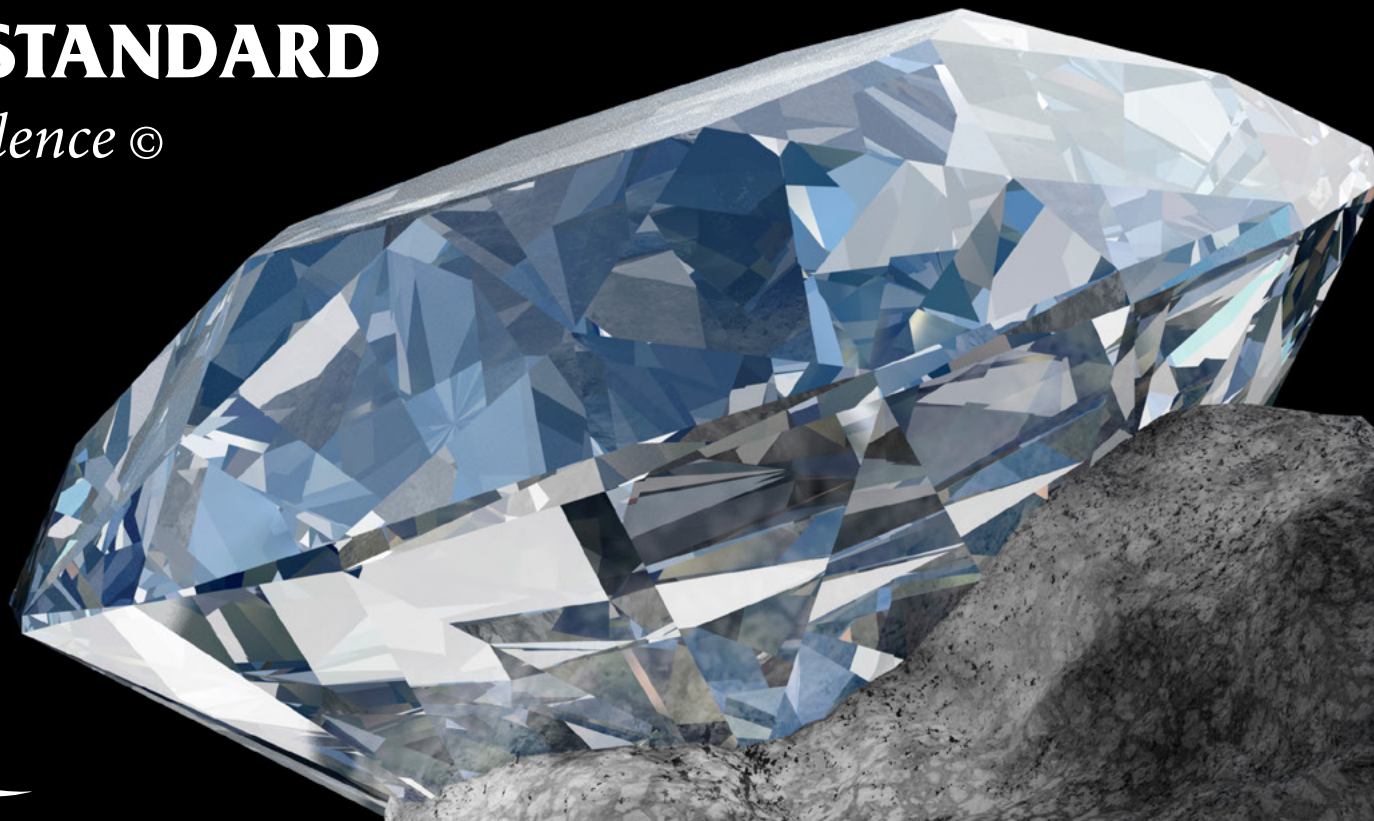


Curriculum Tour

THE **DIAMOND STANDARD**

Living a Life of Excellence ©

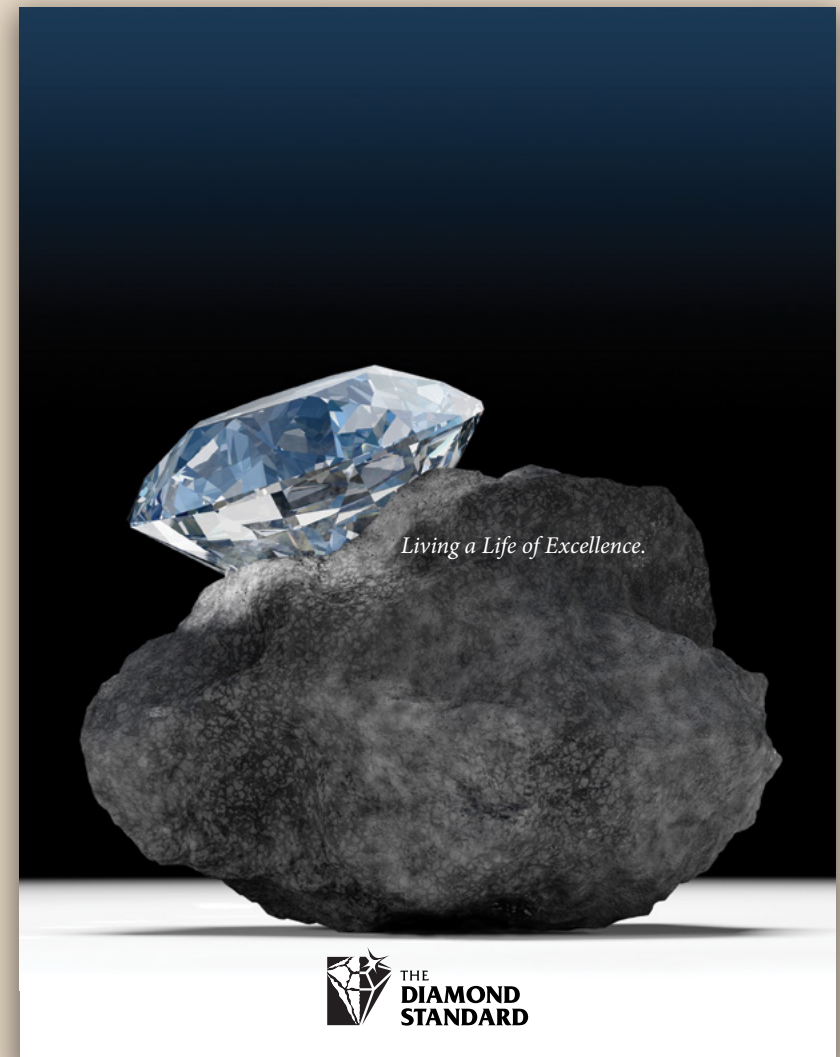


A PROMISING
FUTURE

Next

Introducing THE DIAMOND STANDARD

We've set **The Diamond Standard** in success and relationship education. Through this workshop series, youth and emerging adults (ages 15-25) gain valuable information, skills and resources to help them discover the keys to whole-person health and a promising future.



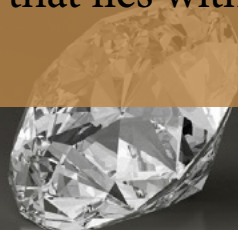
Diamonds in the Rough

Young people ages 15-25 are among the least served and highest risk populations in North America. They face rapid changes in responsibility levels, social resources, relationships, education and career opportunities. They are also most likely to be involved in life-altering, high-risk behaviors.



Discovering Beauty and Brilliance

Throughout **The Diamond Standard** workshop series, the story of how a diamond develops from coal to become a brilliant gem is used as a metaphor for the personal development process. Participants begin to discover skills and resources that help them reveal, value and protect the treasure that lies within them.



Psychosocial, Evidence-based Methodology

The curriculum is written and developed around a whole-person health approach, which impacts an individual physically, mentally, emotionally, socially and spiritually/morally. These methods develop participants internal and external assets to improve their likelihood of success.

POSITIVE YOUTH DEVELOPMENT

The core elements of positive youth development programs increase potential for success. These programs seek to achieve one or more of the following objectives: Bonding, Resilience, Social competence, Emotional competence, Cognitive competence, Behavioral competence, Moral competence, Self-determination, Spirituality, Self-efficacy, Clear and positive identity, Future Outlook, Positive behavior, Prosocial involvement, Prosocial norms.

SOCIAL NORMING THEORY

This theory impacts attitudinal and behavioral change. Social norms have significant impact on both thought and behavior because people tend to adopt attitudes and act in accordance to group expectations and behaviors for acceptance. By highlighting statistics that accurately reflect the positive choices of populations, prevention efforts can utilize social norms in a constructive way.

SOCIAL LEARNING THEORY

People learn through observing others' behavior. Albert Bandura identified four primary elements necessary for an individual to take an observed behavior and implement it as a personal choice:

- 1) Attention
- 2) Retention
- 3) Reproduction
- 4) Motivation.

CHARACTER EDUCATION

Children are most likely to become persons of character when they grow up in communities of character. They learn qualities such as honesty, compassion, courage, kindness, self-control, cooperation, diligence and hard work when there is an effort on the part of the community they're surrounded by such as families, schools, churches, temples, mosques, the media, the government, sports leagues, the chamber of commerce and others.

COGNITIVE BEHAVIORAL THEORY

The basic premise behind Cognitive Behavioral Theory (CBT) is that behaviors are the direct result of a person's internal thoughts and emotional content. Using this theory individuals identify those behaviors which are unhelpful and develop a plan to respond with a more positive perspective in the future.

Developmental Assets for Young Adults

The Search Institute and the Social Development Research Group conducted a meta-analysis of 50 theoretical and empirical explorations of successful adult development. The results of these studies indicate eight key components to successful adult transition. The following table provides a brief overview of these factors.

Physical health | *Good nutrition, regular exercise, no substance abuse or dependence, safe sexual behavior, avoiding violence, no drinking and driving*

Psychological and emotional well-being | *Positive self identity, life satisfaction, positive outlook, sense of purpose, prosocial orientation*

Life skills | *Decision-making, emotional self regulation, interpersonal skills, self-efficacy, financial responsibility*

Ethical behavior | *Telling the truth, keeping promises, avoiding crime, obeying the law, calling in sick only when really sick, demonstrating care and concern for others, taking responsibility for oneself*

Healthy family and social relationships | *Bonding and frequent interactions with a parent, an intimate partner, and with peer(s); involvement in groups such as community sports teams, church groups, music groups, dance classes*

Educational attainment | *High-school completion, completion of post-secondary degree or occupational certification*

Constructive engagement | *Over 35 hours per week in school, employment, or homemaking*

Civic engagement | *Volunteer work, political participation, charitable giving*

THE DIAMOND STANDARD

The complete curriculum includes:

- **Teacher's Manual** | 10 developmental lessons, each with a detailed Teacher's Guide and Teacher's Answers.
- **Student Manual** | 100 spiral-bound pages containing lesson content, activities, worksheets and inspiring quotes and graphics.
- **CD-ROM** | Electronic version of the Student Manual, which allows teachers to duplicate handout materials for teaching purposes.

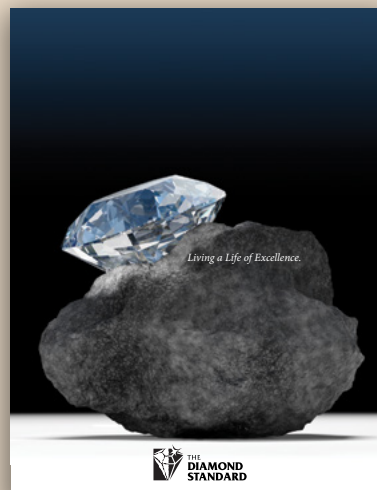
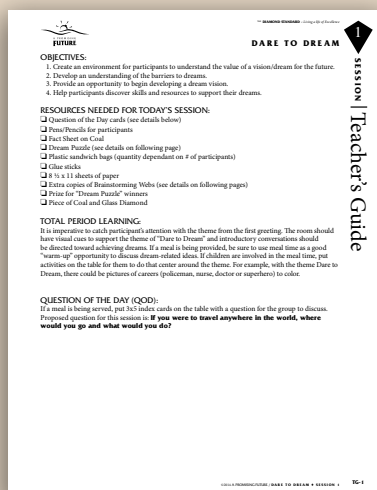


Table of Contents | 10 developmental lessons

1. **DARE TO DREAM** | Explore your incredible ability to dream and create extraordinary success.
2. **MASQUERADING** | Uncover the roles and games people play to feel confident and safe in life.
3. **TREASURE HUNTING WITHIN** | Discover the amazing talents, skills and experiences that position you for fantastic success.
4. **SUCCESS TALK** | Express yourself more clearly and achieve your goals more directly through effective communication.
5. **NO WAR ZONE** | Resolve conflict and create new hope for the future with cooperative, win-win strategies.
6. **CULTIVATING CHARACTER** | Enhance your future by learning to showcase the core character qualities common to successful leaders worldwide.
7. **WEAVING WONDERLAND** | Expand your potential for success by developing a wide range of healthy relationships.
8. **HAPPILY EVER AFTER** | Celebrate the joy of love and commitment by preparing for healthy romantic relationships.
9. **PROMOTING FUTURE BRILLIANCE** | Inspire others to excel by becoming an aware, intentional role model.
10. **ATTRACTING SUCCESS** | Achieve magnificent things by developing a strategy to go beyond the current limits of your life.

Contents

10 developmental lessons



DREAM

*The future belongs to those
who believe in the beauty
of their dreams.*
Eleanor Roosevelt

*The biggest adventure
you can ever take is to live
the life of your dreams.*
Oprah Winfrey

*Nothing happens
unless first a dream.*
Carl Sandburg

*If you can imagine it,
you can achieve it. If you
can dream it, you
can become it.*
William Arthur Ward



MASKS

*Through a mask, a man
cannot see himself.*
Chinese proverb

*Sometimes people carry to
such perfection the mask they
have assumed that in due
course they actually become
the person they seem.*
William Somerset Maugham

Contents

10 developmental lessons



MASKS

*Through a mask, a man
cannot see himself.*

Chinese proverb

*Sometimes people carry to
such perfection the mask they
have assumed that in due
course they actually become
the person they seem.*

William Somerset Maugham

*The most important kind of
freedom is to be what you
really are. You trade in your
reality for a role. You trade in
your sense for an act. You give
up your ability to feel, and in
exchange, put on a mask.*

**Jim Morrison of
The Doors**

*Though I know it is unfair,
I reveal myself one mask
at a time.*

Stephen Dunn



TREASURE HUNTING

*If you don't understand
yourself you don't
understand
anybody else.*

Nikki Giovanni

*If you don't love
yourself, you can't love
anybody else.*

Jennifer Lopez

Classroom Structure: Teaching Modalities

The Diamond Standard program is developed on the theory of total-period learning wherein participants are engaged in the subject matter during the entire time they are gathered. Engaging the emerging adult population requires using a multi-modal style of presentation. Each session has various components to engage interests:

FILL-IN-THE-BLANK WORKSHEETS

CREATIVE EXPRESSION

PHYSICAL ACTIVITIES AND GAMES

DIALOGUE-BASED WORKSHOP STYLE PRESENTATION

TAKE-HOME ACTIVITIES

SMALL GROUP DIALOGUE

QUESTIONS OF THE DAY



Diamonds are a symbol of:

WREPO _____
YLRTOYA _____
HNETGRTS _____
LRIALIEBCN _____
LEXECNEECL _____



Diamonds are a symbol of:

WREPO _____
YLRTOYA _____
HNETGRTS _____
LRIALIEBCN _____
LEXECNEECL _____



Like diamonds, turning our dreams into reality requires:

- ♦ Discovering the _____ that lies within.
- ♦ An _____ in which to grow.
- _____ to see dynamic change.
- crafted by the _____ of life.
- all your needed _____.
- ♦ The _____ in which to be displayed.

“Be careful what you water your dreams with. Water them with worry and fear and you will produce weeds that choke the life from your dream. Water them with optimism and solutions and you will cultivate success. Always be on the lookout for ways to turn a problem into an opportunity for success. Always be on the lookout for ways to nurture your dream.”

Lao Tzu

“The key to realizing a dream is to focus not on success but significance - and then even the small steps and little victories along your path will take on greater meaning.”

Oprah Winfrey

Teaching Modalities

FILL-IN-THE-BLANK WORKSHEETS

These pages offer fun and challenging exercises that require participants to cognitively cement material they are learning from the presentation. This example from **Chapter 1 – Dare to Dream**, compares the value and development of one’s dreams for success to that of a diamond.

What emotions have I been feeling lately?
Am I expressing those emotions clearly and appropriately,
or are there ways I use a mask to cover them up?
If so, draw what that mask looks like.

Teaching Modalities

CREATIVE EXPRESSION

Famous quotes and poetry are used throughout the curriculum to engage participants who are inclined toward abstract, creative thought. In addition, written and graphic creativity are used throughout to help participants create and link symbols from their personal experience with the subject matter. Here is an example from **Chapter 2 – Masquerading**. Using art supplies, participants are asked to create a mask as a visual representation of invisible masks that may keep us from revealing our true selves.

te, create the “mask” that you have worn recently. Read the questions below to
k.

What emotions have I been feeling lately?
Am I expressing those emotions clearly and appropriately,
or are there ways I use a mask to cover them up?
If so, draw what that mask looks like.

*“The only way to discover
the limits of the possible
is to go beyond them
into the impossible.”*

Arthur C. Clarke

Teaching Modalities

PHYSICAL ACTIVITIES AND GAMES

Many emerging adults are kinesthetic learners and need movement to process subject matter. The Human Obstacle Course Activity from **Chapter 3 – Treasure Hunting Within**, facilitates movement and fun while offering an important lesson on obstacles that hinder goal achievement.

15 minutes	Obstacles to Success/ Human Obstacle Course Activity	Complete Obstacles to Success page and Human Obstacle Activity as described in instructions on following pages.
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3

SESSION | Teacher's Guide

Time	Activity	Purpose/Instructions
5 minutes	Introductions	Build rapport and credibility. Review homework from previous session. Provide an overview of this session.
10 minutes	Treasure Hunt Activity	Create a sense of searching for something valuable while building energy and activity in the group. Divide into groups of 5 or smaller.
5 minutes	Treasure Hunting Intro Page	Read the introductory paragraphs about famous people who failed during their lifetimes and faced many challenges to success.
10 minutes	Hidden Treasures in Failure	Participants will work in groups to discuss questions that reveal ways to persevere through failure.
10 minutes	Finding the Treasure in the Mirror	Have students complete the page as detailed in the instructions that follow.
	Understanding Your Unique Design/Myers-Briggs	Have volunteers read through the Understanding Your Unique Design page. Then have participants go through the Myers-Briggs activity as given on the following pages.
	Think About It	Students will respond to the scenarios given on the pages in groups. See details on following pages.
	Obstacles to Success/ Human Obstacle Course Activity	Complete Obstacles to Success page and Human Obstacle Activity as described in instructions on following pages.
5 minutes	Next Steps	Review the questions and tips on the "Next Steps" page.

TG-13

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Bridge Building:

The Win-Win Approach to Conflict

The win-win approach is about changing conflict from attack and defense to cooperation. It is a shift in attitude where conversation centers on working as a team to find a solution to the problem with an effort to value each person's needs. Win-win conflict resolution says: "I want to win and I want you to win, too."



Bridge Building:

Conflict
changing conflict
tion. It is
on centers
tion to the
n person's
says: "I want

eds or actions
building style

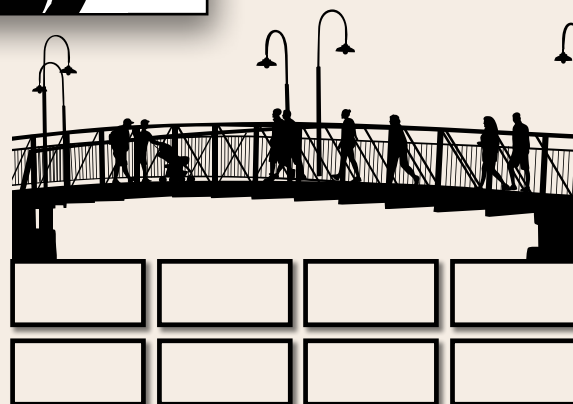


5
SESSION

Teaching Modalities

DIALOGUE-BASED WORKSHOP STYLE PRESENTATION

Research on this curriculum indicates participants remain more engaged in sessions that feel like a workshop as opposed to a classroom. Presenters promote interaction by minimalizing didactic (one-way) teaching and incorporating questions for participant input. One example of this from **Chapter 5 – No War Zone**, where participants compare "Wall Building" vs. "Bridge Building" conflict resolution styles. Participants offer answers and examples that characterize building "Walls" in relationships vs. "Bridges."



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41

Extremes like "Always"
or "Never"

Emotional blackmail
(ie. "If you loved me...")

Comparing Statements

Exaggerate feelings

Threats

Subject changing...
avoiding

Any form of violence

40

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Take it home:

What are some areas in my life where I may not be setting successful boundaries?

If there are relationships in my life that are not built on strong character traits, what can I do to improve them?

Teaching Modalities

TAKE-HOME ACTIVITIES

These activities give participants an opportunity to further assimilate information into their personal awareness and belief system. Each session ends in a “Take it Home” series of questions for deeper contemplation on the subject and tips for building stronger knowledge and skill sets specific to each topic. Here is an example from **Chapter 6 – Cultivating Character**.

6

6

Tips for learning more about healthy relationships:

- ♦ Learn more about promoting positive character in the community at: charactercounts.org
- ♦ Go to the library or bookstore and find literature or audio-books about developing healthy relationship boundaries.
- ♦ Give your friends a copy of the Healthy Relationship Assessment and encourage them to rate you and themselves. Ask them to share their results.
- ♦ Do a computer search for websites that teach “character and success” or “healthy boundaries.”

♦ _____

♦ _____

♦ _____

♦ _____

How can I use the information about character to improve my relationships?

Endnotes:

¹ Josephson Institute Center for Youth Ethics. The Ethics of American Youth: 2006. Accessed online at www.charactercounts.org/programs/reportcard/2006/index.html.

8

8
SESSION | Tea

Couple A: College students, casually dating multiple people, have known each other two weeks.		
	Benefits	Risks
Physical		

Couple A: College students, casually dating multiple people, have known each other two weeks.		
	Benefits	Risks
Social		
Spiritual		

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Teaching Modalities

SMALL GROUP DIALOGUE

Small groups allow participants to express their views and ideas, while allowing those who are more reserved a less threatening medium to engage in dialogue. In **Chapter 8 – Happily Ever After**, participants examine for themselves the risks of non-marital sexual activity over the perceived benefits with hypothetical scenarios.

Teaching Modalities

QUESTIONS OF THE DAY

Highlight each lesson's content and help participants to get to know each other at a deeper level. Take for example this question from **Chapter 9 – Promoting Future Brilliance**, which focuses on inspiring others to excel by becoming an aware, intentional role model.

QUESTION OF THE DAY (QOD):

If a meal is being served, put 3x5 index cards on the table with a question for the group to discuss. Proposed question for this session is: **Tell about one person who made a major, positive impact in your life.**



THE DIAMOND STANDARD - Living a Life of Excellence

PROMOTING FUTURE BRILLIANCE



SESSION 9 | Teacher's Guide

OBJECTIVES:

1. Create the opportunity for participants to assess the type of life they are currently modeling to others.
2. Provide participants with basic socio-psychological development stages to help them understand their own and other people's growth processes better.
3. Equip participants with realistic ways to improve their ability to be an intentional, positive role model for others.

RESOURCES NEEDED FOR TODAY'S SESSION:

- ☐ Copies of Developmental Stages /My Life Story page from Teacher's Guide for participants
- ☐ Crayons or colored pencils
- ☐ Small containers of clay
- ☐ Prize for "Life Molding" winner
- ☐ Scotch tape and three sets of pre-made cards for Teaching Through Mentoring game.

TOTAL PERIOD LEARNING:

It is imperative to catch participant's attention with the theme from the first greeting. The room should have visual cues to support the theme of "Building the Future" and introductory conversations should be directed toward the idea of role models. If a meal is being provided, use the opportunity to discuss the question of the day from below. If children are involved in the meal time, put activities on the table for them to do that center around the theme. For example, for this theme there could be building blocks on the table for children to build with.

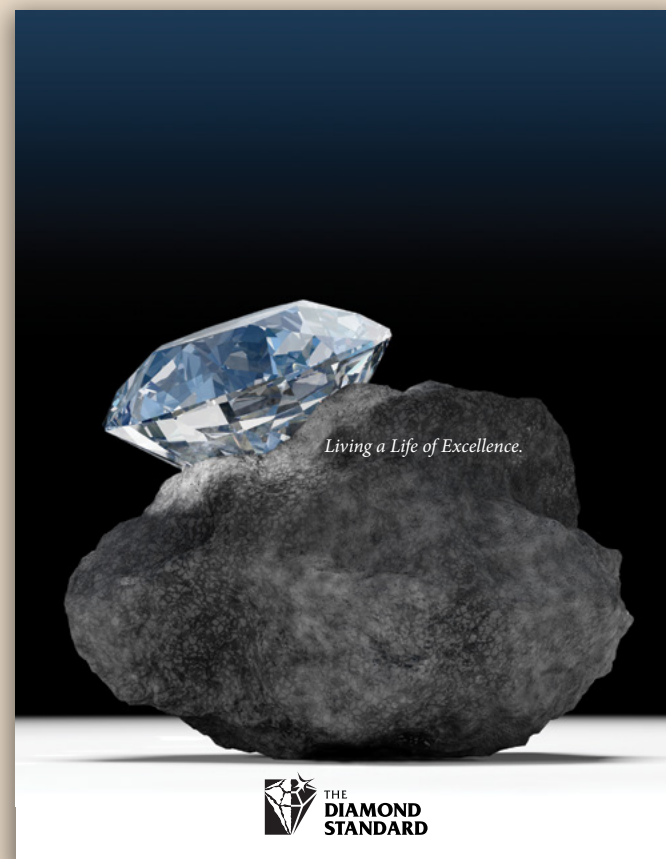
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THE **DIAMOND STANDARD**

Yes, I/we want to promote a promising future through success and relationship education by equipping youth and emerging adults with psychosocial skills and resources.

Additional Training & Curriculum Information



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