



# The Power Within: Video Lesson Plans

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The following lesson plans accompany the video series [The Power Within: Reaching Our Highest Potential Through the Practice of Nonviolence](#) with NBA star Metta World Peace, a youth violence prevention series created by the Metta Center for Nonviolence. The lesson plans can be used with the videos alone, or you can use them along with the workbook ([click here to download](#)). The teacher's guide, also [free to download](#), includes additional ideas for uses and activities, and also links the workbook themes to national health standards for grades 9-12.

Below, you will find an introductory activity, as well as two activities that can be carried out throughout the curriculum. Subsequently, there is a lesson plan for each video. Feel free to tailor the activities to your students' needs. If you come up with variations or new activities, we would love to hear about them! Please contact us at [education@mettacenter.org](mailto:education@mettacenter.org) with your ideas and feedback.

## Introductory and Ongoing Activities

### Introductory activity: Who is Metta World Peace? What is the Metta Center?

1. To introduce the curriculum, [listen to Metta World Peace's rap song, "Peace."](#)
2. Discuss the meaning of the song as a class.
3. As a class, research Metta World Peace. First find out what students already think they know about him. Then have students research his life using the internet, such as Wikipedia, his NBA profile, and various news sources. Have students explore the [Xcel University](#), Metta World Peace's nonprofit organization.
4. Also have the class look at the [Metta Center web site](#). As a class, try to answer the question "What is the Metta Center for Nonviolence?"

### Ongoing Activity: Practicing Active Listening

Throughout these lessons, there is a key question and/or suggested warm-up question. These questions are a great opportunity for students to practice active listening, which is featured on p. 44 of the workbook. Active listening is an important peacemaking skill, and is best to practice on a regular basis (as often as possible!).

To use the key questions as an active listening practice activity, here is a general procedure you can follow:

1. Assign students to pairs (A & B).

2. Give Student A 5 minutes to respond to the question. Student B just listens. Student B should simply focus on Student A. If student A finishes speaking before the time is up, the pair can sit silently.  
General guidelines for active listening include:
  - remain silent and avoid interrupting
  - focus completely on listening
  - refrain from judging, forming responses, blaming, speaking
  - be aware of body language (nodding, shaking your head, smiling, etc.)
3. When time is up, give Student B a moment (1-2 minutes) to summarize what Student A said by paraphrasing the speaker's words and/or asking clarifying questions.
4. Have students switch roles and repeat the procedure (student A listens and student B talks). Debrief about the activity (the first time you do the activity, you will want to ask students how it felt to listen actively, and how it felt to be listened to. As you repeat the activity, you may want to ask different debrief questions). Some possible questions include:
  - How did it feel to be the listener?
  - How did it feel to be the speaker?
  - Was it easy or difficult to practice active listening?
  - Do you think you are a good listener in your daily life?
  - What can you do to improve?

### **Ongoing Activity: Researching key figures from closing quotes**

At the end of each video there is a quote that relates to the video's theme. As an ongoing project, you can have each student (depending on your class size, individually or in pairs/small groups) research one of the people from the quotes. The quotes come from an array of political leaders, activists, authors, and spiritual leaders, all of whom have a connection to promoting nonviolence. You can have students write a report or do a presentation on each of the figures, and have them make the connection between this person and nonviolence. You might also want to print the quotes and post them around your classroom.

The quotes come from:

- Martin Luther King
- Rosa Parks
- Buddha
- Les Brown
- Ralph Waldo Emerson
- Patanjali
- the Dalai Lama
- Dorothy Day
- Gandhi
- Cesar Chavez
- John F. Kennedy
- Rebecca Falls

## Video Lesson Plan Structure

The lesson plans below accompany the [videos with Metta World Peace](#). All the lessons follow a similar structure:

1. **Warm-up with key question:** write the key question on the board. Have students freewrite for 5 minutes by answering the question.
2. **Watch** Metta World Peace's response (each video is less than 3 minutes).
3. **Discuss:** As a class, or in pairs or small groups, have students discuss Metta's answers, and compare their own answer to his response.
4. **Wrap-up with closing quote:** write the closing quote on the board. As a class, discuss the quote or have students write about it.

The lessons are also cross-referenced with specific activities in the workbook. These lesson plans can be used with the videos alone, or in conjunction with the workbook.

## Lesson Plans

**Video:** [How do you define nonviolence?](#)

**Key question:** *How do you define nonviolence?*

**Quote:** *"At the heart of nonviolence is the principle of love." - Martin Luther King Jr.*

**Suggested workbook pages:** *Read Introduction, p. 5-12*

1. Warm-up: As a class, ask students the key question. Brainstorm together, putting ideas on the board. Alternatively, you could ask each student to write down a definition on a piece of paper, then collect the papers and read the definitions. Try to see if a collective theme emerges.
2. Watch the video with Metta World Peace.
3. As a class, or in pairs or small groups, discuss Metta World Peace's response. Consider the questions:
  - If nonviolence isn't passive or weak, what *is* it?
  - Why does nonviolence require you to be strong?
4. Write the Martin Luther King, Jr. quote on the board or pause the video on the quote: "At the heart of nonviolence is the principle of love." As a class or in pairs, reflect on its meaning, and how this relates to your own responses and MWP's response.
5. As an extension, have the class research different definitions of nonviolence, using the [Metta Center web site](#), dictionaries, and other sources. As a class, come up with a working definition of nonviolence.

**Video:** [Why is nonviolence important to you?](#)

**Key question:** *Why is nonviolence important to you?*

**Quote:** *"As long as people use tactics to oppress or restrict other people from being free, there is work to be done." - Rosa Parks*

**Suggested workbook pages:** *Intro, p. 5-12; any part of Chapter 4 on Nonviolence*

1. Have students freewrite for 5 minutes about the key question.
2. Watch the video with Metta World Peace.

3. As a class or in small groups/pairs, have students discuss Metta World Peace's response. Consider the questions:
  - Metta World Peace talks a lot about the importance of being a good neighbor. What does it mean to be a good neighbor?
4. Write the Rosa Parks quote on the board or pause the video on the quote: "As long as people use tactics to oppress or restrict other people from being free, there is work to be done."
 

Discuss the quote as a class or have students write about it.

Consider the questions:

  - When Rosa Parks was an activist in the 1950s, the policies of segregation in the South kept people from being free. What kinds of "tactics to oppress or restrict other people from being free" exist today in the United States? What kind of work needs to be done in order to stop these tactics and to promote freedom for all?
  - How does the Rosa Parks quote relate to the key question about the importance of nonviolence?

**Video:** [How does a healthy lifestyle make us stronger?](#)

**Key question:** *How does a healthy lifestyle make us stronger?*

**Quote:** *"To keep our body in good health is a duty, otherwise we will not be able to keep our minds strong and clear." -the Buddha*

**Suggested workbook pages:** *Chapter 5 on Sense Training, especially p. 55-59*

1. Before watching the video, discuss as a class or have students freewrite about the question: What does it mean to have a healthy lifestyle?
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace's response. Consider the questions:
  - Metta World Peace says, "it's never too late" to start living a healthy lifestyle. What is one way that you could make your lifestyle healthier today?
  - Metta World Peace said he lives healthier, from what he eats to how he thinks. What can you do to make sure that you are "consuming healthy" with your mind?
4. Write the quote from the Buddha on the board or pause the video on the quote: "To keep our body in good health is a duty, otherwise we will not be able to keep our minds strong and clear." This connects to what Metta says about how he tries to live healthier, from what he eats to how he thinks. As a homework exercise, ask students (for one day or one week) to try to observe how their food and drink choices affect their mind. This could go along with the food journal exercise on p. 59 of the workbook. In addition to just noticing what they eat, you could ask them to jot down how their mind feels before they eat, how they feel right after, and then again maybe 1-2 hours afterwards. Ask them to note which foods seem to have a positive effect, which foods have a negative effect, and which seem to have a neutral effect.

**Video:** [What are some strategies for achieving our higher vision?](#)

**Key question:** *What are some strategies for achieving our higher vision?*

**Quote:** *“Don’t let someone else’s opinion of you become your reality.” -Les Brown*

**Suggested workbook pages:** *Chapter 1 on Vision, especially p. 19 self-reflection exercise.*

1. Warm-up: Have students freewrite about the questions, “What does it mean to have a higher vision? How can we make our higher vision a reality?”  
Alternatively, you could discuss the questions.
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response. Consider the questions:
  - What strategies does Metta World Peace suggest to achieve your goals?
4. Write the quote from Les Brown on the board or pause the video on the quote: “Don’t let someone else’s opinion of you become your reality.”  
Discuss or have students write about the quote. Consider the questions:
  - Think of a time when you let someone else’s opinion of you become your reality. How did it make you feel? What can you do so that in the future you don’t let it happen again?

**Video:** [Why is concentration important to you?](#)

**Key question:** *Why is concentration important to you?*

**Quote:** *“Concentration is the secret of strength.” -Ralph Waldo Emerson*

**Suggested workbook pages:** *Chapter 2 on Concentration, especially p. 29-32*

1. Warm-up: Athletes, musicians, and artists talk about getting “in the zone.” What do you do that helps you feel “in the zone”?
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response. Consider the questions:
  - Have you ever had an experience like Metta talks about, where you are so focused that you can only see and hear what is happening with the task at hand? What were you doing? What did it feel like?
  - Metta World Peace talks about how concentration helps him deal with pressures on and off the court. How do you deal with pressures in your life?
4. Write the quote from Ralph Waldo Emerson on the board or pause the video on the quote: “Concentration is the secret of strength.”  
Have students freewrite or discuss the quote. Consider the questions:
  - What helps you to concentrate?
  - What activities are easy for you to concentrate on? What is hard for you to concentrate on?
  - Do you agree that concentration is “the secret of strength?” What does this mean?

(This activity connects well with the Concentration Assessment activity on p. 32)

**Video:** [Concentration to reach our goals](#)

**Key question:** *How does concentration help us to achieve our goals?*

**Quote:** *“Peace can be reached by concentration upon that which is dearest to the heart.” - Patanjali*

**Suggested workbook pages:** *Passage practice, p. 39*

1. Warm-up: Have students freewrite about the question, “What goals am I striving towards in my life right now?”
2. Watch the video with Metta World Peace.
3. In pairs, have students share what they write for the first question. Then have them discuss: “What are you doing to achieve those goals? Is there anything you are letting get in the way of achieving your goals? What can you do to “be in the zone” with your goals?”
4. Write the quote from Patanjali (sage of ancient India) on the board or pause the video on the quote: “Peace can be reached by concentration upon that which is dearest to the heart.” Have students discuss or freewrite about the question: What is “dearest to your heart?” What can you concentrate on that will help you reach your goals?
5. Have students choose a passage and try Passage Practice for 5 minutes.

**Video:** [Improving our relationships](#)

**Key Question:** *How can we improve our relationships?*

**Quote:** *“Love and compassion are necessities, not luxuries, without them humanity cannot survive.” - Dalai Lama*

**Suggested workbook pages:** *Practicing nonviolence to improve relationships, p. 88; Active listening, p. 44*

1. Warm-up: Have students practice active listening with the following questions: Think of a relationship that you would like to improve (with a family member, friend, etc.). In what ways would you like it to improve? What could you do to improve it?
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response. Consider the questions:  
-Metta talks about learning different communication, counseling and support techniques. What techniques have you learned like this?
4. Write the quote from the Dalai Lama on the board or pause the video on the quote: “Love and compassion are necessities, not luxuries, without them humanity cannot survive.”  
Have students freewrite or journal for 5-10 minutes about the quote.

**Video:** [Finding support](#)

**Key question:** *Where can someone go to find support?*

**Quote:** *“We have all known the long loneliness and we have learned that the only solution is love and that love comes from community.” -Dorothy Day*

**Suggested workbook pages:** *Nonviolence and social change- making a difference in your community, p. 92*

1. Warm-up: In pairs, have students practice active listening (see p. 44 in the workbook) around the key question (Where do you go to find support?).
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response. In the video, Metta World Peace talks about different people kids can go to for support. Brainstorm a list of different avenues that students can go to for support (coaches, counselors, teachers, family members, etc.).
4. Write the quote from Dorothy Day on the board or pause the video on the quote: “We have all known the long loneliness and we have learned that the only solution is love and that love comes from community.”  
Have students discuss the quote or freewrite for 5-10 minutes.  
Alternatively, have them discuss the question, “How can we foster a real “sense of community” in our school/neighborhood/town?”

**Video:** [Transforming the competitive drive to do good](#)

**Key question:** *How can we transform the competitive drive into a positive force to do good in the world?*

**Quote:** *“Fall seven times, stand up eight.” -Japanese proverb*

**Suggested workbook pages:** *Active listening, p. 44*

1. Warm-up: Have students write or discuss about “the competitive drive.” Where do they see this in their own lives? In what ways are they competitive? In what areas do they see the competitive drive at school? In society?
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response.
4. Write the Japanese proverb on the board or pause the video on the quote: “Fall seven times, stand up eight.”  
For active listening practice, have students discuss the quote, considering:  
Describe a time you fell down and got back up. How did it feel to fall down? Was it hard to get back up? How did you get back up? How did it feel afterwards?



**Video:** [Striving to do our best](#)

**Key question:** *How do we strive to do our best, even if others try to discourage us?*

**Quote:** *“The best way to find yourself is to lose yourself in the service of others.”*

*-Gandhi*

**Suggested workbook pages:** *Practicing Forgiveness - p.90-91*

1. Warm-up: Practice active listening around the question, “Think of a time when someone tried to discourage you. How did it make you feel? What did you do?”
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response. Consider: - Ask students what they know about the challenges that Metta World Peace talks about in his career.  
- Do you believe in second chances? If someone has been violent in the past, should they get a second chance to improve themselves? Why or why not?
4. Relating back to the idea of second chances, have students read p. 90-91 and take the Forgiveness Challenge.
5. Write the quote from Gandhi on the board or pause the video on the quote: “The best way to find yourself is to lose yourself in the service of others.” Discuss the quote as a class or have students freewrite about it.

**Video:** [Nonviolence as a personal struggle](#)

**Key question:** *Can nonviolence be a personal struggle?*

**Quote:** *“There is no such thing as a defeat in nonviolence.” -Cesar Chavez*

**Suggested workbook pages:** *Chapter 4 on Nonviolence, especially Principles of Nonviolence, p. 83*

1. Warm-up: Have students freewrite or practice active listening around the key question.
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response. Consider:  
Metta shares about his personal struggle to be nonviolent. What challenges do you see in trying to practice nonviolence? What can you do to overcome these challenges? (Either discuss as a class or have students practice active listening).
4. Write the quote from Cesar Chavez on the board or pause the video on the quote: “There is no such thing as a defeat in nonviolence.” Have students write or discuss: What does this mean? How can this be true, if sometimes it doesn’t appear that nonviolence has worked?”



**Video:** [Understanding anger](#)

**Key question:** *How do you understand anger and frustration?*

**Quote:** *“We harnessed anger under discipline for maximum effect.” -Martin Luther King, Jr.*

**Suggested workbook pages:** *Slowing down, p. 47-53*

1. Warm-up: Have students practice active listening with the question, “Think of the last time you felt frustrated or angry. What did you do to address this feeling?”
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response. Consider:
  - Metta says, “Any time you feel anger or frustration, it’s a problem.” Do you agree? Why or why not?
  - He talks about how he calls his psychologist to discuss his problem if he feels angry or frustrated. What is your initial response to anger or frustration?
4. Write the quote from Martin Luther King on the board or pause the video on the quote: “We harnessed anger under discipline for maximum effect.” King is talking about how anger was used to fuel the civil rights movement. Have students write about or discuss the question: How can anger and frustration serve as a force for positive change? What are some positive ways to address feelings of anger and frustration when they come up?

**Video:** [How has a mentor influenced your life?](#)

**Key question:** *How has a mentor influenced your life?*

**Quote:** *“One of the most valuable things we can do to heal one another is to listen to each other’s stories.” - Rebecca Falls*

**Suggested workbook pages:** *Active listening, p. 44; Be the change, p. 22*

1. Warm-up: Have students write about or practice active listening with the key question. (You may want to rephrase it, such as “Who is your mentor? How have they influenced your life?”)
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response.
4. Write the quote from Rebecca Falls on the board or pause the video on the quote: “One of the most valuable things we can do to heal one another is to listen to each other’s stories.” Have students take some time to think of a story that they really want to tell, and give them time to write the story. Then have them read their stories to a partner, while the partner practices active listening.

**Video:** [What are you thankful for?](#)

**Key question:** *What are you thankful for?*

**Quote:** *“As we express our gratitude, we must never forget that the highest appreciation is not to utter words but to live by them.”*

**Suggested workbook pages:** *Gratitude Journal, p. 21*

1. Warm-up: Have students practice active listening with the key question.
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response.
4. Write the quote from John F. Kennedy on the board or pause the video on the quote: “As we express our gratitude, we must never forget that the highest appreciation is not to utter words but to live by them.” Discuss the quote as a class.

**Video:** [What is your vision for a nonviolent world?](#)

**Key question:** *What is your vision for a nonviolent world?*

**Quote:** *“The time is always right to do what is right.” –Martin Luther King Jr.*

**Suggested workbook pages** *Chapter 1, vision, especially “Creating a positive vision of the future” exercise, p. 24-25 and Vision statement exercise, p. 26-27*

1. Warm-up: Have students practice active listening with the key question.
2. Watch the video with Metta World Peace.
3. As a class or in small groups/pairs, have students discuss Metta World Peace’s response. Consider:
  - What does it mean to be “a good neighbor to the world”?
4. Write the quote from Martin Luther King Jr. on the board or pause the video on the quote: “The time is always right to do what is right.”  
What kind of “right” needs to be done right now in the world? What is your vision for a nonviolent world, and what can you do to achieve it?