag flyers.

“I’ll also take some photos so that we can print them and decorate your favorite flyers with your photos, to show other students that you stand behind these messages! We’ll do that next time before they get put up in the halls.”

[Give them 5 minutes to get up and sign their favorites (at least 3)]

[remind them that we’ll photocopy in color and put them up next time]

Activity: Roots Day Vision Board

(15 minutes)

“Let’s talk about Roots Day! It’s coming up. You all had some great ideas, other schools had some ideas, and we had some ideas. You’re the experts at knowing this school, so you all will choose how to create the vision of what Roots Day is here.

In groups of 4 or 5, you’ll decide on your vision for Roots day. Read the instructions on each title, then those 2 or 3 items (depending on the instructions) and create your vision on what it will look like! Fill out all the categories, write out details, make drawings, and be ready to explain your vision to the whole group.

For inspiration, remember all the activities we’ve done in here, like creating the lists of positive behaviors, anonymously submitting changes to the Make Change box, and using videos and images.”

*[Break them into groups and give each group a **Roots Day Vision Board** paper]*

*[Go through the **Roots Day Vision Board** paper to explain each section to students]*

“Write your names, and then circle or draw your vision for Roots day in each category. Everywhere it says ‘we’ means you all; with my help, of course! Keep track of your ideas, because you’ll be presenting to everyone when you’re finished.”

[Give 10-15 minutes for them to complete. Play music and walk around to help students who seem confused or stumped.]

[AFTER 10-15 minutes: Collect them back together to get ready to pitch their ideas to the group.]

Activity: Pitch Your Vision

(10 minutes)

“Now, in your group, you’re each going to give a brief presentation of your ideas to the rest of us. Just go through each box on the sheet, explain what options you chose, and explain the ideas you came up with. For those of you listening, feel free to ask questions or expand on ideas at the end of their presentation.

Remember, this isn’t a competition. We can only go with a few ideas for Roots Day, but this is a group effort. So you can expand on

Your school might try to record student presentations (or have students record each others’ presentations) if the equipment is available. It would be a great way to get students excited about Roots!

each other's ideas, and by the end we should have an idea of what ideas will work."

[Call up each group to present their ideas. At the end, ask the group if they have questions or ideas based on what the group presented. Take notes while they present. Write down their ideas and whole vision to keep track. Note which ideas students respond to best, and which seem contentious.]

Discussion: Decision Time

(5-10 minutes)

Options based on the Roots facilitator's judgment:

Option #1: Take a simple vote on 'whole visions'. Recap using the Roots facilitator's notes, then do a show of hands.

Option # 2: Take a vote on each section of the vision board by show of hands, using Roots facilitator's notes to recap. (Or start with 'whole vision' vote and then add in pieces from each section that students seem to like.)

Option #3: Start a discussion on each group's vision, or specific ideas that seem interesting. Ask what everyone likes, if it's feasible, and what they think is realistic. Take note of their discussion.

- If there's strong agreement, keep track and tell them the decision. "It sounds like Roots Day will look like this..."
- If there's disagreement, tell them that you'll look through their papers for the options that the most people chose and commented on, and ask with the office to see what we can do.

Regardless of which option is chosen:

"You all have great ideas! I'm going to check with the principal and see if we can make this happen!"

[Collect the Vision Boards before they leave so that you can look over them more before the next meeting]

A forum, whether online or offline, is a great tool to let students discuss these ideas between meetings in a way that you can also monitor and be aware of. This may be particularly important in larger schools where Roots Students may not see each other frequently. A Facebook group forum could work for the same purpose as our website forum.

Activity: Forum & Challenge

"This week, on the Hey Roots website, we created a brand new tool for planning Roots Day! There's a forum where you can chat back and forth with other Roots students. You can start a thread with the whole group, or with just your grade."

[Hand out forum reminders]

"So your challenge for this week is head onto the forum and start discussing your visions for Roots Day!"

Meeting 7: Going public and strengthening the message

Goals:

Make student initiatives visible to others; Improve students' "elevator pitches" on how to describe the Roots Program in preparation for Roots Day at the school; Help students accurately explain the Roots Program in 2-3 sentences when their friends or others ask; Generate Roots Day materials.

Roots Bridge

Prep for Taboo: Create materials for a game to help students practice explaining Roots to their peers (see "taboo hint words.pdf" and "taboo word cards.pdf" in Meeting 7 materials). Print each word in large font so it takes up an entire page. Print the taboo words on red 8.5x11 paper and the hint words on green 8.5x11 paper. Print the prompts, cut the paper into individual prompt strips, and placed all of the prompts in a bag. All words and prompts are also included in the table below, but you should feel free to use any language you like.

Prep for Cut 'N Paste poster making: Type up the hashtags students previously brainstormed, miscellaneous positive phrases, the name of the school, and some assorted images and icons (including from social media websites). Duplicate words and phrases in different fonts and sizes. Make sure there is variety so that students feel like they are able to make unique looking posters. Print out and copy these phrases and images. Cut out and put in easily sortable piles for the students to use during the meeting. This task is somewhat time intensive, it will be helpful to have help cutting out the various elements ahead of time, or students could help do this during a meeting.

Bringback Hashtag Flyers: Make copies of the hashtag flyers from the last meeting, copy on colorful paper if possible. It is best to have a few copies of each flyer, more of those that were especially popular and got many signatures. At the end of this meeting if appropriate for your school, take pictures of students' work for them to post to their social media accounts. Put flyers go up in the hallways after this meeting.

At a Glance

Schedule:

- Introduction
- Activity: Roots Taboo
- Activity: Cut 'n Paste Poster Making
- Activity: Elevator Pitch Video
- Wrap-up

Materials

- *Tables of Words for Taboo Game*

"Taboo" words:	
No	Stop
Bully	Popular

Hint words:		
Conflict	Chill out	Drama
Make Change	Rumors	Fewer
Spread Through the school	Respect	Include
Pay It Forward	Be Different	Role Model
Small Change = Big Impact	Accept	
	Others	

You can add other words to the Taboo list or the hint list, depending on how you want to encourage students to talk about Roots at your school. Tailor the list of prompts, below, to ways in which you think students will ask about Roots at your school.

Prompt lines:

What is this Roots Program I keep hearing about on morning announcements?
Why are you part of Roots?
What do you do in Roots?
Why should I care about this Roots Program?
What's this Roots thing all about?
You know nothing is ever going to change here, right?

For Cut 'N Paster Posters:

- Poster Examples
- Colored paper – 8.5x11 in variety of colors
- Word/image material packs:
 - Name of the school
 - Roots trees & social media icons
 - Content words/phrases - behaviors, changes, hashtags

- Glue Sticks – 1 for every 2 students in the group
- Markers (refresh marker packs if needed)
- *For Hashtag Flyers:*
 - Completed hashtag flyers from last meeting
 - Photo paper for camera
- *For Elevator Pitch Video:*
 - Number Slips for drawing order
 - Sheet to collect email addresses

Script

Introduction

“Welcome back to Roots, everyone! I know it’s hard to believe but we only have two more meetings before Roots Day, so today’s meeting is going to be jam-packed with activities to get us ready!”

Activity: Roots Taboo (15 minutes)

“With Roots Day approaching you guys are all going to need to be able to explain to your friends and to other students what Roots is all about. This might sound easy, but it can actually be pretty hard to do, so we’re going to use the first part of this meeting to play a game so that everyone practice telling people about Roots. Has anyone ever played the game Taboo before? This game is a bit like that but with our own Roots rules. Ok, I need everyone to stand up and make a circle and I also need two volunteers.”

The volunteers stand in the center of the circle. PM passes out **taboo word cards** to four students standing around in the circle. PM passes out **folded prompt** to one of the volunteer students.

Feel free to adapt the details of the game mechanics as you see fit. This was one of the most well-liked activities. We strongly suggest moving it earlier in the year so that students can explain to others what Roots is about throughout the year and/or repeating it.

“Here’s how the game works. First the prompt is read out from the slip of paper.”

The student with the **folded prompt** reads it aloud. E.g. “What’s this Roots Program I keep hearing about on the morning announcements?”

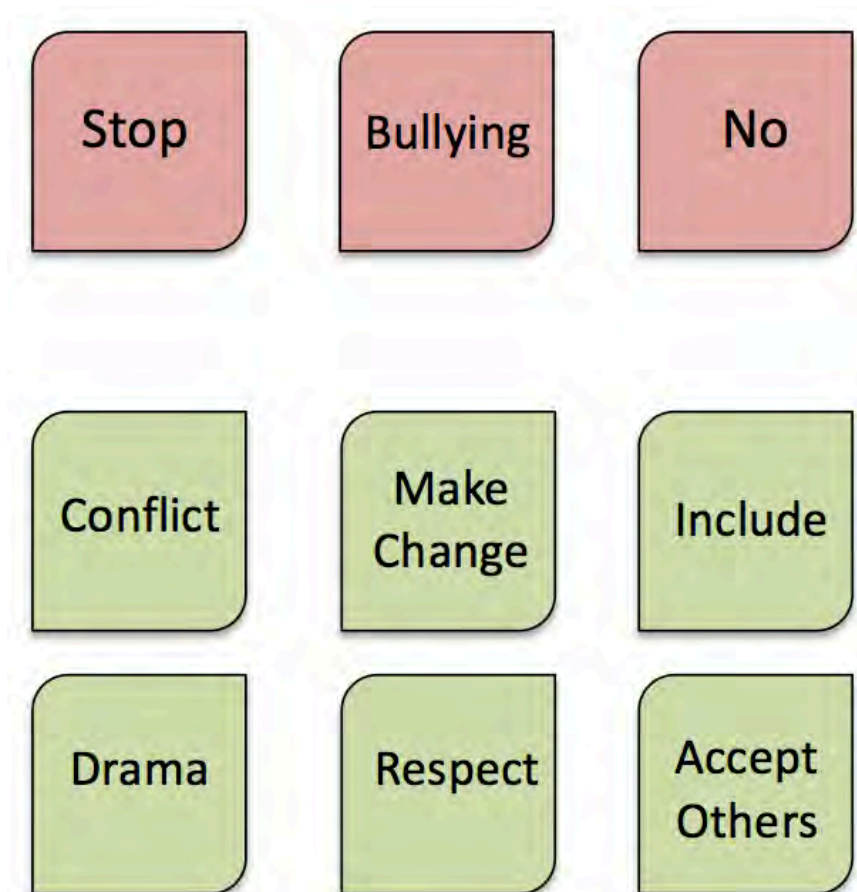
“And the other student in the pair has to answer the prompt without using any of the words that are on these cards”

PM points to the **taboo word cards** that are held by students around the circle.

“If you’re successful, then you get to draw a prompt from this bag and your partner takes a turn, but, if you say one of the taboo words then whoever’s holding the card with that word has to jump in and take your place. They’ll hand off their **taboo word card** to someone who hasn’t played yet and we’ll keep playing for 20 minutes or until everyone has had a chance to succeed in answering one of the prompts. Does that make sense?”

“If you’re having difficult coming up with an answer you can draw from our **bag of hints** to get a helpful word or phrase to get you thinking.”

The game plays out as follows. Partner A prompts Partner B. If Partner B is successful, then Partner B prompts Partner A. If Partner A is successful then the PM asks for two new volunteers. If either Partner ever says the taboo word, the student with that word card passes it off and takes their place in the center circle and draws a new prompt. When each prompt is completed it is placed back in the bag.



Examples of Taboo cards and hint cards.

“You all did a really great job with this, but you might be thinking, ‘Why shouldn’t I use a word like bullying to explain Roots?’ Bullying is a word that means something different to everyone, so if you just say “no bullying,” people might not really understand what Roots is. Here we’re talking about what you think is a problem in your school and how you think you can change it. It’s about you generating ideas and then putting them into action – you changing your school. It makes Roots different from other programs.

The kinds of explanations you just gave in this game are exactly the kinds you should give when people ask you about Roots in the coming weeks.

Given time constraints, we found in this meeting that in order to get everything done, it was best to deliver the remaining explanations, and then let people move about from activity to activity.

You can also practice this explanation by making an elevator pitch video later today.”

Activity: Cut ‘N Paste Posters
(15 minutes)



Poster examples: Completed posters may look like this.

“We want to start creating lots of attention about Roots and Roots Day, so we’re going to spend the rest of the meeting creating posters and videos and

We used a Polaroid digital instant print camera. fStudents lovingly called it the “instagram” camera.

flyers to use to start generating some buzz around school. You've probably already told friends about Roots but, remember the network map? Now we want the Roots message to spread even further."

[PM distributes colored paper, cut-out words, markers and glue sticks around to the students.]

"Our main activity is to start creating some posters. As you can see, I've brought lots of materials for you guys to use to create posters, but I don't want this to stop you from getting more creative. I remember some of you saying way back in Meeting 1 that you were art or drawing experts, and last week you guys created some awesome t-shirt and temporary tattoo designs on the Roots Vision Boards, so please, bring that creativity to these posters as well.

A finished poster would look something like this (show **poster examples**). Your challenge is for each of you to make at least 3 posters. I'll collect them and take them back to Princeton to mount together so that they'll be even more eye catching.

In addition to making new posters, we'll also be finishing the flyers that you guys signed last time. Back at Princeton I made a lot of copies and now they look like this! (Show **flyers**) But, they're still not finished. We're going to add photos of you so that they're even more eye catching. So, I'm going to pass around the camera and each of you will have a chance to take a picture of a friend or a group of friends. When you've got a picture you like, you press this button (point to the bottom button) and then click "ok" and "print" and wait for your own picture to come out! Once you've got it, grab your favorite flyer, peel off the back of the picture and stick it on."

Near the end of the meeting:

"The bell's about to ring so I'm going to collect the flyers with the photos and when this period ends I'll start putting them up in the hallways. When your friends ask you about them, just remember our game from earlier and spread the word about Roots. You can let them know that at the beginning of April, less than a month away now, they'll learn a lot more about Roots on Roots Day."

One activity you might try if you have the equipment is to collect video from the meetings and have Roots students help put together a video about the program. Since everyone's video editing capacity is different, consider a way to create videos that will most engage your students and that would work for you. Try short videos for animated gifs, or record students talking about what the Roots program means to them to create a longer video!

The Roots Curriculum Part 3



For student-driven positive school climate
Princeton University, 2013

Online archive and supporting materials for this
curriculum can be found at:

<http://www.betsylevypaluck.com/roots-curriculum/>

This curriculum is open access: Free for all interested parties

Evidence demonstrating the positive effect of this curriculum is described in the following peer-reviewed publication, based on a 56-school randomized controlled trial run in public middle schools, grades 5-8, in the state of New Jersey in 2012-2013.

Paluck, E.L. Shepherd, H., & Aronow, P. (2016). [Changing climates of conflict: A social network driven experiment in 56 schools](#). *Proceedings of the National Academy of Sciences*. Download for free at: <http://www.pnas.org/content/early/2016/01/02/1514483113.full.pdf>

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Previous meetings can be found in Curriculum parts 1 and 2

Meeting 8: Getting ready for Roots Day

Goals: Continue efforts to make student initiatives visible to others by walking students through the Roots Day plan and getting them comfortable with all parts of the event using role play and other group activities; Begin the wristband program by presenting students with wristbands to give away to peers who are engaging in positive social behavior.

Roots Bridge

Wristband program This meeting as it is currently written relies heavily on the purchased materials we were able to provide for students. The wristband program was the most significant cost. We also purchased “sling” bags, orange drawstring bags made out of material students could write on (some students used these as supplemental backpacks for the rest of the year) as a way for students to hold the wristbands. We chose to give away materials in this meeting as a way to build excitement about Roots Day, and as a way to signal to Roots students that they are the representatives of the Roots Program. This meeting can be heavily adapted without purchased materials, or with different purchased materials, in order to accomplish this objective in a different way. Some other options would be to have Roots students make buttons or sticker that they could give to other students.

Vendors we used (they worked for us, but this is not a commercial endorsement-- there are many places to order inexpensively online):

- We ordered the bags from Discountmugs.com
- We ordered wristbands from wrist-band.com

At a Glance:

Schedule:

1. Introduction
2. Discussion: Hashtag Flyer and Poster Hanging
3. Activity: Wristband Program Packets
4. Discussion: Roots Day Schedule
5. Activity: Roleplaying the Lunch Visits
6. Activity: Announcements Adlib
7. Final Wrap-up

Materials:

- Orange wristbands: 20 per student
- Wristband tags: 20 per student

- Ziploc bag: 20 per student
- Roots Day schedule cards: 1 per student
- Drawstring “sling” bags: 1 per student
- Mounted word posters
- Tape for hanging posters
- Sharpies for writing on sling bags
- Email/phone sign-up
- 1 handout for writing down key words from lunch table conversation

Digital Materials:

- Skitch with Adlibs
- Prezi with RD schedule

Script

Introduction

“Great to see everyone again – it’s hard to believe but this is our last meeting before Roots Day. So we have a ton to do today. I want to tell you all about the plans for Roots Day to get organized for the day.

Your Roots Day is scheduled for: [day and date]. We’ll go through all the details for the day in a sec, but first I want to show you the posters that we created from the flyers that you put together last time.”

Hashtag Flyers and Poster Hanging Discussion

(5 minutes)

“So tell me about the hashtag flyers that you all signed that we put up last time. Did anyone say anything to you about them? What did people think about them? Are they still up in the halls or did they come down already?”



An example hashtag flyer

We took the flyers that you did last time and mounted them on larger paper so they would really catch the eye of students walking around the halls. We think you all did such a great job with this activity, and we're really excited to get this round of posters up in the hallways.

If we have time, we can hang these up together at the end of the period, or I'll put them up after our meeting. If any of you would like, you can take some to put up yourselves as well.

[Identify some volunteers to put up posters after the meeting. This is a great time to let students take initiative and it is also a great opportunity for students to be seen as having ownership of the positive messages being put up in the school.]

Wristband Program Packets

(15 minutes)

"So our first really exciting activity that we'll have leading up to Roots Day is WRISTBANDS!

We ordered a whole bunch of wristbands, enough so that you could each get 20—I'll give each of you 20.

This is the deal with the wristbands: you need to give them out to students that you see exhibiting any of our "Roots behaviors." You all know what these behaviors are – they're on the Bank of Behaviors, they're on your posters. Essentially, these are the behaviors that you all decided would make this school a better place.

[Show one of the new posters.]

Can anyone give me an example of why you want to give someone a wristband? Let's see if we can come up with a number of suggestions so everyone has a good sense of when and how you'll hand these out.

[Have students brainstorm different ideas.]

So when you see someone doing one of those things, hand out one of these wristbands. You're each going to have lots of wristbands, but give them out with care. The wristband will become a sign to others that those kids have become "honorary" Roots members because of how they behave. I'm also going to give you a handout so that you can keep track of who you gave the wristbands to and why you gave each one away. Of course, you should keep a wristband yourself and start to wear it right away.

It is very important to help students think through specific situations when they can give wristbands out. Help them to do this by asking for some situations they've seen this year where they felt that someone's behavior merited a wristband.

Some of the wristbands say "Make Change" and others say "Respect." On Roots Day, we're going to have more wristbands, which I'll tell you about in a bit, but these will be the only ones that will be bright orange. So everyone will know that the bright orange wristbands signify kids who've behaved in a certain, Roots-kind-of way.

So that kids know what they've done to earn a wristband, we've put together a small card [show card] that explains why they're receiving it. So this is what I want you to do now – come take an orange bag [Show the bag] and a marker. Let's spend a few minutes personalizing your bag. You can draw or write anything you want on the bag, but just make sure it says Roots somewhere on it. This is the one that I did as an example, if you need some ideas.

As you're decorating your bag, maybe a couple of people could help me pass out 20 wristbands, 20 Ziploc bags and 20 cards to each person. What you'll need to do is put each wristband and card (that explains what this all about) into a Ziploc bag and seal it up.

Then put the Ziploc bags into the sling bag. When we're done today, you can start handing out the wristbands as soon as you see anyone exhibiting one of the Roots behaviors. Remember that you can give them to your friends but also to people that you don't know, because the tag explains why they're getting it.

Roots Day Schedule

(15 minutes)

“So, at long last, Roots Day!

Have people been asking you about it yet? Have you had an opportunity to use all those Roots explanations that we talked about last time?

I’m really excited to share with you the full schedule of activities for Roots Day. We’re going to go over this today, and I’ll give each of you a reminder card to take with you so you can remember what we’ll be doing.

Also on the sheet, be sure to let me know if you’re interested in putting up Roots Day posters or making announcements (only if school allows students to do so).

[Pass around schedule cards.]

The basic components of Roots Day are as follows:

- **Morning announcement by a student.**
- **Tshirts for Roots students, based on your design submissions.**
- **A special edition “Rootspaper” for each of you to collect signatures from students, representing that others want to make positive changes here.**
- **An exciting raffle for the student body!**
- **A table at lunch with fun activities, like the Make Change box.**
- **Another version of “Rootspaper” for the student body to keep.**
- **A strategy for table-to-table outreach at lunch.**
- **Afternoon announcement celebrating the day.**

This list represents all of the elements we included in our version of Roots Day. This part of the script is expanded from the original script – the blue text includes insight about how that element actually occurred during our Roots Days.

So let’s go over each of these elements, one at a time.

1. Morning announcement by a student.

We’re going to have announcements every day on the three days leading up to Roots Day and on Roots Day itself. We want the announcements to be ones that students will listen to and ones that will get everyone excited about Roots Day.

It was even more meaningful when students were able to make the announcement about Roots Day. Have students introduce themselves in the announcement so others remember their name! This can be a very exciting experience for the individual student, but it also increases excitement among the whole Roots group about Roots Day.

2. T-Shirts for Roots students

We've designed very cool t-shirts for you all to wear on Roots Day. They'll match the posters that we'll be putting up to advertise for Roots Day, too. We'll bring the t-shirts with us on Roots Day so you can put them on first thing that morning. For the posters, we're going to send them to school just a few days before Roots Day, so I'll need some volunteers to help put them up when they get here.

The t-shirts were a big hit among Roots students. We handed the shirts out to students first thing on Roots Day in a short ten-minute meeting in the morning so that they would be able to wear the shirts all day long. For the t-shirt and poster design, we showed sketches students made on the Vision Board to a student design club at Princeton, giving them a sense of student ideas across the board, and they used this as a guide for creating a high quality image we could send to a professional print shop. We found there is a lot of enthusiasm for the design process, as well as a lot of talent among students, so having students create the design for the t-shirt and poster seems like a really nice way to go. Most students wore the shirts all day and at the end of the day we tried to get a group photo with everyone in shirts.

3. Special edition "Rootspaper"

We've created a special newspaper for Roots Day which we're calling our "Rootspaper." It will have tons of stuff that we've done this year, so you can show people what we've done and you should carry it around all day with you. The paper will have a centerfold where you can ask people throughout the day to make a plan for how they want to make this school a better place. They'll choose how they want to do that and then sign their name. The goal is to get as many kids involved as possible throughout the day.

The Rootspaper was a basic two-sided layout created by the Roots program managers and printed on legal size paper. The version the Roots students carried had a full-color side called the Plan for collecting signatures from students, the version for the general student body had an alternate back with more information about Roots Day. Roots students were provided a bright orange clipboard to carry their Rootspaper to make getting signatures even easier, and to distinguish them right away as Roots students. Students enjoyed carrying the clipboard; it made them feel official. The majority of students got at least a couple dozen signatures, most students got one page of signatures, and a significant amount needed multiple sheets for all the signatures they were getting. This exercise was perhaps the most meaningful activity of Roots Day because students were able to witness personally other students agreeing that positive change was needed. Roots students had a good sense of when other students actually cared about making change and they complained to us about students who only cared about getting rewards.

4. An exciting raffle for the student body!

When kids sign your centerfold to make a plan, we'll also ask them to write their name so we can read it! By doing that, they'll enter themselves into a raffle. We'll announce the winners and bring the prizes when we come back in May.

We randomly selected a name from a random Roots students' plan sheet from each school. We made the decision to reward the randomly selected student, and the Roots student who collected the signature of the winning student. We rewarded each with a X-mini II Capsule speaker (a tennis ball sized speaker that is great for travel). The speaker was a great prize because program managers used them this year in meetings, and students commented all year that they thought they were cool. We brought the speakers to our final Roots celebration meeting and schools alerted the winners during morning announcements.

5. A lunchtable with fun activities

At lunch, we'll have a table where we'll all congregate. We'll have a special sign on the table, some fun stuff to do and more copies of the Rootspaper.

Roots students helped to identify a great lunch table in the middle of things and we setup a display. Our display consisted of a two large columns with colorful Roots messages pasted on them. We also had handouts and materials from earlier meetings on the table. The most popular item on the table was the Make Change box. The Make Change box attracted students to the table and got them asking questions. Students wanted to fill out change slips and put them in the box - at one school we had 250 slips during one lunch period. Roots students were very interested in the changes their classmates wanted to make. We started the Roots program off by inviting Roots students to tell us about changes they wanted to make in their school by anonymously submitting changes into this box during our first meeting. It was great to come full circle in this way. We thought it was only fitting to provide each school with a Make Change box of their own at the end of the year to continue this practice.



A Roots Column

We streamlined the Rootspaper to make it into an attractive and clear resource to provide information about Roots and Roots Day. Roots students gave out copies of the paper at lunch when they visited tables, and students also picked up copies of the paper when they visited the Roots table. Incidentally, the Rootspaper also turned out to be a good resource for teachers and staff wondering about Roots.

6. Rootspaper for all students

Copies of the Rootspaper for kids to look at and take home if they want will be available throughout the lunchroom. It will explain a bit about Roots, have lots of fun activities in it, including stuff like horoscopes and games. We'll have copies of this on every lunch table.

7. Table-to-table outreach strategy

Also at lunch, we'll divide you guys up into pairs and you'll visit each lunch table. Here, you'll have a chance to talk to kids about Roots and gather some input from them. In return for hearing from them, you'll give them a new wristband – these will be in different colors and have different words on them than the ones you'll be handing out starting today. We'll practice how that's going to work in just a bit.

The most unique component of Roots Day was definitely the table-to-table outreach strategy. Students prepared for this in the roleplaying activity, but felt a bit skeptical because this activity was unlike anything they've done before. Ultimately, students enjoyed this component the most of anything that happened on Roots Day. It was active and exciting, putting students in dialogue with students they may not know very well. The prompt was simple, "Describe how you are feeling at school today," or sometimes adapted into simply, "How are you feeling today?" This was intended as a way Roots students could show empathy for many other students. Although we originally thought students would feel most comfortable doing this in pairs, many students surprised us, wanting to give this activity a try by themselves. Overall, this is where we really witnessed the confidence Roots students were feeling on this day. Our students walked tall, thoughtfully interacted with other students, and showed their savvy by approaching tables with their own personal style.

8. Afternoon announcement celebrating the day

We'll make an announcement in the afternoon, thanking everyone for their participation in Roots Day!

The announcement was a great late day energizer for Roots students, capable of prompting a few more discussions or questions for Roots students. It was also a great recognition of the good work that happened on this day. We strongly suggest an afternoon announcement happens on Roots Day.

Roleplaying the Lunch Visits

(10 minutes)

“So as I said, at lunch on Roots Day, you guys are going to pair up and visit each table during lunch. When you get to each table, we want to get the rest of the students at this school involved in Roots by modeling for them the kind of behavior that we’ve talked about in here. In other words, we want to show them that we care about what they think and feel about school overall and specifically what they think about what goes on at school in terms of how kids treat each other.

So this is how it’s going to work: with your partner, you’ll approach a table. You may know kids at the table or you may not. One of you will say to the table at large: “Describe how you’re feeling today.” Try to get the kids to answer as seriously as possible. One of you will have a clipboard and the other of you will have wristbands to hand out. The one of you with a clipboard should write down key words that you hear kids say. The other will hand out a wristband to those kids that want to participate and tell you how they’re feeling.

Why are we asking them this question? Well, first, just by asking a question like that, we’re showing them that we’re interested in what they’re thinking and feeling. And by using the word “Describe”, we’re trying to get them to say more than “good” or “bad” or “I’m tired” or “lunch stinks.”

So let’s take a few moments to try this out. How many kids do you guys have at your lunch table? 8? Okay, so we’ll take these eight kids. Move your chairs around so it’s just like you’re sitting around a lunch table.”

[Choose a student who could easily handle this assignment.]

“OK, so [person x] and I are going to pretend that we’re the two Roots students assigned to this table. [person x] will be handing out wristbands, and I’ll be the one asking questions and taking a few notes on a piece of paper.”

[Model the lunch table conversation.]

“So that’s one way this could go. But you should say whatever feels comfortable to you. We’ll provide a checklist to help you out. The key thing is to make everyone at the table feel comfortable in responding, to let them know that you care about what they’re telling you. That’s why one of you will write down some of what people say, and the other will hand out a wristband to say thanks.

Let’s try this with a few more people. You two go ahead.”

[Repeat the role play with different groups of 8-10 and different pairs of Roots students.]

Announcements AdLibs

(5 minutes)

“So I thought we would play Announcement AdLibs right now to put together the best announcement that we can.”

[Show prompts on tablet. Ask for words from the entire group. Complete in Skitch, read out completed announcement with their words, then go through and make appropriate changes.]

Final Wrap-Up

(2 minutes)

“OK, so the next time I’ll see you all it will be Roots Day! Start handing out those wristbands right away and be sure to wear one (or two!) yourself. I’ll send along the Roots Day posters a few days before Roots Day, and I’ll also make sure that the morning announcements start then as well.

I’ll also email or text those of you who gave me your contact info and then you all can spread the word as well.

When I see you first thing in the morning on Roots Day, I’ll give you your t-shirt to wear, along with your special edition of the RootsPaper with the Plan sheet so you can start gathering plans and signatures, and you’ll continue to do that throughout the day.

Anyone who wants to help put up posters today, let me know. Have a great day and a wonderful spring break and I’ll see you on Roots Day!”

Meeting 9: Roots Day!



Meeting 10: Roots Program Discussion

Goals: Ask Roots students to reflect on their experience in the program; Generate ideas about what Roots students will do for the rest of the year; Discuss plans for next year.

Roots Bridge

Create Certificate of Appreciation We created a simple certificate to recognize the work of the Roots Students. You could create a certificate in the same way or, if your school has an award ceremony, you could recognize these students during the ceremony in a similar way. This could motivate students in future years of Roots. Additionally, recognizing these students publically raises their visibility within the school and shows the school's support for the message of Roots.

Create Thank You Video Our video was from the program directors, Dr. Betsy Levy Paluck and Dr. Hana Shepherd, thanking students for their participation and asking for their feedback. It helped to set a more serious tone for the discussion and helped to make students feel valued and important. There are a variety of ways you could recreate this video for your group. A video message from the principal or superintendent, for example, could set a serious tone, while still letting students feel free to talk (as they likely wouldn't if the a new adult attended the meeting). Alternatively, you could exchange videos with another school doing the Roots Program. Students at each school could record messages for each other asking for advice for next year, or, technology permitting, a similar exchange could happen over video Skype. The goal is set the tone to facilitate a fruitful debrief and discussion.

Print the list of focus group questions for student readers and one for student note-takers.

At a Glance

Schedule

- Introduction
- Activity: Thank You Video
- Discussion: Focus Group Reflection
 - Roots Day
 - General Feedback about the Roots Program
 - Plans for the Rest of the Year
 - Plans for Next Year
- Discussion: Roots Day Congrats and Debrief

Materials

- A Make Change box & Make Change Slips
- List of Printed Focus Group Questions For Student Readers
- List of Printed Focus Group Questions For Student Note-Takers
- Certificate of Appreciation
- Roots Day Raffle Prizes - 2 mini-speakers - 1 for the randomly chosen student and 1 for the Roots Student who collected that student's signature

Digital Content

- Music - optional
- Thank You Video - Thankyouvideo.mp4

Script

Introduction

This meeting is about your thoughts on Roots, and celebrating your accomplishments! We'll talk a lot about your experience of Roots. But first, congratulations on Roots day. You did an excellent job. The directors of our program appreciate you too and we've told them about you. They wish they could come meet you, but instead they've sent this video message to thank you and pass on a message.

Activity: Thank You Video

[Play Thankyouvideo.mov]

Discussion: Focus Group Reflection

Roots Day

1. So let's start off by talking about one of the biggest things you did as part of Roots. What do you remember about Roots Day?

2. Can you share with us a conversation that you had with someone at this school about Roots Day, or one of the conversations you had at lunch on Roots Day when you were passing out wristbands?
 - What did people say to you about Roots day?
 - Or, maybe you talked with someone new or with someone who just learned about Roots for the first time--what did they say to you?
3. Did you have some conversations with your friends about Roots, and what did they say?

General feedback about Roots program

[Give out the list of printed focus group questions for student readers to a student. Pass out the list of printed focus group questions for student note-takers to a student. Ask students who are either dominating the discussion or not participating in the discussion to read questions or take notes]

1. In addition to Roots Day, I want to hear from you about Roots in general. Can you remember a few of the other things we did leading up to Roots day--just call them out?
2. What do you think is the reputation of Roots at this school?
 - What do people think about it, and what have they said to you generally about it?
 - Did that change after Roots Day?
3. Now tell me about what YOU thought of being in Roots. What would you change about Roots, so that we could change it for next year?
4. What did you like the best about Roots--what should we keep? What should we do more of?

We found, throughout the program, that one of the best ways to deal with students who tend to dominate the discussion is to offer them a dedicated task. When these students are either over-enthusiastic or simply less aware of other students' need to talk, giving them a special task allows them to feel that they are making an important contribution while not speaking as frequently. If you have a student who fits this category, ask them to help you out by taking notes on the discussion. Additionally, if a few students are particularly quiet during discussions, try asking them to read off a few of the discussion questions. This might help them

Plan for rest of year

Though this is our last meeting of the year, you can keep doing the things we talked about in Roots-- you're still a Roots student. I'll leave a Make Change box here with Make Change slips.

- Students decide where to put the box?
- Students decide who gets to read/what they do with Make Change slips?

Plan for next year

This program is about change driven by you, you can keep it going this year and next year, wherever you are. What we did this year isn't limited to our meetings or to the building you're in. The make change box can continue, asking people how they're feeling at school today, paying it forward, using instagram for good. We've done this in thirty schools, you can think about doing this in whatever school you're in.

Roots Day Congrats and Debrief

And then finally, I can tell you about the results of Roots Day: how many wristbands you handed out, and signatures you got, and who won the speaker!

- You all did such a great job that we're giving out the speaker to the winner AND the person who got their signature--one of you!
- You guys did such an amazing job on Roots Day -- just look at what you accomplished!
 - # of signatures collected
 - # of wristbands handed out
 - summary of some of the best Make Change slips collected from Roots Day

When discussing the end of the program this year, we called upon Roots students to continue Roots even in our absence. Though you will have more continuity with these students between years, it is still important that students take ownership of the program. One way to do this is to have build in more leadership roles for returning Roots students next year. After participating in Roots for 2 years, students might want to plan a meeting themselves.

- Overview of Roots Day across the state:
 - 530 Roots students participated
 - 9000 wristbands distributed
 - 655 signed sheets completed
 - 13100 signatures collected

“To thank you all for the work you’ve put into Roots, we’ve put together a certificate of appreciation to be hung in the school for everyone to see!”

[Show them the certificate of Appreciation]

[Time permitting, take a group photo and celebrate!]