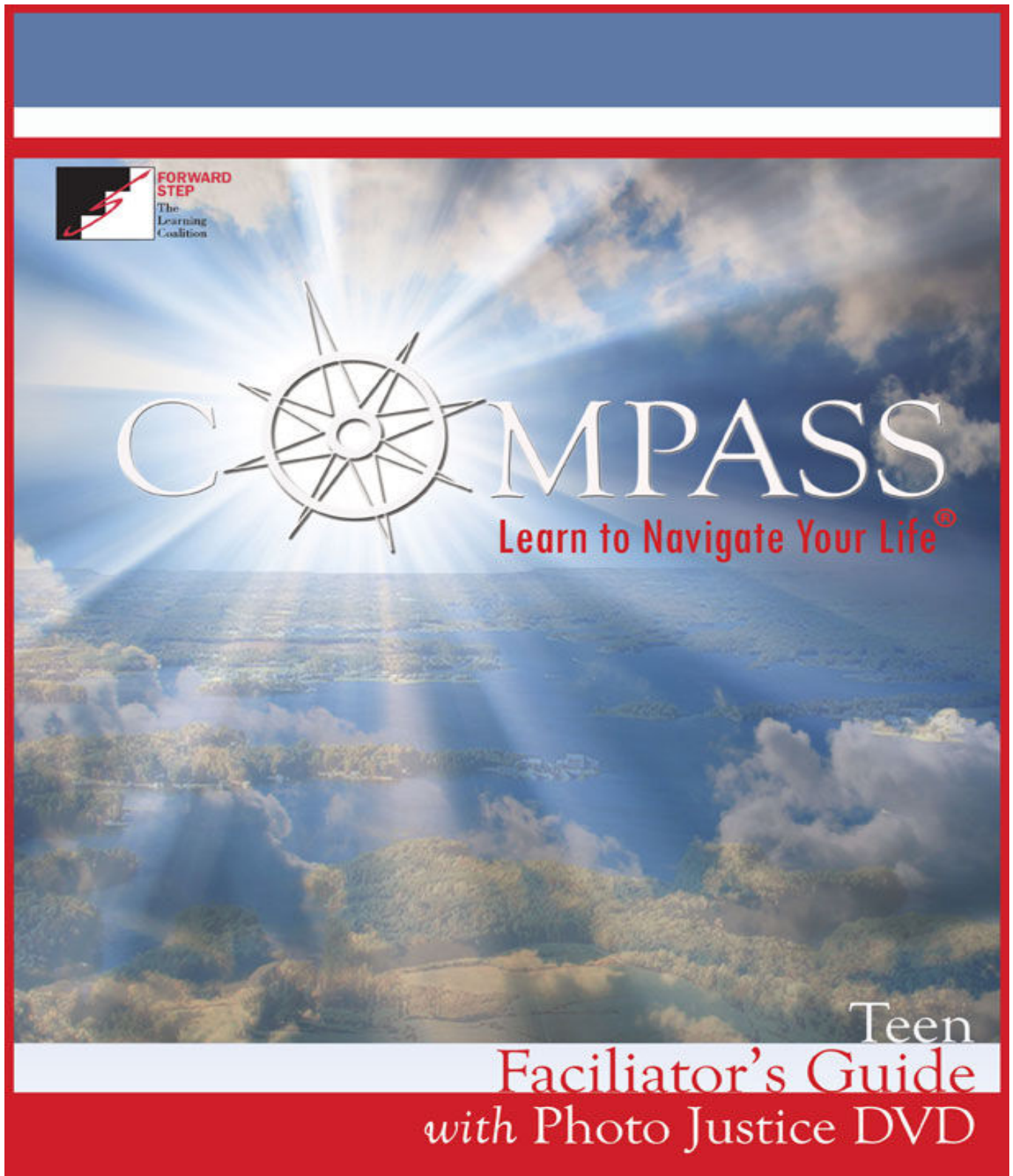


## Sample of Facilitator's Guide for Teen Program



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## **Session 2: Photo Justice**

**Objective:** To create awareness of the importance of personal responsibility.

**Preparation:** Watch the Photo Justice DVD prior to the session to familiarize yourself with the story and issues. Arrange for a TV and DVD player for the session.

### **Activity 1: Introduction** (Time: 5 minutes)

**Directions:** Rearrange the seating of the group to allow for the most effective viewing of the video. Count off by fours to divide the group into four subgroups. Assign each subgroup to track one of the key characters. Each Participant should have one character to follow. The Participants don't have to be like the characters they are tracking, i.e. any gender or race can effectively track any character. Ask the Participants to turn to page 2 in their workbook, "Character Description" (***not included in the sample***), and read it aloud with the Participants.

**Vocabulary:** photojournalist, darkroom, publisher, tabloid, touch-up

**Script:** Today we will be viewing a DVD and discussing some of the issues that come up in the film. Before we start, I want to introduce you to some of the characters in the story. I will be asking each of you to imagine that you are one of these characters while you are watching the film. The character may or may not be anything like you. That doesn't matter. Think about how you would feel as that character. Notice the choices the character is making. Perhaps you will be able to think of some different choices the character might have made.

### **Activity 2: Viewing the DVD** (Time: 35 minutes)

Present the Photo Justice film.

**Note to Facilitator:** Photo Justice is intense, a complex story which packs a lot of issues into a 35-minute film. In some ways, it raises more questions than it answers. This is part of the value, in order to stimulate discussion and develop consciousness. However, because of the complexity, certain audiences may have a difficult time understanding and following all of the details. With these groups, it can be valuable to watch the movie twice, taking time to discuss the story details in between. We have found that the richness and quality of the film does hold an audience for such a second screening.

### **Activity 3: Initial Discussion** (Time: 20 minutes)

**Note to Facilitator:** When discussing the following issues, it can be valuable to notice the perspectives of the different characters. When doing so, ask for the input of those Participants who were assigned to "be" that character.

**Vocabulary:** conspiracy, determine, responsibility, manipulative.

**Directions:** Get into a circle. Ask the Participants to open to page 3 in their Workbooks (***page 10 in the sample***). Use the remaining time to start a discussion about the issues in the Photo Justice film. This discussion will be continued in the next session.

## **PART 2 – RESPONSIBILITY TO ONESELF**

### **Section A: Awareness**

**Objective:** To create greater personal awareness in order to facilitate more effective decision-making and communications, and to improve relationships.

### **Session 5: How Your Mind Works**

**Objective:** To create an awareness that our thoughts and beliefs interpret reality and affect our feelings, actions and outcomes.

**Preparation:** Chalkboard and chalk or white board and markers.

#### **Activity 1: Mind Talk (40 minutes)**

##### **Directions:**

1. Create a circle with the group. Ask the Participants to imagine that they have to deal with the following situation: “You are at school. Your teacher gives you a challenging assignment.”
2. Ask for suggestions regarding how they think they might react within that situation. What different thoughts might they or someone else have in reaction to the given situation? If there are no responses from the group, “prime the pump” by giving some of the possibilities listed below. Write down the suggestions on the board.

“If you are at school and your teacher gives you a challenging assignment, some possible thoughts you might have in reaction to the situation are:

1. I can’t do this. It’s too difficult.
  2. This is interesting.
  3. If I can’t do an outstanding job, I would rather not do it at all.
  4. I like a challenge.”  
Etc.
3. Take each one of the suggested possible *thoughts* and discuss:
    - How each of the different thoughts might affect the person’s *emotions* (angry, sad, proud, etc.)
    - How those emotions might affect the person’s *behavior* (i.e. what actions he/she might take).
    - How the behavior might affect the possible *outcome* (the consequences or results).For instance, a student who receives a challenging assignment and *thinks* “I can’t do this. It’s too difficult.” might become very intimidated or frustrated (*emotions*). He/she may not even be willing to attempt the work but instead might give up (*behavior*) in defeat (*outcome*). In contrast, another student who views the same assignment and *thinks* “I like a challenge.” might find him/herself getting very excited and energized (*emotions*). He/she might be willing to keep working on the assignment, pushing past difficulties (*behavior*) until he/she succeeds (*outcome*). Refer to the “Mind Talk Worksheet”, page 7 in their Workbooks (page 12 in the sample). It helps to also set out this information as a chart on the board.

<u>Thought</u>	<u>Emotions</u>	<u>Behavior</u>	<u>Outcome</u>
I can’t do this. It’s too difficult.	Intimidated/Frustrated	Give up.	Defeat
I like a challenge.	Excited/Energized	Keep working.	Success
Etc.			

4. Discuss why it is important to understand this process. What does it take to change the outcomes we are creating in our lives? How does each step in the process affect the others? Is it possible to change thoughts, emotions, or behaviors? How? Why is it important for changes to be made? (One answer – “If you keep doing what you’ve been doing, you’ll keep getting what you got.”) Can one step within the

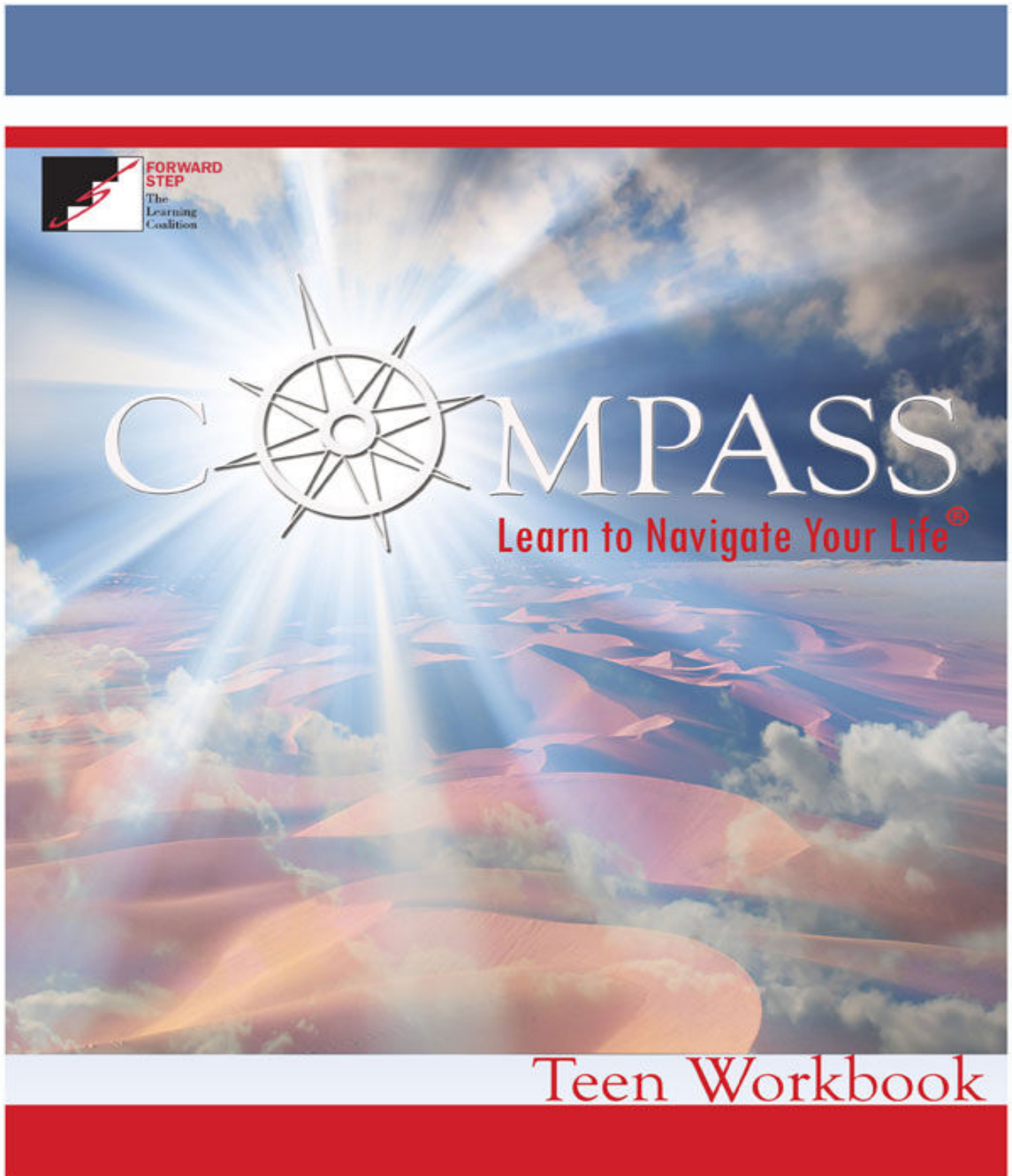
process be changed in order to obtain a different and more positive outcome? E.g., How can you prevent a negative thought of “I can’t do this” from becoming a problematic behavior? Discuss circumstances in which it is important to change one’s thoughts, emotions or behaviors. Look at how it is possible to work this process backwards; by recognizing negative emotions, we can work to trace them back to the originating thoughts.

5. Ask the Participants to turn to page 8 in their Workbooks, “About Mind Talk” (*page 13 in the sample*), and discuss the first part, Sample Points (wait to do the suggestions for “Rewriting Mind Talk” until later, after Activity 2).
6. If time allows, use the top two boxes for “Rewriting Mind Talk” on the “Mind Talk Worksheet”, repeating the exercise with another situation such as: “You call a good friend who isn’t home, so you leave a message. Later that day, your friend still hasn’t returned your call.”  
Possible thoughts:
  1. My friend doesn’t care about me.
  2. Maybe she/he is sick or hurt.
  3. Maybe he/she is out of town.
  4. He/she must be with other friends and they’ve left me out.Etc.

**Note to Facilitator:** It is extremely important to not make the Participants wrong for any of the thoughts that they share.

**Activity 2: Rewriting Mind Talk** (*not included in the sample*)

## Sample of Workbook for Teen Program



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# COMPASS - Learn to Navigate Your Life®

## Participant Workbook for Teen Program

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## ISSUES IN THE PHOTO JUSTICE VIDEO

1. In the movie, we first see Alex as a little girl. She is being assaulted by photojournalists who invade her privacy following the disaster that destroyed the town where she lived. Alex herself then becomes a photojournalist as an adult, invading other people's privacy. Why might some people think that if something is done to them, it's OK to do it to someone else? Have you ever noticed this tendency in other situations?
  - Someone who is physically abused becomes an abuser?
  - Or someone who is verbally attacked attacks someone else verbally?
  - Is this OK? If not, how can we stop this chain of events?The movie implies that Alex didn't care about other people's privacy because her own privacy was invaded as a little girl. This would suggest that she didn't have a choice about how her life turned out. Do you think she had a choice? Did her past determine her future? In what ways can we affect the direction of our lives? What can we change? What can't we change? To what degree can we change? Is it easy to change?
2. In the video, Alex excuses what she does by saying that the public has a right to know. She claims that she is giving the public what it wants, as shown by the overwhelming sales of the tabloid. What do people have the right to know: about our government; about businesses; about people's private lives? How would you determine which is more important: the right to know or the right to privacy? In the video, since the public demonstrated their desire to know by buying the tabloid, those individuals who bought the tabloid were "voting" with their money for the right to know. What are some other ways for the public to influence the media and other businesses?
3. In the story, Campbell lies to Alex, saying that he will meet her at La Vida Roadhouse but knowing he won't. Perhaps, from his point of view, he is doing it to protect himself from Cordova, the other photojournalist. What might have happened if he had told the truth? How would you decide which is more important: to lie to protect yourself or to tell the truth? Are there other reasons people lie? Can you think of situations where you believe it would be OK to lie? Are "white lies" OK?
4. In the story, Alex believes that taking a photo of the Rough Edge baby wouldn't harm the baby. When asked, "Don't you feel any guilt in having placed this child in jeopardy? ... Why place this child in danger?", Alex responds, "Because the public wants to know. This issue of *The Sun* may be the biggest seller they've had in the past five years. So before you or any of your audience start moralizing with me, remember, I'm not the one out there buying the paper." She then hears that the baby is kidnapped and killed. Even though this "news" was a set-up for a publicity stunt, it could have been true. If something had happened to the baby, who would have been responsible?
  - Alex, for taking the photos?
  - Norman Campbell, the publisher of the tabloid paper, for printing the photo?
  - Blade, the baby's father, for creating music with satanic overtones?
  - Cyndi James, the baby's mother, for staying with Blade?
  - The Chauffeur, for telling Alex where and when she could get photos of the baby?
  - Cordova, for doing touch-ups that reveal the baby's location?
  - The public, for buying the tabloids?In what way would he/she/they have been responsible? Think of a problem that you are dealing with in your life. Is just one person responsible for that problem?
5. In the story, Trey believed that her grandfather's photos forced a government to change its policy. Trey spoke of two kinds of photojournalism: the kind that was manipulative and the kind that could make a

positive difference. She wanted to do the positive kind. At the end of the film, she was taking photos that would reveal the conspiracy between Cordova and Blade. Was this the kind of positive

photojournalism that she aspired to or was she selling out? What kinds of things can reporters and photojournalists do to make a positive difference? How can people in other types of jobs make a positive difference? What are some ways people can make a positive difference outside of their jobs, such as in their private lives with their families and communities?

## MIND TALK WORKSHEET

Situation: <i>I received an extremely challenging assignment.</i> Thought: <i>I can't do this. It's too difficult.</i> Feeling: <i>I'm intimidated and frustrated.</i> Behavior: <i>I quit working on the assignment.</i> Outcome: <i>Job doesn't get completed.</i>	Situation: <i>I received an extremely challenging assignment.</i> Thought: <i>I enjoy a challenge.</i> Feeling: <i>I'm excited and energized.</i> Behavior: <i>I keep working.</i> Outcome: <i>Job gets completed.</i>
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### Rewriting Mind Talk

Situation:  Thought:  Feeling:  Behavior:  Outcome:
Situation:  Thought:  Feeling:  Behavior:  Outcome:

Have to	Choose to
Should	Could
I am trying	I am
But	And

## ABOUT “MIND TALK”

### Sample Points:

- We all have “**Self Talk**” constantly going on in our minds. In this “Self Talk”, we tend to comment on and judge much of what we experience.
- Some of our “Self Talk” is a response to peer pressure or parental expectations.
- Thoughts about things are just that. They are thoughts, our interpretation of reality, not reality itself.
- These *thoughts* create *emotions* that can affect our *behaviors*, which in the end contribute to the final *outcomes*.
- Thoughts and feelings are not inherently good or bad, right or wrong.
- Through awareness, we can better understand our thoughts, emotions, and behaviors. As awareness increases, we can better understand which thoughts and emotions can lead to specific behaviors. Also, if we are aware of our thoughts and emotions, we can be in charge of them instead of them being in charge of us.
- It can be difficult to change our “Self Talk”, our thoughts. If we do want to change it, the first step is to notice it. The second step is practice. The skills that will help us change our lives will not become an integral part of our being without practice.
- Even without changing our “Self Talk” (our thoughts), we don’t have to let it run us. We can be the **Observer**, standing back from the mind chatter and observing it. We can then be open to entertaining other thoughts and feelings. The power of the Observer is that there is a magical “**Moment of Choice**” in which we can either fall into our usual patterns of thoughts, emotions, and behavior or consciously choose a different path. For instance, if I notice myself thinking that a school assignment is too difficult, I may be able to coax my mind into realizing that if I break the assignment down into smaller tasks, I probably can figure out how to do it. Or I can realize that I am more capable in certain areas and in other areas it is fine to ask for help. Or I can use other positive thoughts and strategies.
- The path to improving one’s character can be challenging and difficult. If one wants to make changes, it necessitates taking risks. One can choose to take the risks or choose to not take risks. If not, then it is important to remember, “If you keep doing what you’ve been doing, you’ll keep getting what you got.”

### Rewriting Mind Talk (*not included in sample*)