



Presented by Katina Wedgeworth

Official Pitch Proposal • Alabama Ready

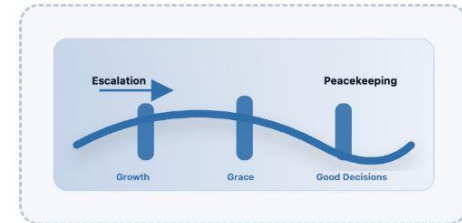
## An Integrated Cognitive Behavior Change & Peacekeeping Curriculum

Cracking the "G" Code is an evidence-informed, trauma-aware social-emotional learning (SEL) and conflict-resolution curriculum for middle school, high school, and alternative education settings. It addresses youth violence, social media conflict escalation, emotional regulation, decision-making, and empathy through cognitive-behavioral skill-building, story-based learning, and guided peer discussion.

Structured • School-ready • Prevention-first • 12 lessons

SUBMITTED FOR CONSIDERATION  
State & District Education  
Leaders  
Alabama

Program  
Length  
6–12 weeks



Quick snapshot

● CBT + SEL foundations

● Restorative dialogue practices

● Trauma-aware facilitation

# 1. Executive Summary

**Cracking the “G” Code** is an evidence-informed, trauma-aware, social-emotional learning (SEL) and conflict-resolution curriculum designed for middle school, high school, and alternative education settings. The program addresses youth violence, social media conflict escalation, emotional regulation, decision-making, and empathy through a unique blend of **cognitive behavioral skill-building, story-based learning, and guided peer discussion.**

Developed by **Katina Wedgeworth** and collaborators with decades of experience in behavioral health, criminal justice reform, peer mentoring, and recovery services, the curriculum is specifically suited for urban, high-risk, and opportunity-gap communities—while remaining appropriate for broader student populations.

## Built for modern realities

Social media conflict escalation • community stressors • school climate

12 lessons

Facilitator-led

Pre/Post checks

## 2. The Problem We Are Solving

Schools across Alabama face growing challenges:



### Conflict escalation

Increased youth violence, reactive behavior, and classroom disruption.



### Social media–driven disputes

Online conflicts spill into hallways and neighborhoods.



### Skill gaps

Limited emotional regulation and coping skills under stress.



### Punish without rehabilitating

Discipline often removes students but does not build replacement skills.

### Bottom line

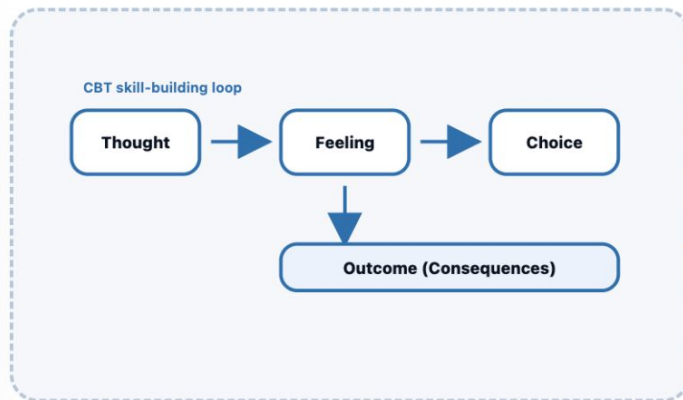
Traditional discipline models alone are not sufficient. Schools need **preventative**, skill-based curricula that teach students how to think, respond, and resolve conflict—before it becomes destructive.

### 3. The Solution: Cracking the “G” Code

The “G Code” is reframed from a destructive mindset associated with toughness, aggression, and retaliation into a framework for **Growth, Grace, and Good Decision-Making**.

#### Students learn:

- How thoughts influence behavior (CBT foundations)
- How to identify triggers and warning signs
- How to de-escalate conflict without losing dignity
- How empathy, accountability, and self-mastery build real strength
- How choices create consequences—often unintended ones



## 4. Curriculum Design & Instructional Model

### Format

- 12 structured lessons
- Facilitated group discussions
- Role-play scenarios
- Guided reflection worksheets
- Story-based learning through *The Coroner's Office*

### Core Pedagogical Elements

- Cognitive Behavioral Techniques (CBT)
- Social-Emotional Learning (SEL)
- Trauma-informed instruction
- Restorative dialogue practices
- Active listening & empathy training

### Facilitation tone is a feature, not a footnote.

Lessons establish clear authority with a supportive approach, emphasize respect, open-mindedness, and confidentiality to create psychologically safer learning spaces.

#### Group Norms

- 1) Participate
- 2) Be respectful
- 3) Keep an open mind
- 4) Confidentiality

## 5. Sample Lesson Frameworks (Excerpted)

Representative samples to demonstrate instructional approach, content appropriateness, and alignment with Alabama school priorities. Full lesson materials and facilitator guides are available upon adoption.

### Sample Lesson 1: Emotional Regulation & Identifying Triggers

Grade Range: Middle–High School

Self-regulation  Stress recognition  Controlled responses

#### Objective

Students identify emotional triggers, recognize stress responses, and practice strategies for regulating emotions before conflict escalates.

#### Classroom Activities

- Guided discussion on common stressors at school and in the community
- Identify physical and emotional warning signs
- Practice de-escalation techniques: breathing, pausing, reframing
- Reflection: how emotional control impacts decisions

#### Expected Outcomes

Improved emotional awareness, reduced reactive behavior, and increased ability to pause before responding to conflict.



## Sample Lesson 2: Conflict Resolution & Decision-Making

Grade Range: Middle–High School

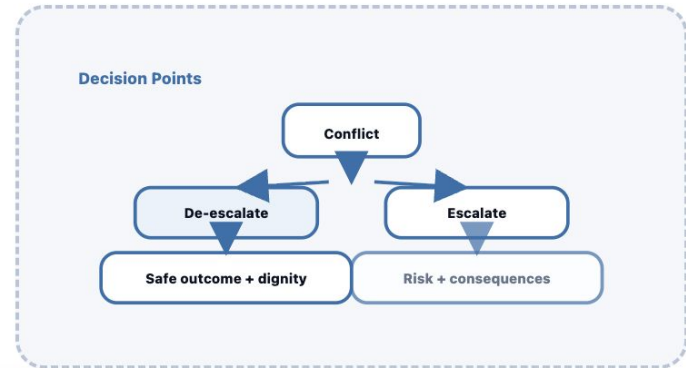
● Problem-solving   ● Accountability   ● Non-violent communication

### Objective

Students learn how to assess conflict situations, evaluate choices, and apply non-violent resolution strategies that preserve safety and dignity.

### Classroom Activities

- Scenario discussions illustrating common peer conflicts
- Identify choice points and possible consequences
- Guided role-play practicing calm communication and de-escalation
- Group reflection on decisions and community impact



### Expected Outcomes

Improved ability to resolve disagreements without escalation and stronger understanding of how choices create consequences.

## Sample Lesson 3: Empathy, Accountability & Restorative Thinking

Grade Range: Middle–High School

Empathy

Social awareness

Repair of harm

### Objective

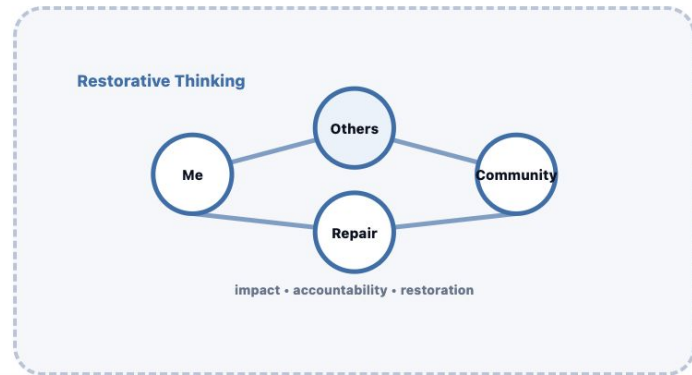
Students develop empathy, understand the impact of their actions on others, and explore healthy ways to repair harm and rebuild trust.

### Classroom Activities

- Perspective-taking and guided discussion
- Impact reflection: peers, families, communities
- Forgiveness and accountability framed as strengths
- Writing or discussion-based self-reflection

### Expected Outcomes

Greater empathy, reduced antagonistic behavior, and increased willingness to take responsibility for actions.



## 6. Key Learning Outcomes

**After completing the program, students can:**

- Identify and regulate emotional responses
- Apply non-violent conflict resolution strategies
- Recognize social media manipulation and escalation patterns
- Demonstrate empathy and accountability
- Make decisions aligned with long-term goals
- Articulate the real-life consequences of violence

**Skill Ladder**

Emotional regulation

Conflict resolution

Empathy & accountability

Long-term decision-making

## 7. Alignment With School & State Priorities

### The curriculum supports:

- SEL competencies (self-awareness, self-management, social awareness)
- School safety & violence prevention initiatives
- Restorative justice frameworks
- Mental health and wellness programming
- Character education requirements

### It integrates seamlessly into:

- Advisory periods
- Health education
- Alternative education programs
- Juvenile justice–connected school programs
- After-school or enrichment programs

## 8. Implementation Model

Pilot → Evaluate → Scale

### Phase 1 – Pilot Program

Select schools or districts (6–12 weeks) • Facilitator training • Pre- and post-assessments

### Phase 2 – Evaluation & Adjustment

Behavioral and engagement metrics • Teacher and student feedback

### Phase 3 – Scaled Rollout

District-wide adoption • Train-the-trainer model • Optional digital/hybrid delivery

Implementation



## 9. Target Student Populations

### **Middle & High School**

Core SEL, safety, and conflict-resolution skill-building.

### **Trauma-impacted students**

Emotion regulation, coping skills, and safe communication pathways.

### **Alternative & Continuation**

Re-engagement, behavior supports, and structured reflection.

### **At-risk of removal**

Prevention-first alternatives that build replacement skills.

## 10. Why This Program Works

Unlike lecture-based curricula, **Cracking the "G" Code** meets students where they are culturally and emotionally, uses storytelling to create engagement, encourages reflection instead of compliance, and builds skills students can use immediately.

### **This is prevention, not punishment.**

Teach a better response before a bad moment becomes a life-changing outcome.

#### Behavior Shift

##### Before

react • escalate • regret



##### After

pause • choose • repair



## 11. Call to Action

**We are seeking:**

- Pilot partnerships in Alabama
- District-level curriculum adoption
- Funding or grant alignment for implementation

**Together, we can replace cycles of conflict with pathways to growth.**