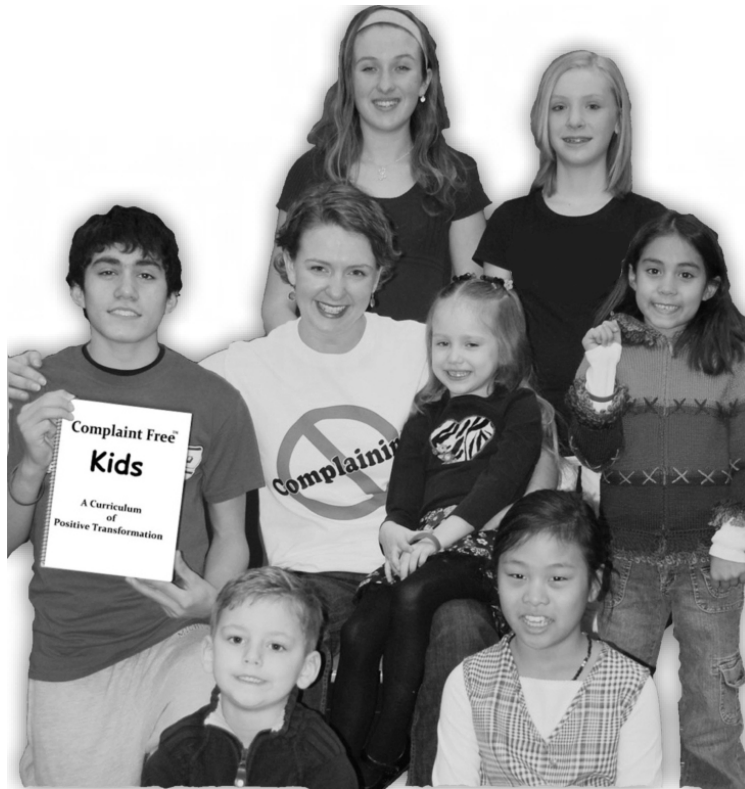




Complaint Free™ Kids



A Curriculum
For
Positive Transformation
[Levels K – 12]

Visit our Web Site

- ▶ Order bracelets, books, etc.
- ▶ Get support and connect with others
- ▶ Sign up for our free e-newsletters
- ▶ Share stories of your success
- ▶ Find out about upcoming Complaint Free seminars, workshops and trips
- ▶ Make a donation
- ▶ Download additional copies of this curriculum
- ▶ Download *Certificates of Happiness*
- ▶ Read, view and listen to recent media stories about the Complaint Free Movement

[AComplaintFreeWorld.org](http://www.AComplaintFreeWorld.org)

Getting Started

We highly recommend you read “*A Complaint Free World—How to Stop Complaining and Start Enjoying the Life You Always Wanted*” by Will Bowen. This inspiring and easy to read book provides you with information and resources to help you and your students become happier and more successful people by living Complaint Free Lives.

We offer a “**Teacher’s Package**” which includes a copy of Bowen’s book, a Complaint Free tote bag, and 50 purple Complaint Free Bracelets at a greatly reduced price (for teachers only). Visit www.AComplaintFreeWorld.org and click “bracelets.”

About the Complaint Free World Phenomenon

The Complaint Free World program began in July of 2006 when Will Bowen handed out approximately 250 purple bracelets to people to encourage them to think more positively. The idea was simple: put a purple, rubber bracelet on either wrist and, when you catch yourself complaining, switch the bracelet to the other wrist. Scientists believe that it takes 21 consecutive days of a new behavior for it to become habitual. So, by switching the bracelet from wrist to wrist with each complaint until you have gone 21 consecutive days, you will establish a habit of being Complaint Free.

To date, **nearly 5 million purple complaint free bracelets have been sent to people in over 80 countries around the world.**

A Complaint Free World is a non-religious, non-profit corporation providing complaint free purple bracelets for those seeking to create a happier and more positive life.

Hundreds of people from across the globe have completed the 21 consecutive days of being Complaint Free. When a person reaches this milestone, they can receive a “Certificate of Happiness”.

Thousands of schools have used the purple bracelets to transform the lives of students, teachers, sports teams and entire schools. Some of their stories are shared herein.

For more information, go to www.AComplaintFreeWorld.org, or send us an email at AComplaintFreeWorld@gmail.com.

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How This Works

Scientists believe it takes 21 days to form a new habit and complaining is habitual for most of us.

1. Begin to wear the bracelet, on either wrist.

2. When you catch yourself complaining, (it's ok, everyone does) move the bracelet to the other arm and start your 21 days over again at day one.

3. If you hear someone else complain, you may point out their need to switch the bracelet to the other arm; BUT if you're going to do this, you must move your bracelet first!

4. Stay with it. The average person takes 4-8 months to go 21 consecutive days Complaint Free

"If you don't like something change it; if you can't change it, change your attitude. Don't complain." —Maya Angelou

Guidelines for Success



Have enough bracelets for each student and a few extras in case they break or get lost (Go to WWW.AComplaintFreeWorld.org and click "bracelets.")



Use the bracelets for their intended purpose. When someone complains, they simply take the bracelet off and move it to the other wrist. Don't encourage the kids to snap them on their wrists or take them from the kids if they don't seem to be participating.



Don't be a bracelet cop. This is a program of learning to catch yourself when you complain and if you point out to the kids when they complain, they won't learn. Besides, if you point out their complaint, you have to move your bracelet first (see "How it works" at left.)



Remind the kids that this is not a competition



No put-downs, only put-ups! During these lessons set ground rules that there will be no teasing or putting one another down



Lead by example. Move your bracelet when you complain and let them share your Complaint Free journey with you.



Each lesson begins with a "**Journal Prompt**" to get the students thinking and writing. If your school does not use journaling as a teaching tool, make sure the kids have paper so they can do this exercise.



Each lesson is designed to run 20-45 minutes depending on the size of the class and the age of the students. You may want to present this daily for two weeks or weekly for ten weeks.



Begin lessons 2-10 with a recap of the previous lesson and by celebrating those who are doing well. **Ask questions such as:**

- "Who made it a whole day without moving their bracelet?"
- "What sorts of feelings are coming up for you as you participate in this program?"
- "What are you noticing as you do this?"



Have fun!

Lesson 1: "What is Complaining?"

Materials Needed: A Complaint Free bracelet for each student.

Journal Prompt: "You can complain because roses have thorns; or you can rejoice because thorns have roses"—Ziggy



Activity 1: There are complaints and then there are statements of fact.

Facts are neutral, complaints are charged with negativity. Read each of the following and ask the kids to guess if you're stating facts or complaining.

- "It's hot today" [FACT]
- "I am so tired of this hot weather; will it ever cool off?" [COMPLAINT]
- "You didn't bring in your homework" [FACT]
- "Over and over I ask you to bring your homework in on time and you still don't listen to me." [COMPLAINT]
- "I feel tired" [FACT]
- "I'm so tired!!!!" [COMPLAINT]
- "She's wearing a green sweater and purple pants" [FACT]
- "I can't believe she'd wear that ugly outfit to school" [COMPLAINT]
- "Our team has lost 7 games in a row this season" [FACT]
- "Our team stinks!" [COMPLAINT]



Activity 2: Give each student a purple Complaint Free bracelet and have them walk around the room and approach one another. Have them complain about something and, when they do, switch their bracelet. **Just for fun:** have them use their best whiny voice. Let this go on for 5-10 minutes.



Discussion:

- "What were some of the complaints you heard?"
- "How did it feel to listen to all this complaining?"
- "Are you ready to become a Complaint Free Person?"

"Complaining is not to be confused with informing someone of a mistake or deficiency so that it can be put right."

And to refrain from complaining doesn't necessarily mean putting up with bad quality or behavior.

There is no ego in telling the waiter your soup is cold and needs to be heated up—if you stick to the facts, which are always neutral. 'How dare you serve me cold soup...?' That's complaining."

—Eckhart Tolle,
"A New Earth"

Complain: (verb)
to express
grief, pain, or
discontent

The Merriam-Webster
Dictionary

"Last spring I was very down because of the complaining we hear from kids, other teachers and parents. In desperation, I submitted my resignation but my principal convinced me to take a few days off rather than quitting on the spot.

While at home, I tuned in to the Oprah show and saw Will Bowen talking about the Complaint Free bracelets. I got the purple bracelets and gave them to students, teachers and some parents.

This program has totally changed our school. The kids are more upbeat and positive. Parents approach me in the grocery store to thank me for bringing the Complaint Free concept to our community."

Robin Faulk
Teacher
Signal Mountain Middle School
Signal Mountain, TN

Lesson 2: Criticism and Gossip

Materials Needed:

- A 5 pound (or larger) sack of potatoes
- A tube of toothpaste
- An empty sack
- Moist towelettes

Journal Prompt: *"Complaining is like bad breath. You tend to notice it when it comes out of someone else's mouth, but not when it comes out of your own."*—Will Bowen



Activity 1: Criticisms are complaints directed at someone. Gossip is complaining about someone to a third person. When you complain about someone to them, it is criticism. When you complain about someone to someone else, it is gossip. No one likes to be criticized. It's hard to do your best and feel good about yourself when you're weighed down with criticism.

Give one student an empty sack and invite them to walk around with the sack. Ask if the weight of the sack feels heavy (it doesn't) and if it's weighing them down (it isn't). Then, let the other students, one by one, drop potatoes into the sack as they shout the word, "CRITICISM." When they are done, again ask the student with the sack if it feels heavy (it should) and if it's weighing them down (it is). Note: for older students, get them to hold their arm straight out in front of them so the weight is more noticeable.



Discussion:

- "How does it feel when someone criticizes you?"
- "How does it feel when someone compliments you?"



Activity 2: Gossip is complaining about someone when they are not around. One of the worse things about gossip is that it spreads from person to person. Take the tube of toothpaste and put a small dot on one student's palm saying loudly the word, "GOSSIP!" Then, hand that student the tube and have him place a small dot in the next kid's hand saying loudly the word, "GOSSIP!" Let each student do this in turn until all have a dot of toothpaste on their palm. Now, tell them you found out the gossip you started wasn't true so you want to take it back. Ask the last child to try and put the "gossip" back in the tube and then pass it to the previous child to do likewise. Obviously, it's not possible to return the toothpaste to the tube.



Discussion:

- "What can you do if someone else gossips to you?"
- "How would you feel if you knew others were gossiping about you?"

Lesson 3: "What's Wrong with Complaining?"

Materials Needed:

- For older students: Monty Python's "The 4 Yorkshiremen" from their Album "Live at Drury Lane" (1974)
- The script is available online at <http://www.davidpbrown.co.uk/jokes/monty-python-four-yorkshiremen.html>

Journal Prompt: "Man invented language to satisfy his deep need to complain."—Lilly Tomlin



Activities:

Older students: Either play the Monty Python sketch or hand it out to 4 students to act the scene out. Discuss.

All students: If the weather is nice and you can go outside, tell them you're going on a nature hike. If not, pretend to take a nature hike in the classroom. Have them line up behind the teacher and start to walk. The teacher will begin with a complaint about the hike and each student, in turn, will complain as well. Don't worry about moving your bracelets during this exercise.

Examples include: "This heat is killing me," "My feet hurt," "The bugs are biting," "My legs hurt," "I'm sweating like a pig," "This is messing up my hair," "Are we there yet?," "My allergies are acting up," "The sun hurts my eyes," "I just know I'm going to get a sunburn," "Can't we go any faster?"

Stop. Tell the class you've decided to go on a different nature hike. One you're all going to enjoy. Again, the teacher leads off but says something positive about the hike. Then, each student, in turn, says something positive.

Examples include: "Aren't the trees beautiful?" "The birds sound great," "The breeze feels nice," "The sun feels good on my skin," "I love going for walks with my friends," "It's so peaceful out here," "Look at all the different colors," "Smell the fresh air," "It's a great day to be outside,"



Discussion:

- "Which hike would you enjoy more?"
- "What could you have done to make the first hike more enjoyable?"
- "Can you see how your life is like a hike and you choose your experience by what you say? Say more about this."

"I think my life has gotten better because of the purple bracelet. My mom and dad seem happier."

Christien Pham

"It has worked and my parents can tell a difference in my attitude."

Liza Spencer

"Before my teacher gave out the bracelets, we had a discussion about those people who don't have all the things we have. So now anytime I am faced with an unpleasant situation, I remember the bracelet and say...It could be worse."

Paige Williams

"Once you start acting happier by not complaining, you get used to it. You are always happier"

Rebecca Atkinson

Rebecca Stallings'
8th Graders
Homewood Middle School
Homewood, AL

"I am the captain of the Rock Bridge High School Color Guard in Columbia Missouri. We have not had a winning season in ten years and at the beginning of this season we were not being very productive because everyone was just being generally negative. We got the purple bracelets for every member of the guard. We watched each other and encouraged the Complaint Free mindset. We all (10 of us) reached 21 consecutive Complaint Free days in a little over 2 months.

During the process, one of the girls was injured while practicing. She cried but refused to complain about her injuries because she didn't want to drag everyone down.

This mindset has led us to a very successful season...

CONTINUED →

Lesson 4: "Why do People Complain?"

Materials Needed:

- (1) Copy of "Slap Spots" (Page 10) for every 4-6 students

Journal Prompt: *"Do not anticipate trouble, or worry about what may never happen. Keep in the sunlight."* — Benjamin Franklin



Background for the Teacher: Primarily, people complain for one of five reasons:

1. To Get Attention: The primary need people have is to connect with others. A person may complain to a stranger about the weather or a local sports team as a means of starting a conversation.

2. To Avoiding taking action: People will complain to avoid trying to improve society and themselves. When someone says, "Everyone in my family is overweight" it excuses them from adopting a healthy lifestyle.

People also complain to avoid social embarrassment. A person who wants to ask someone to a dance may complain that the other person is "stuck on themselves" as a way of excusing themselves from asking and possibly being rejected.

3. To Pre-excuse poor performance: A person about to sing before a group may complain that they have a scratchy throat prior to performing to lower expectations should they not sing well. And someone about to take an important test may complain that they didn't get enough sleep to reduce embarrassment should they not earn a good grade.

4. To Brag: A complaint may be a cry of superiority. It implies that the complainer feels they don't have whatever fault they are complaining about. People will also complain about poor quality as a means of letting others know that they have high or refined standards. A person may complain about the food or service at a restaurant as a way of letting all who hear know that their disapproval of what's being presented proves they are arbiters of quality.

5. To Exercise Control: In "The Seat of the Soul," best-selling author Gary Zukav wrote, "complaining is a form of manipulation." People often complain as a means of inciting others to abandon an alliance and switch to their point of view. Complaining is used to build support and power by focusing on what is wrong with another's position. Complaining is used to lobby for a majority position of control.



Activity: Explain to the kids the 5 reasons people complain. Then, have them sit in circles of 4-6 kids. Place the “Slap Spots” in the middle of each group and read each of the following complaints one at a time asking the kids to slap or point at the square they feel represents the nature of the complaint and, if you choose, invite them to shout out the answer. Take time to discuss each complaint to see if and why it fits into more than one category.

- **“I hate what I have for lunch today”** [GETTING ATTENTION -- “Notice me.”], [BRAGGING -- “This food doesn’t measure up to my tastes.”], [CONTROLLING-- “I want your lunch”]
- **“School starts too early”** [GETTING ATTENTION -- “Notice me.”], [PRE-EXCUSING POOR PERFORMANCE -- “I didn’t get enough sleep, I probably won’t do well on the test today.”]
- **“This book is too big, I’ll never finish it.”** [GETTING ATTENTION-- “Notice me.”], [AVOIDING TAKING ACTION-- “This book is too big so won’t read it.”]
- **“Everyone in my family is slow”** [PRE-EXCUSING POOR PERFORMANCE-- “I’m late because I was born with this trait.”]
- **“That TV show is stupid.”** [BRAGGING-- “My standards are higher than this.”], [CONTROLLING -- “I want to change the channel and watch something else.”]
- **“I can’t do this”** [GETTING ATTENTION -- “Notice me.”] [AVOIDING TAKING ACTION-- “I can’t so I won’t.”], [PRE-EXCUSING POOR PERFORMANCE-- “I failed because it was beyond my abilities.”]
- **“My head hurts”** [GETTING ATTENTION-- “Notice me.”], [AVOIDING TAKING ACTION-- “I’m in pain, I won’t try.”], [PRE-EXCUSING POOR PERFORMANCE-- “I failed because my head hurt.”]
- **“Nobody ever says thank you for anything I do.”** [GETTING ATTENTION-- “Notice me.”], [BRAGGING-- “Look at all the things I do. I do more than anyone.”]
- **“He doesn’t dress well.”** [BRAGGING-- “I dress better than he does.”]
- **“Nothing will ever change,”** [AVOIDING TAKING ACTION-- “I don’t have to try because what I do won’t make a difference.”], [PRE-EXCUSING POOR PERFORMANCE-- “I’ll try and make things better but I won’t succeed.”]



Discussion:

- “What do you complain about and why?”
- “What positive statements might you make when you’re tempted to complain?”
- “Name some complaints and why people express them?”

← CONTINUED

... In our first competition we placed first in our division and first over all out of all the bands! At our largest competition (Greater St. Louis Marching Festival) we placed 4th out of almost 75 bands. We then went on to win the University of Missouri competition.

So, for ten years we have had losing seasons and then, this year, we won nearly every competition we were involved in.

I credit our success to the purple bracelets and just want to thank you for not only giving us a winning season but bringing us all so much closer together.

My greatest thanks!”

Tori Grothoff
Sophomore
Rock Bridge High School
Columbia, Missouri

Slap Spots

Get Attention

Brag

Avoid Action

Excuse Poor
Performance

Control Others

Materials Needed:

- Gummy frogs—enough for each student. You can get them at many bulk candy stores or by going to Amazon.com and doing a search of all of Amazon.com for “GUMMY FROGS.” Many other internet stores sell them as well.

Journal Prompt: “I would love to _____ (a goal or dream). *But I have avoided doing _____.*”



Activity:

First, review the reasons people complain from lesson 4.

One of the most common reasons people complain is to avoid taking action. Before we try something new, especially if it seems like a big, almost impossible task, we may complain to avoid even trying. Today we’re going to make strides toward something we want to achieve.

Have the students share either in pair-shares (partners) or aloud their Journal Prompt answer to the question, “I would love to _____; But I have avoided doing _____”.

Next, have them make a list of (5) five things they can do to move them toward a goal they desire. Invite them to share these steps with their pair-share partner or aloud.

Have each student complete the following on paper, “I deserve my goal. Before I go to bed tonight, I will _____.”
Moving toward their goal and taking even the first step may seem like a big, unsavory thing. Share this old saying,

**“If you have to eat a frog, it's best to eat it
first thing in the morning and get it over with.
If you have to eat two frogs, eat the biggest one first.”**

Right now, taking action seems like a big frog you’ve got to eat. Show them the gummy frogs and say, “*When you do what you have committed to do for your goal, THEN you can have and eat a gummy frog.*”

*“Are you an
accuser, an excuser,
or a chooser?”*

*We all see things
that are not the way
we would like them to
be but we react in
different ways.*

*‘Accusers’ seek to
place blame on
someone else removing
themselves from being
responsible for being
part of the solution.*

*‘Excusers’ make
excuses as to why the
problem must be the
way it is and how it
can not be remedied.*

*‘Choosers’ decide
to look for a solution
and commit to being a
part of that solution.
All of our great
leaders have always
been choosers.*

*The great news is
that each of us gets
to decide if we want
to be an ‘accuser,’ an
‘excuser’ or a
‘chooser.’*

*Choose to be a
‘chooser!’”*

Tom Alyea
President
A Complaint Free World

*"As a school nurse,
I deal as much with
hurting emotions as
with hurting bodies.*

*I began to give
the purple bracelets
out to kids who were
having challenges and
came to see me.*

*I've watched the
bracelets make a huge
difference in the lives
of some very troubled
kids.*

*I gave a purple
bracelet to a student
who was having some
really big issues. It
got her on the road to
thinking about how she
could change her
thinking and change
her life.*

*I've also noticed that
the teachers in our
school are complaining
a lot less and the
purple bracelets have
helped me, personally,
to learn to live in the
moment."*

Patricia Land
School Nurse
Notre Dame Catholic High
School
Fairfield, CT

Lesson 6: Attitude of Gratitude Part 1

Materials Needed:

- Gummy frogs
- A beach ball, balloon or other inflatable ball

Journal Prompt: *"I deserve the goal I have set for myself. To get me to my goal, today I will _____"*



Activity:

Ask who took action toward their goal ("ate the frog"). Let them share what they did and give those who took action a gummy frog to eat.

The opposite of complaining is gratitude. We should talk about things we are thankful for rather than things we are unhappy about. Our minds are like steering wheels, they take us in the direction we point them. If we focus on negative things, we will notice and attract more negative things in our life. If we focus on positive things, we will move in the direction of greater happiness and more success.

Today, we're going to see how grateful we can be. If possible, have the students sit in a large circle. Tell them you're going to say something you are grateful for and then tap the ball or balloon to another student who must say something they are grateful for and tap it to another student. The idea behind the exercise is to keep the ball or balloon moving and have each say something they are grateful for as they tap the ball to someone else. Ideally, this should continue from kid to kid, over and over for 15-20.



Discussion:

- "How did it feel to come up with things you are grateful for?"
- "What was it like to sit and listen to all the things others are grateful for?"
- "What would your days be like if you were constantly thinking of things for which you are grateful?"

Lesson 7: Attitude of Gratitude Part 2

Materials Needed:

- Gummy frogs
- Magazines, catalogs, brochures (optional)
- Markers and paper

Journal Prompt: *“Gratitude is merely the secret hope of further favors”.*

— Francois de La Rochefoucauld



Activity:

Ask who took action toward their goal (“ate the frog”). Let them share what they did and give those who took action a gummy frog to eat.

Often we find that we do very well being Complaint Free except in certain circumstance or around certain people. It is during those times when we are tempted to gripe that we should remind ourselves of what we have to be grateful for.

Give each student paper and let them draw images and/or make lists of things for which they are grateful. If you choose to do so, let them cut out images from magazines or download them from the Internet.

Then, ask the student to post their completed page filled with images and words about which they are grateful in the place where they are most likely to complain. Tell them that, when they are tempted to complain, to take a breath and look at the list of things for which they are grateful. Then, choose to say something positive and constructive rather than something negative and destructive.



Discussion:

- “Where are you most likely to complain?”
- “Who, when you’re around them, makes you feel like you want to complain?”
- “What might you do when you are with this person so as not to have to move your bracelet?”

FAQs

“Why do the bracelets say, ‘SPIRIT’?”

When Will Bowen first gave out the bracelets, he used School Spirit bracelets—the word ‘SPIRIT’ came on the bracelets. We have left the word spirit to represent the ‘spirit of change.’

“Isn’t blowing off steam by complaining healthy?”

No, studies have shown that complaining about one’s health actually tends to make a person’s health worse.

“How can I get someone else to stop complaining?”

“The best sermon is a good example,” Ben Franklin As you begin to transform your life by not complaining, you will inspire all around you.

“If I think a complaint but don’t speak it do I have to move my bracelet?”

No, only if you speak a complaint aloud should you move your bracelet to the other wrist.

"I teach a 'Schools-to-Career' program for seniors who, because of financial challenges, must work after school each day earning only minimum wage. 95% of our seniors are in this program. Feeling they are getting an unfair deal from the world they live in, many of these students are bitter and angry.

In spring of 2007, I gave out the Complaint Free bracelets to these young men and women and noticed it helped their attitudes. Even after they graduated, many continued wearing the bracelets and working to become Complaint Free because they realized it helped them focus on the good in their lives.

This has really helped our students. The world would be a better place if we'd all be given a purple bracelet when we are born."

Melissa Monte
Teacher
Passaic Valley High School
Little Falls, NJ

Lesson 8: Silver Linings

Materials Needed:

- Magazines, catalogs, brochures (optional)
- Markers and paper

Journal Prompt: *"A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.* — Sir Winston Churchill



Activity:

Sometimes things you think are bad actually turn out to be good. You might lose something and, while searching for the lost item, find something else you had lost before and given up hope of finding. Or, school might be closed due to inclement weather on the day you were to take a field trip you were really looking forward to taking. Then, you end up having a particularly wonderful day with your family or friends.

Share this quote with them by Will Bowen from, *A Complaint Free World—How to Stop Complaining and Start Enjoying the Life You Always Wanted:*

"Think of a slingshot. What determines how far a stone from a slingshot will fly? The answer is: 'how far back you've pulled the band on the slingshot.'" If you study the lives of successful people, you will find that their success was not in spite of their life challenges but often because of them. They took what happened to them and used it to help them grow. They stopped telling everyone how much they were wronged and began to look for the blessings in their challenges. And looking, they found them. Their sling shot was pulled back far, but as a result, they soared even farther."

Give each student paper and let them draw or write down things they think are bad. Then, invite them to journal or draw what might actually be the good behind what they perceived as bad.



Discussion:

- "Who can you name who had bad things happen to them but still had a great life?"
- "What things that might be called 'bad' could actually help someone grow and succeed?"

Lesson 9: What You See Is What You Get

Materials Needed:

- Optical illusions - You can get a book from the library such as “The Ultimate book of Optical Illusions” or another similar book. Or do a Google search on the internet and print some off that are not copyrighted. You might check out: www.EyeTricks.com among others.
- Pictures and frames or pieces of cut poster board that can be used to simulate a frame.

Journal Prompt: “Problems are opportunities in work clothes.

— Ann Landers



Activity: Share the optical illusions with the students and have a discussion about the fact that they may see an optical illusion one way, but when it is pointed out to them or if they look hard enough, they can begin to see it another way.

Hand out pictures, photos, prints or images cut from a magazine and invite the kids to put frames around the picture using either real frames or laying pieces of poster board over the corners.



Discussion:

- “When you put the frame on the picture, do you notice it changes or do you see something more or less than without the frame?”

Next, have them change the frame. They can switch frames with another student or create a new frame using a different color piece of poster board.



Discussion:

- “Does the picture look different than it did before?”
- “How is it different?”
- “What things in your life might you “reframe” (look at differently) and see more positively?”

“Ours are young kids, kindergarten through sixth grade, and I’m thrilled with the impact this is having in just a couple of weeks. The kids are coming up to me saying how positively it is affecting their lives. They seem very aware of their words and that has improved their behavior.”

We’re just two weeks into this program and are amazed by the results. Kids are sharing like never before and are feeling positive and dynamic. Some of the parents are owning up to the fact that they, themselves, complain and have asked their kids to bring the purple bracelets home.

I didn’t realize how difficult it would be not to complain but I’m staying with it and my whole family has taken the challenge.”

Julie Simms
Teacher
Overton Elementary School
Overton, TX

"I gave the bracelets out to 100 girls in our Girls' Leadership Program and I can't tell you enough how much it has improved their lives. It has helped them academically and most importantly it has helped them to stop gossiping and being mean to each other. Students have matured, they are focused more in school, and they aren't talking about one another. They are starting to understand the power of their minds. I can't thank you enough.

The girls in the leadership program are so excited about these bracelets that they want me to give some to their parents and other people they know. I see these girls changing as a result of simply not complaining

Acevedo Enissa
Edward R. Byrne School MS
101
Bronx, NY

Lesson 10: Commencement

Materials Needed:

- Indelible Markers

Journal Prompt: *"The biggest adventure you can ever take is to live the life of your dreams"* —Oprah Winfrey

In this final lesson, we begin with discussion. Recap the lessons so far and ask kids to share their experiences using questions such as.



Discussion:

- "What is a complaining?"
- "Are complaints good or bad? Explain."
- "How does it feel to be around someone who complains?"
- "What is gossip?"
- "What is criticism?"
- "What feelings have come up for you in these lessons?"
- "How long have you been able to go without complaining?"



Activity 1:

Have each student think of one word that best captures their Complaint Free experience (examples might include, "happy," "peaceful," or "joy"). Or, they may think of a word of commitment to becoming Complaint Free (examples might include "dedication," "success," or "promise") Then, have them turn their purple bracelet inside out and write the word on the inside. Allow the ink to dry and then turn the bracelet right side out and put it back on. Invite them to discuss other feelings or questions.



Activity 2:

Invite each student to come forward and sign the No Complaining Zone Pledge (page 17) and then post it in a prominent place in the classroom.

Celebrate your success!



TM

_____’s (teacher’s name) classroom is
hereby designated an official **Complaint Free Zone**.

By our signatures, we, the students of this class
commit to being **Complaint Free** both inside and
outside this classroom.
