

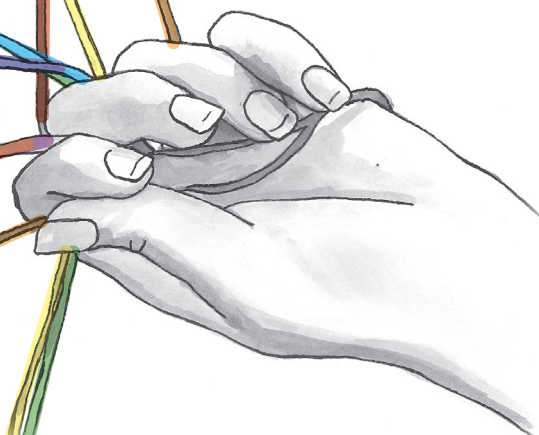
A circular logo composed of concentric, overlapping rings in various colors including purple, blue, green, yellow, and orange, creating a kaleidoscopic effect.

Kaleidoscope Lessons

Guided lessons for students in Grades 7-12
based on the Kaleidoscope Connect
framework



Kaleidoscope Connect
www.BrightwaysLearning.org





Each of us is a unique kaleidoscope of color, which changes as we grow, evolve ... from year to year, and sometimes even day to day. We need our full-spectrum to do well in our lives. Prepare to help youth change their lives by guiding them through the full-spectrum journey of Kaleidoscope Connect, based on Integrative Youth Development (IYD)[™].

Our framework uses the terms “full-spectrum” and “full color” to reflect the ROY G BIV (Red, Orange, Yellow, Green, Blue, Indigo, and Violet) impact areas — or “phactors” — that contribute to and shape a youth’s Developmental Ecology — that is, the unique combination of conditions and well-being that a youth is experiencing at any given time. Each person’s Developmental Ecology is dynamic and is generally in constant flux; it is influenced by intrinsic and extrinsic factors — some of which may be in control and some out of the control of the youth.

What are these lessons?

The Kaleidoscope Lessons help teach and internalize the Integrative Youth Development[™] framework, and they are designed specifically for youth to learn to see their lives in “Full Color.” Their purpose is to support students in identifying their inner and outer strengths and resources so they can be safe, healthy, happy, and successful.

What will the Kaleidoscope Lessons do?

Kaleidoscope Connect supports students in finding and strengthening their connections with “Anchors” — the name for any adult who can offer them support — who take an interest in them, who bring out their talents, and who connect with them. These anchors may be family members, teachers, coaches, Elders, and/or neighbors. By establishing several of these supportive relationships, youth are more likely to succeed.

What can I expect when I lead these lessons?

- ◇ You can expect your students to gain a better knowledge of themselves — who they are, what they should strive for, what they should avoid, and who can support them.
- ◇ You can expect your students to form and sustain supportive connections with adults and to self-activate their strengths and natural abilities.
- ◇ You can expect your students to enjoy learning about the developmental ecology that surrounds themselves, each other, and their community.
- ◇ You can expect to feel good teaching young people meaningful, measureable, and memorable things about their lives.

What is *Kaleidoscope Connect* based on?

Kaleidoscope Connect is a service of the nonprofit organization Brightways Learning based on Derek Peterson’s Integrative Youth Development (IYD)[™] framework. IYD, in turn, is a descendant of the student development theories of Art Chickering, Uri Brofenbrenneur, Carol Gilligan, Martin Seligman, Christopher Peterson, H.G. Barker, Peter Benson and others.





For the Leader

Integrative Youth Development (IYD)TM focuses on seven impact areas — or “phactors” — that influence young people’s positive development:



Red — The Rule of Five (Anchors for the “Web of Support”): The foundation for each youth’s own personal village is having five caring adults (or more) in their lives, who have high expectations and provide opportunities, teach skills, and celebrate relative best in appropriate ways.



Orange — Tangible Supports (Adding strings to the “Web of Support”): Measurable supports provided through the youth’s Anchors that shape their home, school, and community environment.



Yellow — Intangible Supports (Adding strings of virtues to the “Web of Support”): Important, yet difficult to measure, beliefs, values, and behaviors that are being taught to and caught by the youth.



Green — Growing Your Balloon: A person’s innate characteristics, natural abilities, and talents that increase the likelihood they will remain connected to their Web of Support.



Blue — Scissor Cuts: Reducing or eliminating the conditions, actions, and attitudes that erode the strings being created by the Anchors.



Indigo — Caring for the Carers (The web beneath your Anchors): Supporting those who anchor your web so they do not drop out of your life, even when circumstances in their own lives change.



Violet — Social Norms (The storm that affects the entire web): The climate and culture of the social environment (home, school, and/or community) that have been accepted or agreed upon by a critical number of adults.

By focusing on these seven phactors, these lessons aim to significantly improve the physical, mental, and emotional environments for young people.



Why is *Kaleidoscope Connect* important?

Kaleidoscope Connect supports the developmental ecology of students. It has the potential to affect individual students — their health, their safety, their academic performance, their emotional state, and their social environment. And it has the potential to affect the climate of the entire school and community. Kaleidoscope Connect transcends grades by focusing on the whole world around the whole student.

What are the components of the *Kaleidoscope Lessons*?

Together, the Kaleidoscope Lessons include seven units, corresponding to the impact areas of IYD. Each unit contains two or more lessons. With few exceptions, each lesson includes the following:

- ♦ **Leader Instructions** — Objectives, additional materials needed, and step-by-step instructions for leading the group through the lesson; 1 copy per Leader
- ♦ **Focal Point Guide** — Models examples of desired outcomes from the Focal Activity; 1 copy per Leader
- ♦ **Focal Activity Sheet** — Worksheet that participants write on while completing the related activity; 1 copy per student
- ♦ **Reflection Sheet** — Worksheet that offers two options for reflecting on what participants learned from the lesson; 1 copy per student. If you have a student who is consistently choosing not to complete either Reflection Sheet, you may wish to take some time to meet with them individually to talk over their reasoning for skipping it.

How do I lead the *Kaleidoscope Lessons*?

First, read through the lessons. Determine what kinds of delivery and teaching styles work best with your students, and then modify the lessons to suit those. Generally, the lessons are interactive; they involve small- and large-group discussions, role plays, and physical activities. Leaders may want to supplement any of the lessons with other activities, including guest speakers, games, videos, and online research.

Second, attend to the sub-components of each lesson's Leader Instructions:

- ♦ **Review** — Ask students what they remember from the previous lesson, and try to fill in the gaps. This not only reinforces messages from the past but also provides a transition to what you'll teach them in the present.
- ♦ **Introduction** — Show students why the lesson is relevant, why it's more than just another school chore. Pique their curiosity.
- ♦ **Objective** — Tell students what they'll be doing, so they know what to expect.
- ♦ **Focal Activities** — Use the Focal Point Guide (for Leaders) and distribute the Focal Activity Sheets (for students) to provide a hands-on activity related to the lesson's primary focus. Make activities engaging and adapted to the group's participants, helping to ensure how the activity ties to the concepts brought out in the lesson.





For the Leader

♦ **Assessment** — Gauge to what extent the lesson has succeeded, has met its objectives.

♦ **Reflection** — Debrief so that students reflect on the lesson. Make the ideas come alive for students by having them relate what they've learned to their own lives. In addition to the Reflection Sheet, you may want to use "MEFA" questions:

♦ *Memory*: What phrases and ideas from this lesson stood out? Give examples.

♦ *Emotion*: What part of this lesson could worry a student, or make them feel uncomfortable? What part could make a student feel hopeful? What part could lift students up? Give examples.

♦ *Frame*: What could this lesson mean for a student, their friends, and their family? Give examples.

♦ *Act*: How could a student apply what we have talked about here today? Give examples.

♦ **Next** — Let students know what's coming in the next lesson. This gets them to anticipate what they'll be learning and also provides a transition, so they can see that all these lessons are connected.

In what other ways do I need to prepare?

Folders — Each participant will need 1 folder of some type in which they can store their work in one place and dedicate solely to the Kaleidoscope Lessons. Participants can bring in one of their own or they can be provided by the school or organization. Determine how you'd like students to decorate their folders — with illustrations, cutouts, etc. — and give them an opportunity to do that before beginning the series. Students should bring their folders and a pencil to each lesson session. Be aware that activities from one lesson to another often build on each other.

Question Box — Create a box for students to anonymously add questions that can be answered during lesson sessions. During each session, remind students that the Question Box is available to input ongoing questions to be answered. You and other participating adults should also be encouraged to contribute questions.

Lesson Materials — Assign one person consistently or setup a rotation schedule for who should be in charge of preparing the materials in advance for each lesson. Printing the applicable number of copies of the lesson components and collecting additional materials should be done before lesson delivery time to maximize actual activity time.

Finally, coordinate to the best of your ability the messages students receive from the Kaleidoscope Lessons with the messages students receive from their Anchors, school, their families, and their broader community. The more young people receive consistent, positive messages from a variety of sources, the more they'll heed those messages. For example, school staff can

be excellent sources for potential Anchors. School administrators can enforce positive norms. Family members can help with reflection activities and putting what their youth learn into action. Also, community resources can provide outreach to students.

How will *Kaleidoscope Connect* affect my school and community?

The more that students self activate their individual Developmental Ecologies, the more power the family, school and community will have to influence positive attitudes and behaviors. As the number of adults who belong to a supportive relationship with a teenager increases, the web of support grows, and the community becomes more cohesive. Kaleidoscope Connect has the potential of changing not only individuals but also entire communities. Ideally, every responsible adult will have a stake in the success of every youth.

Who developed *Kaleidoscope Connect*?

Kaleidoscope Connect was developed in partnership between Brightways Learning and **Derek Peterson**. Peterson has been a long-time advocate for young people. While serving school boards, administrators, teachers, students, and community members, Peterson was a leader of a team that developed and led a statewide initiative for children, youth, and communities. Peterson is the voice and co-creator of Kaleidoscope Connect and its assessment system, which measures his integrative approach to youth development. He is the lead author of the Helping Kids Succeed – series, of which about 1 million copies have been distributed.

For three decades, Peterson has been working with communities, school districts, and school sites throughout the United States and other parts of the world. He is the founder of the Institute for Community and Adolescent Resilience (ICAR-US), and the co-founder of the Changing Children's Worlds Foundation.

Who developed the *Kaleidoscope Lessons*?

While Kaleidoscope Connect generally works in collaborative processes, **Amy McDonald** was the lead developer of these lessons. She has more than two decades of experience in K-12 education in English Language Learning, classroom teaching, Lead Teacher, and School Counselor. She has a Bachelor's degree in Linguistics, a K-8 Type B Teaching Certification, and a Master's degree in K-12 School Counseling. McDonald works for Alaska's Southeast Island School District and also serves as a Kaleidoscope Connect Developmental Ecologist.





Facilitation

In this lesson, students learn the ROY G BIV framework.

Student/Activity Materials

- ◇ 1 copy of the Focal Activity Sheet — ROY G BIV Diagram (per group)
- ◇ 1 copy of Focal Activity Reference — Phactors (per group)
- ◇ 1 piece Large Poster Paper (per group)
- ◇ 1 set Colored Markers/Crayons/Colored Pencils (ROY G BIV) (per group)
- ◇ 1 Ball of Yarn or String (per class)
- ◇ 1 Green Balloon (per class)
- ◇ 1 copy Reflection Sheet (per student)
- ◇ 1 Folder or Storage System (per student; to keep lesson activities)

Preparation

- ◇ None

Introduction

1. Tell students that they're going to be starting in on a process of seeing the world through a different lens than they are accustomed to. Tell them that they will see themselves in the context of a story. The following lessons will support them in identifying what is right about them and the world around them. They'll identify their strengths, the resources available to them, and how they can ensure an interesting life. They will be the co creators of these lessons, and will discuss and write and explore what works and what doesn't, so that these lessons can be made available to teens around the world.

Objective

2. Tell students that today we will be learning the seven colors that enable us to see ourselves and others in full color. Each of these seven colors, ROY G BIV, represent a phactor that influences young people's positive development. Explain that light, when passed through a prism, breaks into a spectrum. And, it is within this spectrum that we find the details of what teens need to have more options, bounce back from adversity, and have an interesting life.

3. Draw a triangle on the board; this represents a prism. Draw a sun to the left of the triangle. The sun, instead of a circle, is heart shaped — with sun rays. Draw 7 lines on the right side of the prism to show the students what happens when the light is

OBJECTIVE:

Read the script and allow students to draw the seven phactors on a piece of paper, in order to explain it to another.





leader instructions

passed through science. Instead of seeing things in black and white, we can then see them in full color.

4. Write the ROY G BIV on the board and tell student what each of the phactors/colors represents (use the Phactor name and descriptions). For the ROY G part of the explanation, select 5 students to come up to the front of the room to act as Anchors. The Red Phactor is represented by the five students, explain that these Anchors can be any adults. A good definition is: Adults who have high expectations for the student and who can support them in living into those expectations. Explain that these Anchors can be two parents, two teachers, and a faith-community leader OR a mom, an aunt, a counselor, a coach and a teacher, OR a grandparent, an uncle, a friend's parent, a teacher, and a youth program leader, etc.

5. As you are explaining the Orange and Yellow Phactors, have the five Anchors spread the string out between them creating a web of support. When you get to the G Phactor blow up the balloon and demonstrate that the bigger the balloon or the more strings (Orange and Yellow) the less of a chance that the balloon can fall through the web of support.

6. Distribute the *ROY G BIV Diagram Activity Sheet* and the *Phactors Reference Sheet* to each group.

7. Tell students that the glyph/diagram represents all seven Phactors working together to create a web of support for teens.

Focal Activity

8. In small groups, support students in creating a poster using the glyph/diagram and the Phactor descriptors. The glyph/diagram should be colorful representing the 7 ROY G BIV colors. The Phactor descriptors should also have some color added to them to make the poster pleasing — encourage them to make their posters unique to their group. Explain to students that these posters will be displayed around the school to help others learn about the web of support.

9. When all the posters are done, do a gallery walk around the room so the groups can see each others' posters.

Assessment

10. Ask students to report out about which Phactors stood out to them the most and why?

**Reflection**

- 11.** Give each student the *Full-Spectrum Web of Support Reflection Sheet* to record their reflections on this lesson. After students have spent some time recording their reflections, have them share out one thought from their reflection.

Next

- 12.** Tell students that next time they will talk about the qualities and behaviors of Anchors who anchor their web of support.





Introducing
ROY G BIV

focal activity sheet — roy g biv diagram

Full-Spectrum Web of Support





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Full-Spectrum Web of Support





Introducing
ROY G BIV

Full-Spectrum Web of Support

reflection sheet

Option A

1. What did you learn about yourself or others?

2. What will you tell someone else about what you learned?



Introducing
ROY G BIV

Option B

1. Draw a picture of yourself practicing what you learned today.

2. What will you tell someone else about what you learned today?

Full-Spectrum Web of Support





Introducing
ROY G BIV

Full-Spectrum Web of Support

reflection sheet

Options A & B

3. Give an example of the thing that stood out to you the most.

4. Give an example of what worried you or made you uncomfortable.

5. Give an example of what gave you hope or inspiration.

6. What did this lesson mean to you and what might it mean for your friends and family?



