



True Rebel Video Series – “Being a Rebel” Facilitation Guide

*****BEFORE watching the video:**

ACTIVITY: Allow the youth a moment or two to choose a partner to sit beside. Prepare them by saying that they should choose someone who they trust, and with whom they feel comfortable. If you notice partners being created who may not be effective, do your best to create pairings that will ensure a positive experience for all.

Ask the youth for their definition of a Rebel. Who is a rebel? What does a rebel do? Create a mind map on the board, or somewhere accessible to have as a visual while watching the video.

Ask the students to think of their most "rebellious moment." What did they do? Who were they rebelling against? Give them an opportunity to share with their partner, or with everyone if they are comfortable.

*****Watch the video**

*****AFTER watching the video**

It is important to leave a moment of pause before addressing the students/youth. Allow a short time for quiet reflection, without interruption.

How did the video change or reflect our earlier perceptions of a rebel?

Lead a group discussion through some of the earlier main points for defining a rebel.

Think of a moment when you created a story of what you thought someone wanted to hear, like when Ken said that he was a smoker. What stories did you tell yourself? Allow the youth a moment to reflect, and then opportunity to share with their partner or the group if they would like.

What youth culture "rules" are there in our school(s) and among peers, the ones that are unwritten?

Consider one way that they can rebel against a "rule that needs to be broken". Let them know that you are aware of the temptation to sabotage the seriousness, but that you are trusting them to be respectful and honest. No one has to speak, and there will be no set order. Just come up to the front to share when you are ready. Lead with your own resolution of a rule that you want to break, and then step aside. Don't be afraid of the silence. Give them room to

process and work up the courage. When the majority of students have shared, quietly return to the front of the room. Encourage students to gently hold each other accountable to the resolutions made today, and thank them for their contributions to the discussion.

Or alternately in a setting too large for individual sharing you might pose a challenge after considering one way to rebel against a "rule that needs to be broken", "If you are ready to be a rebel, stand up" and let the youth slowly stand. Some will possibly stay seated. This then leads into a discussion about why they might stand or choose to stay seated. You could pose this challenge in a smaller group as well and then give time afterwards for the youth to share how they are resolving to rebel and against what unwritten rule.

Other potential discussion questions

What are some of the stereotypes that you have heard in your own life about teenagers?

Do you think that you negatively stereotype yourself and other teenagers?

Brainstorm the strengths that teenagers bring to community.

Can you come up with examples of teenagers breaking rules with wisdom and without?

According to Ken, where does most of the pressure in "peer pressure" come from? Do you agree or disagree? Can you think of a time where you gave in to peer pressure? Were you forced to do something? How? (That's an example of external pressure) Did you choose to do something because of "perceived reaction" (How you thought people would react or respond)? (That's an example of internal pressure)

How can we, if it is only 'human' to care about other people's responses and reactions, create new 'rules' that won't make people feel like they have to make damaging choices to 'fit in' or 'be accepted'? What are the kinds of things that make people feel like they belong without having to lie or follow damaging 'rules'?



True Rebel Video Series – “Kindness” Facilitation Guide

***BEFORE watching the video:

DISCLAIMER: This activity will require an understanding and commitment among the youth of a safe and confidential space of mutual respect. You will need sticky notes and a Sharpe marker for everyone (I guess you can do it with Sharpe's but it should be able to be easily read by all).

ACTIVITY: Have the youth write one word per sticky note of something negative they have heard said about them ("Fat", "Ugly", "Stupid" etc.), something that hurt them and maybe still bugs them today... maybe they heard it today. After this has been done, the youth will come up to a blackboard or a flip chart and stick all their negative words on it. Take some time to read some of them out loud.

***Watch the video.

***AFTER watching the video

Have the youth one by one come up to where the sticky notes are and tear one of the negative words off, tear it up and let the pieces fall to the floor. When everyone has had a turn, allow a free for all of tearing off the sticky-notes and tearing... yeah, it'll make a mess...

When the board/chart is clear, challenge the youth to write three new sticky notes. One positive word/phrase on each that is true about them and who they are. Have them come up to the board/chart and put their new sticky-notes up saying at least one of the positives about themselves out loud!

Debrief, the sticky note activity by asking, "How did you experience that activity? How did it impact you?" Giving each an opportunity to respond.

***OTHER PROMPTS

PRE-VIDEO: Think of your day to day life: school, friends, family, social media, video games, news, thoughts/emotions, TV/movies etc. What percentage of your day would you consider is negative? Insults, mean joking, sarcasm, complaining, putting down others, including making fun of celebrities or music or whatever... what's that percentage of daily negativity? Is anyone surprised by the %?

What thoughts did you have about yourself this morning when you got ready for school?

When you looked in the mirror this morning? ... or when you look in the mirror in general?

POST-VIDEO: How sarcastic are you? How can sarcasm be hurtful/harmful?

When was the last time someone said something kind or complimentary to you? How did it feel?

When was the last time you encouraged, complimented or built someone up? How do you think that made them feel? how did it make you feel?

Do you say 10 genuinely uplifting positive things for every negative thing you say? (when negative includes sarcasm and complaining)

Why do you think we are hesitant to be kind or complimentary?

Do you think being kind to ourselves will help us be kind to others?

How can you be kind to yourself?

How can we limit/decrease the % of negativity?

PRACTICE: Have each person come up with 2 genuinely uplifting positive things to say! One about the person to their right, one about the person to their left... or whatever arrangement will ensure all youth in the class get two genuine compliments.

CHALLENGE: Take the challenge from the video. Can you go for 5 minutes saying only genuinely uplifting and positive things? (no sarcasm or complaining?). Can you go 10, 15? Have the youth take the challenge as homework and debrief that experience when you are together again. "How was your experience of that challenge? Did you find it difficult or easy? Did it feel strange? If so, why do you think that is? What type of impact did it have on others? What type of impact did it have on you?"



True Rebel Video Series – “Do You Love Your Friends?” Facilitation Guide

*****BEFORE watching the video**

Ask the guys in the class, just the guys, to raise their hand if they love their friends. Afterward you can ask guys. Did you put up your hand? If yes, did you put it up right away or did you have to think about it? Is that an easy question to answer or difficult? Why or why not? If it's difficult, why is that a difficult question to answer? What does this question mean to you? Depending on the size of your group, you may want every guy to answer, perhaps with the use of a talking stick or stone.

You can ask everyone to raise their hand.

Do you love your mom? - You may want to ask some of the same follow up questions.

Do you love pizza? - You may want to ask some of the same follow up questions.

*****Watch the video**

*****AFTER watching the Video**

In pairs (with time to share in the group afterward).

What do you think it means to love your friends now? Has your ideas about loving your friends changed at all? What are different ways that you show that you show love to your friends?

How is love shown in your family? In your culture(s)? How is love depicted in the media? What helps you to know that someone loves you?

How would your friends react if you told them you loved them or used other kind words to express that you care about them? Ken talks about fear as a reason that we make fun of each other so much? Do you think this is true? In what ways have you been afraid to 'break the rules' among your friends/peers? What do you think you are afraid of?

STATEMENT: A lot of youth walk into school every day knowing that if they do something or say something that can be made fun of, they probably will get made fun of.

Ask youth to discuss in their pairs or small groups, and then if they are willing, in the larger group; Does it ever hurt your feelings when friends tease, insult, make fun of you or use hurtful words? AND/OR Share a time you were made fun of or ridiculed for saying something real/honest. How did that make you feel? How did it make you feel about those friendships?

STATEMENT: It takes a lot of courage to share and be vulnerable, it takes courage to confront our fear....

What is potentially dangerous about love? Loving your friends? Describe some ways you can be courageous when it comes to loving your friends.

What happens if fear wins over love in our friendships? What if love wins over fear?

What can a friend do to make you feel comfortable stepping outside of the rules and being honest about how we are really doing or what we are really feeling/thinking?

*****OTHER PROMPTS**

ACTIVITY: Give students some time to write out the names of some friends who they truly love. Then ask students to brainstorm some practical ways to express this love to their friends. Some students may be willing to share strategies.

BONUS: Discuss if and how you think these things might be different, in general, for boys compared to girls.



True Rebel Video Series – “Redefining Love” Facilitation Guide

***BEFORE watching the video

DISCLAIMER: This facilitation guide provides suggestions to help encourage a broader discussion and dialogue with youth based on the video. You will need to choose which suggestions to use that will fill the amount of time you have available. Please feel free to adapt them or come up with ideas of your own.

ACTIVITY: Break into small groups and then have the groups share some of the highlights of their discussion.

QUESTIONS: How would you define love? How do you know someone loves you? In what ways can you show someone else you love them? Do you think there are differences between how girls and guys think about love? Express love? What does pop culture teach us about love? Movies? Songs? TV? Ads?

OTHER ACTIVITY OPTIONS: Make a collage about what you think about love. Have a variety of art materials available and have youth visually represent love.

***Watch the video

***AFTER watching the video

ACTIVITY: If you chose an activity before the video have youth discuss in small groups and then share highlights of their discussion.

QUESTIONS: How is your representation of love in your collage/art similar or different from Ken's definition of love in the video?

OTHER QUESTIONS FOR SMALL GROUP: Describe a time you had a friendship that drastically changed. Have you ever gone from "loving" someone to "hating their guts"? Do you think you ever actually genuinely love that friend? How did "hating their guts" or the end of the friendship make you act towards that person? Do you regret any of your actions or feelings?

ACTIVITY: Share your thoughts about the idea of love as an action as opposed to a feeling. Do you agree with Ken that love is rooted in how you treat someone? Can you have loving action without a loving feeling?

QUESTIONS: What do you think grows out of love? Out of fear? Can you think of a time that you hurt someone or acted out of fear? What do you think you were afraid of? If a friend hurts your feelings or betrays your trust, can you deal with the hurt or problem while still loving your friend? How? Are you really loving your friends? How? Are you making your friends lives better by being in their lives? How? What steps can you take to love your friends better?

*****OTHER PROMPTS**

ACTIVITY: Role play - Come up with scenarios (eg. two students at a locker talking about a rumour and the person who the rumour is about walks by). How will this situation play out if people act out of fear? How does the situation play out if love wins? Follow up discussion about what grows out of love and what grows out of fear.

ACTIVITY: Word Wall - Each person gets a blank sheet of paper on the wall around the room with their name on top and the group has time to go and write something uplifting and positive about each person on their paper.

ACTIVITY: Love/Fear Spectrum - An imaginary line on the ground from "All Fear" to "All Love". Have students move in the space to where they believe they are on the love/fear spectrum.



True Rebel Video Series – “True Rebel Challenge” Facilitation Guide

***BEFORE watching the video

ACTIVITY: Show the group a photo of a stranger (perhaps use the Humans of New York Facebook page). Ask them questions about the person in the photo. What can you tell me about this person from this picture. Invite them to be creative but to be able to answer the question, "Why?" You may need to prompt them. Do you think they are kind? Why? Are they approachable? Why? Do you think they have a job? Do you think you can tell any details about their childhood or family life? You could use the picture as a writing prompt and have participants write something about who this person is in the picture based on what they see there.

QUOTES: You could have participants come prepared to share favourite quotes about love or come with lyrics from a favourite song that talks about love and share some of these with the group or in small groups.

***Watch the video

***AFTER watching the video

ACTIVITY: Have participants break up into small groups for discussion and share highlights afterwards with the larger group.

QUESTIONS: Do you think there are things that you do to "earn love"? Do other people have to earn it from you? How? Do you think anything would change for you if you didn't feel like you had to earn love? What?

Think about the "prejudice list", the ways that we judge others based on appearance that Ken mentions, or how Ken mentions cliques and how we can segregate based on something like music preferences. What would the opposite look like? What's the "character checklist" for ourselves (attributes that will help us extend friendship to others despite differences)?

Have you ever become friends with someone that you had once thought that you probably wouldn't be friends with? What happened to help you connect and realize that you could be friends? What do you think would be needed for you to develop friendships with other people who may feel are 'not like you'?

ACTIVITY: Follow up to pre-video quotes: Take another look at the quotes Ken uses in the video. How do the quotes that you shared earlier compare to these words about love and

character from Martin Luther King Jr. and Nelson Mandela? How are they similar? How are they different?

"Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness: only light can do that. Hate cannot drive out hate: only love can do that." Martin Luther King Jr.

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character." Martin Luther King Jr.

"Life's most persistent and urgent question is, 'What are you doing for others?'" Martin Luther King Jr.

"For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others." Nelson Mandela

QUESTIONS: The True Rebel Challenge is to treat all people with "Love, Dignity and Respect" all the time. Do you think this is even possible? Why? Why not? If you think it is impossible, is it even worth trying? What about somebody who doesn't return love, dignity or respect and people who are hard to love? What do you think we fear about treating everybody with love?

*****OTHER PROMPTS**

ACTIVITY: Start with questions. Ken used words that might prevent us from loving people. We sometimes describe people as "dumb", "fat" or "smelly". What are "love" words? What words can you use to describe people that are positive? Put a sheet of paper for each person around the room (taped to walls) with their name on the top. Take time for each person to write something positive and loving on each other person's sheet of paper. Give time for each person to get their paper when it is done and reflect on the kind words written about them. How was the experience of writing positive things down for everyone? Difficult? Easy? Why? How was the experience of reading the things written for you? Difficult? Easy? Why?

ACTIVITY: Find other video of Martin Luther King Jr., Nelson Mandela, or others talking about the power of love, forgiveness etc. and facilitate further discussion with your youth.

ACTIVITY: What are you doing for others? Brainstorm ways that the group or individuals can change the community they are a part of by acts of kindness for others. Challenge each individual to commit or commit as a group to choose one thing to act on and then do it.

ACTIVITY NEEDING FOLLOW-UP: Try to go 10 minutes today without saying anything negative (including sarcasm and complaining). 10 minutes of only positive things to everyone. If you can't do it, start over, try again until you can go 10 minutes. If you have the opportunity follow up with the group about that experience.