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Dear Educator,

We have been designing and implementing curriculum for many years now with programs covering the 4th grade through middle school and high school. Our outreach extends from Hawaii, to the Continental United States, Canada, Malaysia, Singapore, India, and West Australia.

Based on the success of the program, principals and teachers have asked us to do a special program for those middle school students who are experiencing extreme challenges and choices in their lives. Many principals said they wanted to receive an integrated program that would help their disadvantaged youth mainstream into the regular educational programs.

The Missing Piece curriculum was written in answer to this need. You will find within these pages, a very rich and satisfying experience for your students. It contains the latest in our ongoing study of human development.

Many of the experiential activities utilize the new methods of student involvement. Designed specifically for the classroom, the program enhances the student's sense of self-worth, and focuses on the student's character development.

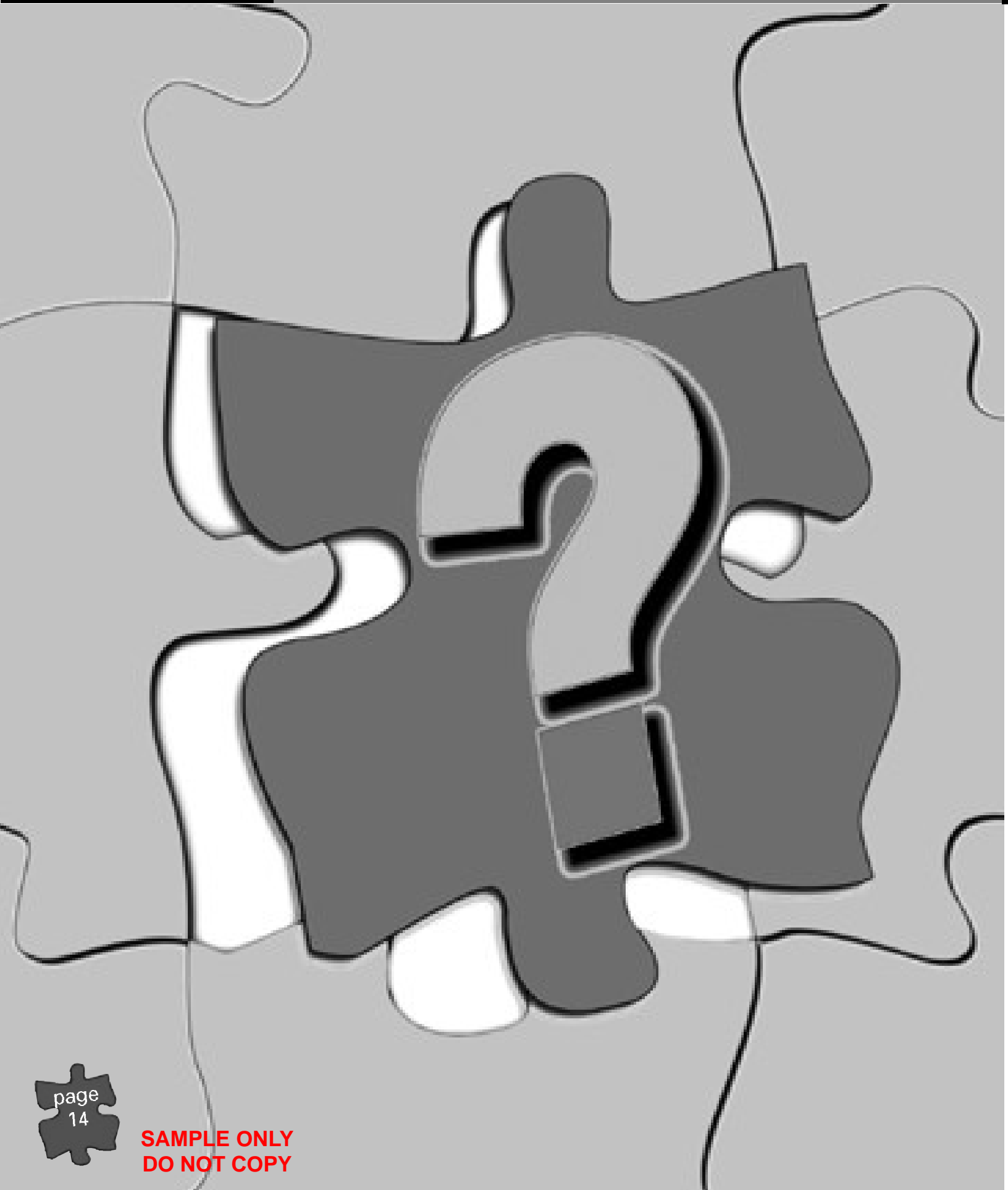
It also delivers the inner models and tools that students will need to make the mental, emotional and social changes necessary to be successful in entering the mainstream. Thus, when the young adult enters the upper grades they not only know the difference between appropriate and inappropriate emotional responses, but they have the inner knowledge, insight and fortitude to act accordingly. When the young adult encounters a bend in the road of life, he or she has the tools, emotional resilience and social skills to deal with it in a positive, productive manner.

It is our hope that the young adults who will be the leaders of our next generation will have the inner strength, courage and wisdom to choose the high road and not be pressured by circumstance or peers to take a lesser path. May you and your students enjoy your learning journey.

In Warmest Sincerity,

D. Trinidad Hunt
Co-Founder & President
World Youth Network International

The Missing Piece



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About The Curriculum

Many people feel that character education and emotional literacy are new and exciting fields. We have been pioneering in these areas for over two decades now. *The Missing Piece* is a result of these years of work.

You will find our quality based character education program to be a very rich and rewarding experience. It was born out of a series of questions, "What does it mean to be a human being?" and "How can I, as one human being, make a positive difference in my world?"

This is not a curriculum that is intended to add another layer of knowledge. In fact, it is just the opposite. It is a series of seven interconnected concepts that lead to a releasing, a freeing up, and then a focusing of the potential that is already there within each student.

In order to help the student internalize the insights and learning, the program is designed for multi-sensory impact. Using learning aids, stories, quotes, activities, and interactive scenarios, you will easily bring the lessons to life in the classroom. Each chapter also contains a who's who of every day heroes that exemplify the quality you are studying.

Program Goals

The goals of the overall program are threefold:

1. To direct the students toward a positive life path, including the balance of the IQ, EQ, SQ skills as noted in the following section.
2. To help students confidently face personal life challenges, stress, and change.
3. To support students in resisting the influence of negative peer pressure, drugs and gangs.

In order to achieve these program goals, *The Missing Piece* has been designed as a series of graded modules that create a total learning experience. The secondary goals or objectives of these modules are as follows:

1. To increase student self-awareness.
2. To improve student self-esteem.
3. To enhance student decision-making skills.
4. To increase student interpersonal and intra-personal relationship building competencies.
5. To enhance student emotional awareness and self-control.
6. To improve student capabilities in completing goals and projects.

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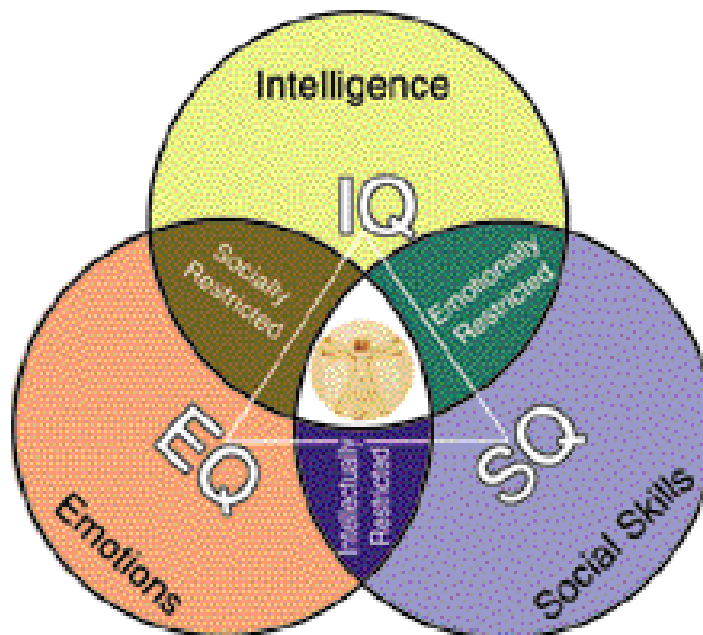
Program Intentions

When students are faced with change or stressful situations, when they confront learning, communication, goal-setting and decision-making challenges, they are able to call upon these lessons from within...lessons that have been integrated through experiential activities, discussion, self-reflection and group interaction. The lessons are universal and applicable to nearly all life situations, both academic and personal. It is our intention that these qualities and skills live in the heart and mind of the students carrying them through the challenging times in their lives, sustaining and supporting them when they most need it.

With the reading of Everyday Heroes, the possibility of living an ordinary life in an extraordinary way reveals itself. Students come to realize that the real heroes in life are the millions of human beings, like themselves, who struggle to rise above challenging life circumstances in order to live a simple life in an extra-ordinary way.

IQ, EQ, SQ Model™

As you can see from the diagram below, happiness and success are dependent on finding a balance in **IQ**, **EQ**, and **SQ** skills. A fully functioning well-rounded human being will have mental acuity, emotional stamina and the ability to develop long-term healthy social relationships.



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To become a healthy contributing member of society, our mental emotional and social skills must be interrelated. The Missing Piece program helps students bring balance to their lives by highlighting **IQ**, **EQ**, and **SQ** in a weighted and inter-dependent manner. Notice that five **IQ**, **EQ**, and **SQ** words are emphasized in the program delivery.

IQ, EQ, SQ - The New Frontier

Educational and psychological research has revealed that IQ (Intelligence Quotient) is not the key determiner for a successful and satisfying life. Our dynamic curriculum explores the core concepts of **IQ**, **EQ**, and **SQ** as critical competencies for success and satisfaction in the world. It examines the 'qualities' of our learning Intelligence skills, Emotional responses, and Social relationship skills.

Rene Descartes said, "I think therefore I am". In WYN we say, "We are what we think. We are what we feel. And we are what we do in relationship to other people."

In *The Missing Piece* curriculum, the **IQ**, **EQ**, **SQ** competencies are highlighted through keywords for each chapter.

IQ - Intelligence Quality (Learning Intelligence Skills)

IQ is how we use our minds. It is about learning how to learn. It is how we solve problems and how we think.

It also includes the ability to make appropriate choices and decisions that lead to appropriate long-term life choices.

Another **IQ** competency is the use of our minds for reflection on the world at large, as well as self-reflection.

The **IQ** proficiencies are highlighted through the following keywords in these chapters:

Chapter 1 - Self-awareness and Self-respect

Chapter 2 - Initiative

Chapter 4 - Forethought

Chapter 7 – Goals Oriented

EQ - Emotional Quality (Emotional responses)

EQ is the quality of our emotions and feelings, as well as how we manage our emotional responses. The word e-motion could stand for energy in motion; **EQ** is about how we handle our energy in motion. The ability to manage emotions is a

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critical factor in achieving lifelong success and satisfaction. It is only through managing emotions that human beings can accomplish their goals and dreams and become truly effective in life. The **EQ** proficiencies are highlighted through the following keywords in these chapters:

Chapter 2 - Courage

Chapter 3 - Respond VS React, and Self-control

Chapter 7 - Perseverance

SQ - Social Quality (Social relationship skills)

SQ determines the quality of our social relationships and interactions. It is learning how to connect to others and how to relate to other people. **SQ** is how we get along with others. It is the filter through which all of our thoughts and feelings connect us to the outside world. **SQ** is a most critical component for success and satisfaction in life. It is our ability to develop and nurture our relationships into a positive support system that helps us achieve a happy and healthy life. **SQ** proficiencies are highlighted through the following keywords in these chapters:

Chapter 4 - Consideration

Chapter 5 - Cooperation and Co-creation

Chapter 6 - Friendship and Caring

The Manual

Chapter Components

There are a total of 7 chapters in the curriculum. Each chapter centers around one core concept. Within each chapter there are a series of standard components that make it easy for you, the educator, to create an exciting learning experience for your students.

Our goal was two-fold: to develop a simple user friendly curriculum designed for the educators' ease, and to design a well-rounded **IQ, EQ, SQ** program for the students so that they could internalize the models and put them into practice in their lives. Following are the various components that

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make up each chapter. The amount of material makes it an exceptional resource. The organization of the material makes it very easy to understand and utilize. The chapter components are listed below in the order in which they are written in each chapter.

Self-awareness Pre-view and Post-view

At the beginning and end of each section are the pre and post Self-awareness forms. The forms have 5 questions pertaining to the chapter.

We suggest that you open each chapter with the Self-awareness Pre-view form and close each segment with the Self-awareness Post-view form. This will give you an opportunity to calibrate your students' perception of their own development. Both the Pre-view and Post-view forms are located at the beginning of each section.

Please note that the "Pre and Post" Questionnaire questions are a summation of the same questions that are on the pre and post-view forms. Please have the students fill out the Pre-Questionnaire before you start the program. Then have them fill out the Post-Questionnaire at the close of the entire course of study. These forms can be sent to the WYN office to support our assessment process.

The Hawaiian Word

Each chapter opens with the word or quality in Hawaiian. The purpose of this is for cultural enrichment. The Hawaiian words can be posted on the bulletin board for the duration of your work with the chapter.

Learning Objectives

Written for your clarification as an educator, the learning objectives give an overview of the chapter as well as its underlying philosophy and goals. It also gives a brief description of some of the activities and a clear sense of the chapter's focus.

Learner Outcomes

Again, written for you, the educator, the learner outcomes present a simple list of the results that you can expect to achieve with your students. They are presented in bullet fashion for a quick read process.