

HOODZVILLE

D.A.R.E. 2B DIFFERENT

EDUCATOR STARTER KIT

"The Truth You Feel But Never Hear"

A Five-Day Diary-Based Resilience Curriculum
for Youth Ages 12–24

Program: D.A.R.E. 2B DIFFERENT Resilience Bootcamp

Developer: Larry W. Keys, Founder & Course Creator

Organization: Hoodzville

Target Age: 12–24 | At-risk & system-involved youth

Format: Plug-and-Play | Minimal facilitator training required

"You can't change what you don't understand."

— Larry W. Keys

A NOTE FROM LARRY W. KEYS

Before you read a single page of this kit — I want you to stop.

Not as an educator. Not as a counselor or program director. As a human being who was once a young person carrying something heavy that nobody saw.

I spent 36 years in recovery. I've sat in rooms where young people were written off before they had a chance to be understood. I've watched what happens when someone finally decides to see the story behind the behavior.

Here is what I know after all of it:

- The student with the attitude has a story.
- The student who won't participate has a story.
- The student who looks fine has a story.
- The student who is always in trouble has a story.

This kit gives you the tools to reach the story — not just the behavior.

Each day uses a fictional diary entry from a different character. These characters are composites of real young people. The emotions are real. The young people in your program will recognize themselves in these pages.

You don't need to be a therapist to use this kit. You just need to be willing to see them.

With respect,

Larry W. Keys

Founder, Hoodzville | Creator, D.A.R.E. 2B DIFFERENT

THE D.A.R.E. FRAMEWORK

Every day of this curriculum is built around one letter of the D.A.R.E. framework. Each letter has two levels — a personal reflection level and an outward action level.

D	Level 1: Document — Record your past self to present self. Level 2: Decide — Choose to change your story.
A	Level 1: Analyze — Compare how silence and fear shaped you. Level 2: Acknowledge — Where you've been and what you've been through.
R	Level 1: Reveal — Uncover the true meaning of courage. Level 2: Replace — Shift your mindset from negative to positive.
E	Level 1: Empower — Inspire others to break the chain of peer pressure and bullying. Level 2: Elevate — Turn your present story into someone else's strength for the future.

This framework is woven through every diary entry, every discussion question, and every activity. Students don't need to memorize it. They'll feel it.

HOW TO USE THIS KIT

No heavy prep required. Each day is self-contained. Read the diary entry aloud, run the discussion, assign the activity.

One diary entry per session. Each entry is one minute read aloud — short enough to hold any attention span.

Discussion questions are flexible. Use 2–3 if time is limited. Use all 5 for a deeper session.

Activities are adaptive. Written reflections can be done verbally for students who resist writing.

You can run Day 1 standalone. This kit works as a single session or a full 5-day program.

The Victim

"Who were you before the world told you who to be?"

Session Objective:

Students identify the emotional weight of bullying and begin to separate their identity from others' treatment of them.

DIARY ENTRY

Dear Hoodzville Diary,

Yesterday, I was writing about getting past my stuck point.

The ongoing, intentional hurting I've suffered has been a heavy weight on my shoulders — but I refuse to let it define me.

I understand that my bullies target me because of their own insecurities and weaknesses.

I will not let their actions break me. It's not easy, and some days are darker than others.

I will not let their words or actions control my life. I am stronger than that.

The key is to keep moving, to keep pushing, and to keep grinding forward.

Sincerely, Victim.

DISCUSSION GUIDE

1. Have you ever felt a weight that nobody else could see? What did it feel like?
2. The Victim says 'I refuse to let it define me.' What does that mean to you?
3. Why do you think bullies target people? What does that say about the bully?
4. What does 'surviving' look like in your own life right now?
5. If you could say one thing to the Victim, what would you say?

ACTIVITY: MY FIRST ENTRY

Give each student a blank index card or journal page. Ask them to write the beginning of their own first diary entry — just 3 sentences. It can be about anything they are carrying right now. Remind them: nobody reads this without their permission. Optional share: invite 2–3 volunteers to read one sentence aloud.

The One Who Watched

"How did silence and fear shape you?"

Session Objective:

Students examine the bystander role and the cost of silence — both to the victim and to themselves.

DIARY ENTRY

Dear Hoodzville Diary,

Today I watched it happen again. Marcus got pushed into his locker in front of everybody. And everybody laughed. Including me. I don't even know why I laughed. I wasn't even happy.

I think I laughed so they wouldn't look at me next. That's the truth I don't want to say out loud.

I'm not the one getting bullied. But I'm not innocent either. I just stood there. I walked away.

And now I can't sleep. Because somewhere Marcus is sitting in his room wondering if anybody sees him.

I decided today — silence is not safety. It's just a different kind of hurt.

Sincerely, The One Who Watched.

DISCUSSION GUIDE

1. Why did the narrator laugh if it wasn't funny? Have you ever done something similar?
2. What does 'silence is not safety' mean to you?
3. What is the difference between being a bystander and being a bully?
4. What would it have taken for the narrator to speak up? What gets in the way?
5. If Marcus read this diary entry, what do you think he would feel?

ACTIVITY: ANONYMOUS REFLECTION CARDS

Give each student a blank card. Ask them to complete this sentence anonymously: 'One time I watched something happen and didn't say anything. I wish I had...' Collect cards face-down, shuffle, and read a selection aloud. Discuss: what patterns do you notice? What made silence feel safer than speaking up?

The Bully

"What does courage actually look like?"

Session Objective:

Students explore the cycle of hurt — how pain becomes behavior, and how honesty is the first act of courage.

DIARY ENTRY

Dear Hoodzville Diary,

Nobody knows I cry at night. They see me in school and think I'm hard.

They think I like making people feel small. But the truth is, the only time I feel big is when somebody else feels small.

That's messed up and I know it.

At home nobody asks me how I'm doing. Nobody notices when I'm hurting.

So I go to school and I make sure somebody notices me — even if it's the wrong kind of attention.

I don't want to be this person. I just don't know how to be any different yet.

Sincerely, The One They Call the Bully.

DISCUSSION GUIDE

1. Did this entry change how you think about bullies? How?
2. What is the bully actually looking for when they hurt someone?
3. The bully says 'I don't want to be this person.' Is that enough? What else needs to happen?
4. What does bullying look like from the outside vs. the inside?
5. If you were this student's counselor, what would you do differently after reading this?

ACTIVITY: BEHIND THE BEHAVIOR

Empathy mapping exercise. Draw a simple face on the board with four quadrants: THINKS / FEELS / SAYS / DOES. As a group, fill in the quadrants for 'The Bully.' Then ask: what would change in each quadrant if someone at home noticed them? Optional: students complete their own empathy map privately.

The Overcomer

"Your story is someone else's survival guide."

Session Objective:

Students connect personal resilience to collective purpose — understanding that their survival story has power beyond themselves.

DIARY ENTRY

Dear Hoodzville Diary,

Two years ago, I wrote in here that I didn't want to go to school anymore.

I wrote that nobody would miss me. I can barely read that without crying.

Not because I'm still in that place. But because I made it out.

It didn't happen overnight. It happened one decision at a time.

One day I decided to tell somebody. One day I decided to stop hiding.

One day I decided that their story about me wasn't my story.

You're going to make it. The pain is real but it's not permanent.

Keep movin, keep pushin, keep grindin.

Sincerely, The One Who Made It Through.

DISCUSSION GUIDE

1. What do you think changed between the Overcomer's worst day and today?
2. She says 'it happened one decision at a time.' What was her first decision?
3. Who in your own life has modeled this kind of resilience for you?
4. What does it feel like to know someone survived what you are going through?
5. What decision could you make today — just one — that moves you forward?

ACTIVITY: LETTER TO YOUR PAST SELF

Students write a short letter (5–8 sentences) to a younger version of themselves. Prompt: 'What do you wish you had known then? What do you want that version of you to hear?' Give students 10 full minutes of quiet. Optional share: invite volunteers to read one line from their letter.

Your Legacy

"You made it through. Now what?"

Session Objective:

Students synthesize the week's learning into a personal legacy statement — connecting their story to future purpose.

DIARY ENTRY

Dear Hoodzville Diary,

This is the final entry. Not the final chapter — just the final entry.

This week you sat with the Victim, the Bystander, the Bully, and the Overcomer.

You saw something of yourself in each of them. That is not an accident.

Now it is time to ask the hardest question of the week:

When your story becomes someone else's strength — what does that look like?

What do you want to be known for? Not by your school. Not by your neighborhood. By the person you become.

Sincerely, The One Still Writing.

DISCUSSION GUIDE

1. Which of the four characters felt most like you? Why?
2. What is one thing you are carrying that you have never told anyone?
3. What does 'elevating your story' look like in your daily life this week — not someday?
4. If a younger student read your story five years from now, what would you want them to take from it?
5. What is one word you want to define your legacy?

ACTIVITY: THE LEGACY LETTER

Each student writes a Legacy Letter addressed to 'A Young Person Who Will Need This Someday.' Prompt: 'You don't know them yet. But your story has something they need. Write it down.' Letters can be kept private, shared in small groups, or compiled into a class Legacy Book. This is the most powerful close to the curriculum.

ABOUT LARRY W. KEYS

Larry W. Keys didn't build D.A.R.E. 2B DIFFERENT from a textbook. He built it from lived experience — 36 years in recovery, the streets, the recovery rooms, and the mirror moments that changed everything.

He holds a Certificate in Drug Treatment Counseling and has spent decades as a motivational speaker, author of 19+ published books, and youth advocate. His fictional Hoodzville book series puts young people at the center of stories that reflect their real lives — without flinching.

The D.A.R.E. 2B DIFFERENT Resilience Bootcamp is the curriculum expression of everything he has learned about what it takes to reach a young person who has stopped believing anyone can.

CONNECT & PILOT

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Full Course: larry-williamkeys.minilessonsacademy.com/course/18465

Pilot Program: Free for qualifying partner organizations in the DMV region

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