

WE TEACH PEACE: PEACE-ART

TRAPS OR TRAITS QUALITY ASSURANCE

- Greet, welcome, & go over agreements
- Introduced/reviewed thinking traps
 - Define concept of thinking traps...create benefit in recognition
 - Youth defined each of the four traps one at a time
 - Several examples of traps (along with impact on outcomes/consequences)
- Introduced/reviewed your 5-8 character traits
 - Youth read and defined trait
 - Youth provide several examples of trait (along with impact on outcome)
 - Youth reminded traits counter thinking traps.
- Problem was read and defined
 - Conversation created about what is at stake in problem
 - All youth provided an opportunity to discuss why this is a problem and what the main character is up against.
- Discussed several questions (3-4); used triangle to discuss.
 - Trainer was prepared. had plan of 3-4 questions
 - Trainer went to a question. youth stated what trap might be involved. asked group potential outcomes/consequences, short and long term if trap were acted on. Asked group if any other traps could be possible.
 - Asked a youth what trait would help the main character and why. Explored what options main character would do with the trait.
 - Trainer established prosocial options to counter trap outcomes
 - Repeated with 3-4 questions using summaries in-between
 - Summarized all questions and youth individually picked a trait
 - O.A.R.S. were used
- Trainer summarized all themes and options using character traits. OARS were used.

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