



6TH GRADE Scope & Sequence

Belonging: How can we create a place where everyone feels like they belong?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. The goal is to begin to develop relationships and start creating a sense of safety and community in our classroom space.

S3: Building Community

This is session 2 of 2 in our community building series. It is focused on continuing to build connections and a positive classroom climate. We'll be doing activities to get to know each other better and learn more about each other's names.

S4: Middle School Mythbusting (Belonging)

This is the 1st of 2 sessions that utilize videos to bring student voices forward with the goal of helping quell worries our students might have at the beginning of middle school. This session is about fitting in and belonging at school.

S5: Middle School Mythbusting (Test Taking)

This is the 2nd of 2 sessions that utilize videos to bring student voices forward with the goal of helping quell worries our students might have at the beginning of middle school. This session is focused on taking tests in middle school.

S6: Developing Community Agreements

This session is dedicated to developing Community Agreements. This process is designed to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are meant to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S7: Understanding the CharacterDare Process

This session sets up the first CharacterDare, which will be a consistent part of almost every session for the rest of the year. The CharacterDares are designed to help us practice and generalize the skills learned in the program. We will return to the conversation about character and values in session 10.

S8: Get to Know Your School: Who's Here?

The theme of this year is “Belonging” and this is the 1st of 2 sessions with the goal of helping us make connections and build relationships. In this session's activity, we make plans to get to know 4 adults in the building.

S9: Get to Know Your School: What's Here?

The theme of this year is “Belonging” and this is the 2nd of 2 sessions with the goal of helping us make connections and build relationships. In this session, we identify opportunities to get involved in fun and interesting activities at school and think of opportunities we wish existed.

S10: Exploring Values

This is the 1st of 3 sessions focused on exploring values. Getting clear on our own personal values can help us make decisions and act in ways that align with our sense of self and what we think is important. In this session, we explore the topic of values by reflecting on qualities we value in other people.

S11: Understanding Values

This is the 2nd of 3 sessions focused on exploring values, in this session by considering how different people demonstrate their values and how we show others what we value. The class will choose 1 Community Agreement and explore it from different value perspectives.

S12: Practicing Values

This is the 3rd of 3 sessions focused on exploring values, in this session by reflecting on how we want to feel in different situations and discussing how this relates to and can help us understand our personal values. We will spend time thinking about what we value and how that helps us to think about who we want to be.

S13: Building Listening Skills

This is the 1st of 2 sessions on becoming better listeners. Listening is an important skill that improves peer relationships and is important for perspective-taking, conflict resolution, and group work. In this session, we practice listening closely with a partner and reflect on what was hard (or easy) about it.

6TH GRADE

Scope & Sequence



Belonging: How can we create a place where everyone feels like they belong?

S14: Applying Listening Skills: Part 1

This is the 2nd of 2 sessions focused on listening. Listening is a valuable skill that improves peer relationships and is important for perspective-taking, conflict resolution, and group work. In this session, we practice identifying good versus bad listening.

S15: Understanding Others' Perspectives

This is the 1st of 2 sessions on perspective-taking. Perspective-taking is important for peer relationships and supports friendship, respect, and conflict resolution, including across student differences. In this session, we work in groups to practice trying to understand the perspective of other people.

S16: Practicing Perspective-Taking

This is the 2nd of 2 sessions on perspective-taking. Perspective-taking is not just a passive process. In this session, we practice improving our ability to understand someone else through applying our listening skills and asking thoughtful questions

S17: Understanding Emotions

This is the 1st of 2 sessions focused on understanding and learning ways to regulate our emotions. In this session, we talk about the value of regulating and calming our bodies and learn some techniques focused on breathing.

S18: Regulating Emotions: Part 1

This is the 2nd of 2 sessions on emotions. Research shows being able to name our strong emotions helps us stay calm and think through difficult situations.

S19: Using Values in Conflict Resolution

This is the 1st of 2 Conflict Resolution sessions. In this session, we wrestle as a class with several everyday interpersonal conflict scenarios presented in videos as a way to share and gain insights into ways to think about and handle conflicts.

S20: Understanding Conflict Resolution

This is the 2nd of 2 Conflict Resolution sessions. In this session, we continue to wrestle with everyday interpersonal conflict scenarios presented in videos as a way to share and gain insights into ways to think about and handle conflicts.

S21: Developing Friendships

This is the 1st of 2 sessions on friendship. Having a sense of connectedness and belonging at school boosts student well-being and supports school engagement. In this session, we all share ideas with each other about ways to make friends.

S22: Strengthening Friendships

This is the 2nd of 2 sessions on friendship. The goal is to reflect on the qualities we value in friends.

S23: Applying Listening Skills: Part 2

This is the 1st of 2 listening sessions. The goals are to think about what fully listening looks like and come up with strategies to be better listeners.

S24: Listening with Empathy

This is the 2nd of 2 listening sessions. Listening is an important part of perspective-taking. We can become better at listening and perspective-taking by learning to ask questions and work to ensure we are really understanding what others are saying.

S25: Exercising Perspective-Taking

This is the 1st of 2 sessions on perspective-taking. Learning to understand others' perspectives is a fundamental social skill important for making friends, solving conflicts, and working in groups. In this session, we practice thinking about how different people might react differently to the same situation.

S26: Connecting Through Perspective-Taking

This is the 2nd of 2 sessions on perspective-taking. Learning to understand others' perspectives is a fundamental social skill important for making friends, solving conflicts, and working in groups. In this session, we explore and practice "perspective-getting" by actively asking questions of each other to better understand the perspectives behind their thoughts and opinions - rather than simply assuming we know.

S27: Connecting Motivation & Emotions

This is the 1st of 2 emotion-focused sessions that build on earlier emotions sessions in this grade. In this session, we work to understand the different ways people can notice and feel emotions in their bodies. Being able to notice physical sensations related to emotions can help us catch them early and use emotion regulation strategies before emotions get too intense.



6TH GRADE

Scope & Sequence

Belonging: How can we create a place where everyone feels like they belong?

S28: Regulating Emotions: Part 2

This is the 2nd of 2 emotion-focused sessions that follow up on earlier emotion sessions in this grade. In this session, we learn and practice a skill for helping us stay calm by focusing on the sensations where our body contacts solid surfaces.

S29: Making New Friends

This is the 1st of 3 sessions on friendships. Having friends is important for well-being and even school success. Having friends helps us feel a sense of belonging in our school. In this session, we do an activity that helps us learn from each other about ways to make friends.

S30: Becoming A Better Friend

This is the 2nd of 3 sessions on friendship. Having friends is important for well-being and even school success. Having friends helps us feel a sense of belonging in our school. In this session, we share our ideas about values and actions that support friendship and questions we can ask others to help build a friendship.

S31: Resolving Conflicts with Friends

This is the 3rd of 3 sessions on friendship. A certain amount of conflict is inevitable in relationships. In this session we work on practicing ways to resolve conflicts with our friends.

S32: Helping Others Resolve Conflict

In this session, we work on learning to apologize, a simple but important skill that can help us handle some of the conflicts we get into with others.

S33: Reflecting On The Year: Part 1

We have covered a lot of ground in these lessons this year. This is the 1st of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown. This reflection process is important for us to cement the learning we have done this year.

S34: Reflecting On The Year: Part 2

We have covered a lot of ground in these lessons this year. This is the 2nd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown. This reflection process is important for us to cement the learning we have done this year.

S35: Reflecting On The Year: Part 3

We have covered a lot of ground in these lessons this year. This is the 3rd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown. This reflection process is important for us to cement the learning we have done this year.



7TH GRADE Scope & Sequence

Well-being: How do I develop personal well-being and how does it affect our relationships with others?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. The goal is to begin to develop relationships and create a sense of safety and community in our classroom space.

S3: Building Community

This is the 2nd of 2 sessions in our community building series. It is focused on getting to know each other better and learning more about each other interests and insights.

S4: Developing Community Agreements

This session is dedicated to developing Community Agreements. This process is designed to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are meant to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Identifying Values

This is the 1st of 3 sessions related to values. Thinking about and identifying values we personally feel are important can help us make good decisions and can guide our actions in positive directions. In this session, we explore our individual values, including where they come from and ways we can put them into action.

S6: Connecting Values & Actions

This is the 2nd of 3 sessions focused on values. This session applies learning from the last session related to values and offers some perspective on how we might have the same (or different) values for various reasons. At the end, we get introduced to the CharacterDare process - a challenge to put values (and the session content) into action. After this session, nearly all sessions will include a Dare. Remember: Dares are invitations, not demands! The power is in the conversation.

S7: Applying Values

This is the 3rd of 3 sessions focused on values. This session brings the 3 sessions together with a focus on application in our personal lives. We will go through the full CharacterDare process: 1st, reflect on the previous Dare, and 2nd, introduce them to the new Dare. Remember: Dares are invitations, not demands! The power is in the conversation.

S8: Understanding Emotions

This is the 1st of 5 sessions focused on understanding (2 sessions) and regulating (3 sessions) emotions. Across this session and the next we learn some basic brain science to help us understand where our emotions come from. We learn that our brains all create emotions quickly and automatically, which means people don't have their strong emotions on purpose. This can help us to gain a helpful perspective on both our own and others' strong emotions.

S9: Identifying Emotions

This is the 2nd of 5 sessions focused on understanding (2 sessions) and regulating (3 sessions) emotions. Across this session and the last we learn some basic brain science to help us understand where our emotions come from. In this session we continue learning about how our brains create emotions quickly and automatically. This can help us to gain a helpful perspective on both our own and others' strong emotions.

S10: Expanding Emotion Vocabulary

Following 2 sessions on emotion understanding, this is the 1st of 3 sessions focused on emotion regulation. In this session, we learn about regulating our own strong emotions by Naming them and improve our ability to use this approach by practicing distinguishing between different intensities of emotion to help us find the right name for what we are experiencing.

S11: Practicing Emotion Regulation

This is the 4th of 5 sessions related to emotion understanding and emotion regulation. Handling powerful emotions requires learning strategies for calming down and we learn two and revisit one learned last week in this session.

S12: Applying Emotion Regulation

This is the 5th of 5 sessions related to emotion understanding and emotion regulation. Tools for regulating emotions are only effective if you use them. In this session we work on thinking through how we'd handle emotional challenges presented in scenarios.

7TH GRADE

Scope & Sequence



Well-being: How do I develop personal well-being and how does it affect our relationships with others?

S13: Understanding Stress

This is the 1st of 2 sessions on stress and coping. Increasing numbers of adolescents struggle with stress. In this session, we focus on understanding stress and learning ways to cope with stress.

S14: Coping with Stress

This is the 2nd of 2 sessions on stress and coping. In this session we focus on coming up with and sharing ways to improve our well-being to help us cope with stress.

S15: Understanding Social Connections

This session focuses on social connections. Friendships and good relationships with others are important throughout life but can be especially important in middle school. In this session we all work together to come up with as many ideas as we can for ways to be social and connect with others.

S16: Developing Social Awareness

This is the 1st of 4 sessions on how we can effectively engage in empathy in ways that result in helping others in need rather than just feeling bad for them. To start this section off we focus on noticing as much as we can about others as a way to get us started on improving our empathy and perspective-taking skills.

S17: Understanding Effective Empathy

This is the 2nd of 4 sessions on effective empathy. The first step, which we worked on last session, is noticing how others are feeling and what's going on with them. The second step, which we focus on today, is the importance of caring about others and caring when we can tell others are unhappy or could use some help.

S18: Recognizing When People Need Support

This is the 3rd of 4 sessions on effective empathy. In this session we focus on the 3rd ingredient that makes empathy effective - taking action to help others.

S19: Practicing Effective Empathy

This is the 4th of 4 sessions on effective empathy. In this session we reflect on and explore ways to engage in all three parts of the effective empathy formula: noticing, caring, and taking action.

S20: Understanding Mental Health & Well-Being

This is the 1st of 4 sessions on mental health and well-being. Recent science has shown that we can benefit from increasing our well-being (which we use synonymously with mental health) even when we struggle with mental illness and life's challenges. Well-being matters for all of us and in this session we learn about three types or aspects of well-being.

S21: Exercising Well-Being

This is the 2nd of 4 sessions on well-being. In this session we continue to focus on the three aspects of well-being and explore ways we can support and increase our well-being.

S22: Increasing Personal Well-Being

This is the 3rd of 4 sessions on well-being. In this session we continue to work together to generate and share ideas for ways we can boost our well-being.

S23: Developing Well-Being Habits

This is the 4th of 4 sessions on well-being. In this session we think about personal goals we have for our well-being and identify the barriers we may face in trying to achieve them.

S24: Communicating with Assertiveness

This is the 1st of 2 sessions on Assertiveness. Aggression is a common cause of conflicts but we need to learn to avoid both aggression and passivity. In this session, we explore the differences between the three.

S25: Practicing Assertiveness

This session is about Assertiveness. Being able to be assertive helps us stand up for ourselves and communicate our needs and wants without being disrespectful to others. In this session we learn assertiveness through understanding the differences between passive, aggressive, and assertive.

S26: Learning to Compromise

This session is about compromise. Being able to compromise is an important skill that helps us resolve conflicts and handle disagreements with friends, peers, and in group work. In this session we work together to better understand compromising by coming up with solutions to scenarios that require compromise.



7TH GRADE Scope & Sequence



Well-being: How do I develop personal well-being and how does it affect our relationships with others?

S27: Handling Conflict

This session is the 1st of 2 about learning to resolve conflicts. In middle school peer conflicts happen often and if not resolved they can snowball and disrupt the learning environment. In this session we work together to figure out ways to resolve conflict scenarios.

S28: Reflecting on Conflict Resolution

This is the 2nd of 2 sessions on conflicts. In this session we learn 4 approaches to handling conflicts: compromise, let it go, ask for help, and be assertive.

S29: Well-Being In Action: Introduction

This is the 1st of 4 sessions on promoting well-being. Across these sessions, we will work with the same group of students. The goal is to come up with strategies to boost well-being and create posters we will put around the school to encourage our peers to use them to increase their well-being. In today's session we will get into our groups, choose a type of well-being to focus on, and come up with initial ideas for our posters.

S30: Well-Being In Action: Plan

This is the 2nd of 4 sessions on promoting well-being. Across these sessions, we will work with the same group of students. The goal is to come up with strategies to boost well-being and create posters we will put around the school to encourage our peers to use them to increase their well-being. In today's session we will create a draft of our well-being poster.

S31: Well-Being In Action: Execute

This is the 3rd of 4 sessions on promoting well-being. Across these sessions, we will work with the same group of students. The goal is to come up with strategies to boost well-being and create posters we will put around the school to encourage our peers to use them to increase their well-being. In today's session we will get feedback on our poster ideas and work to incorporate that feedback into poster revisions.

S32: Well-Being In Action: Evaluate

This is the 4th of 4 sessions on promoting well-being. Across these sessions, we will work with the same group of students. The goal is to come up with strategies to boost well-being and create posters we will put around the school to encourage our peers to use them to increase their well-being. In today's session we will evaluate the quality of our projects while reflecting on the group process we went through to create them.

S33: Reflecting On The Year: Part 1

This is the 1st of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have done this year.

S34: Reflecting On The Year: Part 2

We have covered a lot of ground in these lessons this year. This is the 2nd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown. This reflection process is important for us to cement the learning we have done this year.

S35: Reflecting On The Year: Part 3

This is the 3rd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have done this year.



8TH GRADE Scope & Sequence

Engagement: How do we practice engaging meaningfully in our lives, our friendships, and in our school?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. The goal is to begin to develop relationships and start creating a sense of safety and community in our classroom space.

S3: Building Community

This is session 2 of 2 in our community building series. It is focused on learning more about each other and getting to know each other better.

S4: Developing Community Agreements

This session is dedicated to developing Community Agreements. This process is designed to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are meant to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Envisioning Your Future

This is the 1st of 4 sessions where we look ahead and start to envision plans for our futures. In this session, we envision our hopes for our futures, then harness the wisdom of these imagined positive future selves to think about healthy ways to live our lives today. At the end, we get introduced to the CharacterDare process - a challenge to put the session content into action. After this session, nearly all sessions will include a Dare. Remember: Dares are invitations, not demands! The power is in the conversation.

S6: Connecting Values & Your Future

This is the 2nd of 4 sessions where we look ahead and plan for our futures. In this session, we touch base with our individual values and use them to help guide us in thinking about dreams we want to see come true in our futures.

S7: Connecting Your Future & High School

This is the 3rd of 4 sessions where we look ahead and plan for our futures. Thinking about what we have already accomplished can help guide our actions in positive directions. In this session, we think about personal values that influenced us in elementary school, experiences we’ve had in middle school, and how remembering and acting on our individual values can help us have the kind of high school experience we hope for.

S8: Connecting Your Future & This Year

This is the 4th of 4 sessions where we look ahead and plan for our futures. In this session we continue thinking about high school, what we hope for, obstacles we might face to achieving those wishes, and ways we might overcome those obstacles.

S9: Developing Anchor Values

This is the 1st of 3 sessions on values and habits. Improving our ability to turn actions we want to take into habits makes it easier to take those actions when the time is right. In this session, we work on getting better at identifying our values and making them into habits to help us handle challenges.

S10: Building Positive Habits

This is the 2nd of 3 sessions on values and habits. Our values can help us identify things we want to accomplish that are important to us. This session we work on connecting our values to goals.

S11: Evaluating Habits

This is the 3rd of 3 sessions on values and habits. In this session we focus on how our values, goals, and habits are all connected.

S12: Increasing Self-Acceptance: Part 1

This is the 1st of 5 sessions on emotion understanding and regulation. Understanding and being able to handle strong emotions is important for coping with a variety of challenges including maintaining well-being, building peer relationships and handling peer conflicts, and meeting classroom expectations. This session explores common myths about happiness that can make it harder for us to handle difficult emotions



8TH GRADE Scope & Sequence

Engagement: How do we practice engaging meaningfully in our lives, our friendships, and in our school?

S13: Increasing Self-Acceptance: Part 2

This is the 2nd of 5 sessions on emotion understanding and regulation. In this session, we examine another myth about happiness - that if we're not always happy there's something wrong with us. Being unhappy at times is normal and knowing that can help us not feel even worse when we experience unhappiness.

S14: Understanding How Emotions Work: Part 1

This is the 1st of 2 sessions on understanding emotions. Our brains create our emotions by rapidly and automatically assessing what's going on around us and inside us and whether it is good or bad for us. In this session and the next, we will all learn about this process. Understanding that emotions are natural, automatic, and arise very quickly can help us improve how we view ourselves and others when strong emotions arise and helps lay the foundation for learning emotion regulation skills.

S15: Understanding How Emotions Work: Part 2

This is the 2nd of 2 sessions on understanding emotions. In this session, we continue learning about how our emotions are natural and happen automatically. Understanding some of the science of emotions can help us improve how we view ourselves and others when strong emotions arise and help lay the foundation for learning emotion regulation skills.

S16: Reflecting on Emotion Regulation

This is the 1st of 4 sessions on emotion regulation. Early adolescents experience their emotions especially powerfully and we can all struggle sometimes to handle powerful emotions well. In this session, we learn about how our emotions can sometimes cause us to do things we later regret. Exploring this can help motivate us to learn emotion regulation strategies.

S17: Practicing Self Regulation

This is the 2nd of 4 sessions on emotion regulation. Early adolescents experience their emotions especially powerfully and we can all struggle to handle strong emotions well. In this session, we learn two different strategies that can help us regulate our emotions.

S18: Building an Emotion Regulation Toolbox

This is the 3rd of 4 sessions on emotion regulation. Early adolescents experience their emotions especially powerfully and we can all struggle to handle powerful emotions well. In this session, we learn more strategies to add to our emotion regulation toolbox.

S19: Connecting Values & Emotion Regulation

This is the 4th of 4 sessions on emotion regulation. Early adolescents experience their emotions especially powerfully and we can all struggle to handle powerful emotions well. In this session, we explore ways to get better at using emotion regulation tools to put our values into action and work toward our goals.

S20: Practicing Emotion Regulation

We know being in touch with our personal values can help us make good decisions. In this session, we work on understanding impulsivity, ways we can notice our impulses pulling us away from our values, and how to use that awareness to avoid impulsive reactions to situations.

S21: Regulating Emotions in Academics

In this session, we focus on academic goals we have for ourselves and create maps of our journey towards those goals. One powerful way to make goals more effective is to anticipate and plan for overcoming barriers that can interfere with our progress toward our goals. In today's session, we work together to anticipate different types of obstacles and come up with ways to overcome them.

S22: Using Values to Increase Belonging

In this session students to work together to identify things that can get in the way of their shared goals for the school community and come up with strategies to combat them.

S23: Understanding the Value of Teamwork

This is the 1st of 6 sessions on building our skills for working in teams. The goals are to identify what unique traits we bring to a team and showcase them through the art we create.

S24: Practicing Effective Teamwork for Impact

This is the 2nd of 6 sessions on teamwork. The goal is for us to work as a team to come up with ways to have a positive impact on someone else's day.

S25: Regulating Emotions on a Team

This is the 3rd of 6 sessions on teamwork. This session is focused on the importance of ensuring that all the members of a team all able to give input to maximize the benefits of working in a group.

8TH GRADE

Scope & Sequence



Engagement: How do we practice engaging meaningfully in our lives, our friendships, and in our school?

S26: Developing Strategies for Teamwork Challenges

This is the 4th of 6 sessions on teamwork. In this session, we reflect on ways to handle challenges that may come up when working in groups.

S27: Engaging in Empathy on a Team

This is the 5th of 6 sessions on teamwork. For group members to be able to fully contribute we need to feel like we will not be unfairly criticized and that we will be listened to. This opens the door to everyone feeling like we can share our thoughts and ideas. That is the focus of this session.

S28: Exercising Listening on a Team

This is the 6th of 6 sessions on teamwork. In this session we explore the role of creativity in group work and practice applying creativity to real-world challenges.

S29: Being School Leaders: Introduction

This is the 1st of 5 sessions where we will work together in the same group. The goal of these sessions will be for us to work together to reflect on, investigate and come up with ways to help students overcome barriers to experiencing belonging at our school. By the end of these 5 sessions, each group will have created a product that addresses barriers to belonging and focuses on ways to help incoming students next year to have a smoother transition and easier time feeling like they belong at our school. Each group will create a poster to put up to welcome incoming students next year. In this session we will choose a topic and brainstorm poster ideas.

S30: Being School Leaders: Plan

This is the 2nd of 5 sessions where we will work together in the same group. The goal of these sessions will be for us to work together to reflect on, investigate and come up with ways to help students overcome barriers to experiencing belonging at our school. In today's session we will work together to finalize our plan for our posters.

S31: Being School Leaders: Develop

This is the 3rd of 5 sessions where we will work together in the same group. The goal of these sessions is for us to work together to reflect on, investigate and come up with ways to help students overcome barriers to experiencing belonging at our school. In this session we will create a draft of their poster.

S32: Being School Leaders: Execute

This is the 4th of 5 sessions where we will work together in the same group. The goal of these sessions is for us to work together to reflect on, investigate and come up with ways to help students overcome barriers to experiencing belonging at our school. In this session, we will work on giving each other feedback and creating a final draft of our posters.

S33: Being School Leaders: Evaluate

This is the 5th of 5 sessions where we will work together in the same group. The goal of these sessions is for us to work together to reflect on, investigate and come up with ways to help students overcome barriers to experiencing belonging at our school. In this session, we will present our poster and reflect on our group experience.

S34: Reflecting On The Year: Part 1

This is the 1st of 2 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have done this year. In this session we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

S35: Reflecting On The Year: Part 2

This is the 2nd of 2 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have done this year. In this session we will continue identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

Scope & Sequence

9th Grade

Belonging:

How can we create a place where everyone feels like they belong?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. Connecting with peers and building friendships and relationships are important for our sense of belonging and can lay a good foundation for creating a sense of safety and community in our classroom.

S3: Building Community

This is the 2nd of 2 sessions about building community through connecting with peers and beginning to build friendships and relationships that are important for our sense of belonging and can lay a good foundation for creating a sense of safety and community in the classroom.

S4: Developing Community Agreements

This session is designed to develop Community Agreements. This process is meant to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are designed to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Normalizing 9th Grade Worries (Belonging)

This is the 1st of 2 sessions that utilize videos that bring student voices forward with the goal of helping quell worries our students might have at the beginning of middle school. This session focuses on Belonging.

S6: Understanding Values

This is the 1st of 3 sessions related to values. Thinking about and identifying personal values we feel are important can help us make good decisions and can guide our actions in positive directions. This session opens up the conversation about our To Do List and our “To Be List.” Importantly, this session introduces the To Be List process - a way to put our values (and the session content) into action. After this session, nearly all sessions will include the To Be List process. Remember: These challenges are invitations, not demands! The power is in the conversation.

S7: Clarifying Values

This is the 2nd of 3 sessions exploring values. In this session we will think about various personal values we might hold and how hard or easy they are to put into action. It is the first time that we will experience the full To Be List process: 1st, reflect on the previous To Be List challenge, and 2nd, introduce the new challenge (both parts include some discussion). Remember: To Be List challenges are invitations, not demands! The power is in the conversation.

S8: Practicing Values

This is the 3rd of 3 sessions related to clarifying our personal values. This session brings the 3 sessions together with a focus on each of us developing a clear set of 3 values that we will work to put into practice.

Scope & Sequence

9th Grade

Belonging:

How can we create a place where everyone feels like they belong?

S9: Normalizing 9th Grade Worries (Test Taking)

This is the 2nd of 2 sessions that utilize videos that bring student voices forward with the goal of helping quell worries our students might have about taking tests at the beginning of middle school. This session is focused on taking tests.

S10: Coping with Stress

This session is focused on stress. High school students often report stress as one of their main challenges. In this session we learn some basic ways to think about, approach and manage stress.

S11: Practicing Perspective-Taking

This session introduces the topic of perspective-taking, which is important for building relationships, resolving conflicts, and putting empathy into action. A perspective-taking challenge we explore in this session is understanding the experience of people whose lives and backgrounds may differ from our own.

S12: Understanding Social Support

This is the 1st of 3 sessions focused on social support. A powerful way we can all cope with challenges in life is through getting support from others. However, social support can backfire if we only focus on the person's problems and difficult emotions. This session we reflect on and learn about ways to ensure that the support we provide to others is truly helpful.

S13: Developing Supportive Friendships

This is the 2nd of 3 sessions focused on social support. A powerful way we can all cope with challenges in life is through getting support from others. In this session we focus on ways to ask others for, and overcome barriers to seeking, social support.

S14: Practicing Social Support

This is the 3rd of 3 sessions focused on social support. A powerful way we can all cope with challenges in life is through getting support from others. We are often better at giving advice to others than to ourselves. This session we harness that through identifying things we could use support for in different times in our lives and giving good advice and support to ourselves.

S15: Strengthening Empathy with Perspective-Taking

This session we revisit perspective-taking. This session we explore our own and others' opinions to broaden our understanding of ways we are both alike and different.

S16: Connecting Values & Friendship

This is the 1st of 3 sessions on values. In this session we explore our values through reflecting on influential people in our lives and the values they demonstrate.

S17: Giving Support to Friends

This is the 2nd of 3 sessions on values. In this session, we work to combine our personal values with what we have learned about social support to think further about ways we can support each other.

S18: Staying True to Your Values

This is the 3rd of 3 session on values. In this session we reflect on ways we may often fail to put our values into action to help us identify ways to focus on living our values more strongly.

Scope & Sequence

9th Grade

Belonging:

How can we create a place where everyone feels like they belong?

S19: Belonging in Action: Planning

This is the 1st of 3 sessions where we will work together in the same group to come up with ideas for our fellow students on how to put into practice our personal To Be words we have worked on identifying in previous sessions this year. In this session we form our groups, choose a To Be list word, define it and explain why it's important.

S20: Belonging in Action: Developing

This is the 2nd of 3 sessions where we will work together in the same group to come up with ideas for our fellow students on how to put into practice personal To Be words we have worked on identifying in previous sessions this year. In this session, we will come up with examples in our groups of ways To Be our chosen words and turn those into challenges to encourage other students.

S21: Belonging in Action: Executing

This is the 3rd of 3 sessions where we will work together in the same group to come up with ideas for our fellow students on how to put into practice our personal To Be words we have worked on identifying in previous sessions this year. In this session, we all get to present our work over the last two sessions to the class.

S22: Developing Goals

In this session, we utilize reflecting on our pasts to help us form goals for our futures

S23: Reflecting on the Year

This is the 1st of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have each done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

S24: Reflecting on the Year

This is the 2nd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have each done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

S25: Reflecting on the Year

This is the 3rd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for students to cement the learning we have done this year. During this process, students will identify what was most valuable, what they used or benefitted from, and what they'll keep trying to use

Scope & Sequence

10th Grade

Well-being:

How can I cultivate well-being in my life and the lives of others?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. The goal is to begin to develop relationships and start creating a sense of safety and community in our classroom.

S3: Building Community

This is the 2nd of 2 sessions about community building. It is focused on getting to know each other better by finding things we have in common. In the virtual version, there is an interactive scavenger hunt.

S4: Developing Community Agreements

This session is designed to develop Community Agreements. This process is meant to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are designed to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Understanding Mental Health

This is the 1st of 2 sessions about mental health and well-being. An important message of these sessions is that good mental health is more than the absence of mental illness. Well-being is possible even when struggling with mental health challenges. Working to boost our own and others’ well-being improves our lives even in the midst of mental health struggles and makes us less likely to suffer mental illness in the future.

S6: Understanding Well-Being

This is the 2nd of 2 sessions about mental health and well-being. Well-being is important even when we struggle with mental health challenges and increasing our well-being helps us thrive. In this session, we focus on understanding the different elements of well-being.

S7: Connecting Values & Well-Being

This is the 1st of 3 sessions related to values. This session opens up the conversation about our To Do List and our “To Be List.” Importantly, this session introduces the To Be List process - a way to put our values (and the session content) into action. After this session, nearly all sessions will include the To Be List process. Remember: These challenges are invitations, not demands! The power is in the conversation.

S8: Clarifying Values & Well-Being

This is the 2nd in a series of 3 sessions about “To Be Lists.” The concept was introduced last session. This session focuses on attaching the elements of well-being to our lists. As a reminder, the 3 elements of well-being are Mental, Social, and Emotional. Student feedback suggested we don’t over-define these elements.

Scope & Sequence

10th Grade

Well-being:

How can I cultivate well-being in my life and the lives of others?

S9: Practicing Values & Well-Being

This is the 3rd of 3 sessions related to "To Be Lists." In this session, we will continue to work on connecting our personal well-being ideas to our To Be lists and how we can get better at putting them into action.

S10: Setting Well-Being Goals

In this session, we continue to focus on putting our To Be lists into action by framing them into goals. We will work to make accomplishing those goals more likely by thinking of barriers we will encounter and ways we might overcome them.

S11: Building Well-Being Habits

In this session, we will continue discussing how to turn items on our To Be Lists into actions. One way that's proven to help us accomplish goals is through working to create goal-related habits. Today we work on a proven strategy called Habit Stacking where we connect the habit we want to make to one we already have to provide a good cue for us to engage in the new habit.

S12: Identifying Obstacles to Well-Being

This session focuses on well-being by raising awareness of messages we get from social media and society that can get in the way of our well-being, and practicing ways to counter them.

S13: Staying True to Our Goals

In this session we continue to focus on our well-being. The goal is to discuss solutions for how to handle common obstacles that are within our control which get in the way of our goals.

S14: Understanding Stress

This is the 1st of 2 sessions on Stress Coping. The goal is to discuss what we can control versus what we cannot control during stressful times (and what it means to manage that stress).

S15: Coping with Stress

This is the 2nd of 2 sessions on Stress Coping. The goal is to understand the difference between solving versus coping with stressors (and to discuss well-being practices that can help).

S16: Promoting Well-Being: Brainstorming

This is the 1st of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session, we form our groups, pick a specific type of well-being we want to focus on, and come up with an initial plan for how we will share our message with our peers.

S17: Promoting Well-Being: Planning

This is the 2nd of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session, we work in our groups to come up with a draft of the product we will produce and share with our peers.

S18: Promoting Well-Being: Developing

This is the 3rd of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session we share our ideas with other groups, get feedback and improve our products.

Scope & Sequence

10th Grade

Well-being:

How can I cultivate well-being in my life and the lives of others?

S19: Promoting Well-Being: Executing

This is the 4th of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session we present our final products to the rest of the class and take action to get them out to our peers.

S20: Promoting Well-Being: Evaluating

This is the 5th of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session, we all work to examine our products and identify what we think was most effective and what we might have done better. Finally, we celebrate our successes.

S21: Creating Well-Being Habits

In this session, we reflect on To Be words we've worked on this year and come up with doable actions we can take to move us towards becoming more like those words.

S22: Improving Well-Being Habits

In this session, we work on coming up with ways to help ourselves be more like the To Be words we chose last session.

S23: Reflecting on the Year

This is the 1st of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning they have done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

S24: Reflecting on the Year

This is the 2nd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning they have done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

S25: Reflecting on the Year

This is the 3rd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning they have done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

Scope & Sequence

11th Grade

Engagement:

What can I do to fully engage in my life now that prepares me for a meaningful life after high school?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. The goal is to begin to develop relationships and start creating a sense of safety and community in our classroom.

S3: Building Community

This is the 2nd of 2 sessions in our community building series. It is focused on discussing, in groups, ways to make school more engaging. In the virtual version, there is an interactive scavenger hunt.

S4: Developing Community Agreements

This session is designed to develop Community Agreements. This process is meant to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are designed to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Clarifying Values to Increase Engagement

This is the 1st of 2 sessions related to values. In this session we will explore how actions can reflect values. This session opens up the conversation about our To Do List and our “To Be List.” Importantly, this session introduces the To Be List process - a way to put our values (and the session content) into action. After this session, nearly all sessions will include the To Be List process. Remember: These challenges are invitations, not demands! The power is in the conversation.

S6: Practicing Values to Increase Engagement

This is the 2nd of 2 sessions focused on thinking about our values. In this session we share ideas with each other about how to put values into practice. It is the first time that we will experience the full To Be List process: 1st, reflect on the previous To Be List challenge, and 2nd, introduce the new challenge (both parts include some discussion). Remember: To Be List challenges are invitations, not demands! The power is in the conversation.

S7: Understanding Well-Being

This is the 1st of 2 sessions about mental health and well-being. The goal of these sessions is to for us to learn about mental health, normalize talking about the topic, and gain a greater understanding that we can work to improve well-being for ourselves and others.

S8: Examining Mental Health Myths

This is the 2nd of 2 sessions about mental health and well-being. In this session, we examine common myths about happiness that can negatively impact our mental health. Discussing and critiquing these myths helps us manage during times we are unhappy and stay focused on ways to improve our well-being.

Scope & Sequence

11th Grade

Engagement:

What can I do to fully engage in my life now that prepares me for a meaningful life after high school?

S9: Understanding Ourselves

This is the 1st of 4 sessions on Exploring & Sharing Stories that create a foundation for a block of sessions where we all work in teams to identify, analyze and create solutions for barriers to creating more belonging in our school. In this session, we begin this process by looking at ourselves and reflecting and sharing how we see ourselves and how others see us.

S10: Hearing Others' Stories

This is the 2nd of 4 sessions on Exploring & Sharing Stories that create a foundation for a block of sessions where we all work in teams to identify, analyze and create solutions for barriers to creating more belonging in our school. In this session, we turn to thinking about others and work to try to understand their stories.

S11: Connecting Through Story

This is the 3rd of 4 sessions on Exploring & Sharing Stories that create a foundation for a block of sessions where we all work in teams to identify, analyze and create solutions for barriers to creating more belonging in our school. In this session, we bridge exploring ourselves and others by sharing important things about ourselves with each other.

S12: Reflecting on Our Stories

This is the 4th of 4 sessions on Exploring & Sharing Stories that create a foundation for a block of sessions where we all work in teams to identify, analyze and create solutions for barriers to creating more belonging in our school. In this session, we take stock and reflect together on what we've learned over the last several sessions.

S13: Assessing Individual Barriers to Belonging

This is the 1st of 3 sessions on identifying Barriers to Belonging. The goal is to reflect on commonly heard advice about things that might help us increase our sense of belonging in high school and how well they do or don't apply to students.

S14: Assessing School Barriers to Belonging

This is the 2nd of 3 sessions on identifying Barriers to Belonging. The goal is to begin identifying school-wide barriers to belonging. We will have the opportunity to share some meaningful and challenging feedback today. Try to remember the Community Agreements if there are feelings of frustration, taking something personally, or not understanding a different perspective.

S15: Clarifying School Barriers to Belonging

This is the 3rd of 3 sessions on identifying Barriers to Belonging. The goal is to normalize asking for support by reflecting on other student's stories.

S16: Addressing Barriers to Belonging: Brainstorming

This is the 1st of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session we get into our groups, choose an aspect of Belonging we want to address, and draft our plan.

S17: Addressing Barriers to Belonging: Planning

This is the 2nd of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session, we continue to work on our plan to increase belonging at our school - we will critique and improve it.

Scope & Sequence

11th Grade

Engagement:

What can I do to fully engage in my life now that prepares me for a meaningful life after high school?

S18: Addressing Barriers to Belonging: Presenting

This is the 3rd of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session, we share our plans with other groups and give each other feedback.

S19: Addressing Barriers to Belonging: Executing

This is the 4th of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session, we work on revising and finalizing our plans.

S20: Addressing Barriers to Belonging: Evaluating

This is the 5th of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session, we present our final plans to each other, finalize any last-minute changes and make a solid plan for getting our work out to our peers.

S21: Developing Habits for Belonging

In this session, we focus on a 4 stage model of skill development. We reflect on To Be words that are important to us and work to connect them with the skill development progression.

S22: Improving Well-Being Habits

In this session, we focus on identifying things we want to try to do less often in order to make room for things we have decided are more important. We all choose something to stop doing that we commonly do and something to add to our daily routines that we think is more important.

S23: Reflecting on the Year

This is the 1st of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have done this year. In this session, we will reflect on things we've learned and share them with others.

S24: Reflecting on the Year

This is the 2nd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for students to cement the learning they have done this year. In this session, we will take that knowledge and put it, along with our hopes, into a letter for ourselves to read at the time of high school graduation.

S25: Reflecting on the Year

This is the 3rd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for students to cement the learning they have done this year. In this session, we will reflect and share something we learned this year that was meaningful to us.

Scope & Sequence

12th Grade

Leadership:

How can we work to build a better world through personal influence and effective teamwork?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. The goal is to begin to develop relationships and start creating a sense of safety and community in our classroom.

S3: Building Community

This is the 2nd of 2 sessions in our community building series. In this session, we begin to work together to reflect on our high school experience and ways we might help younger students have a positive experience at our school.

S4: Developing Community Agreements

This session is designed to develop Community Agreements. This process is meant to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are designed to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Defining Leadership

This session is designed to set the stage for the theme of this year: “Leadership.” In this session, we begin to explore how we can all be positive leaders by influencing others.

S6: Connecting Values & Leadership

This is the 1st of 2 sessions related to values. In this session, we begin to explore our own and each others’ important values. Importantly, this session introduces the To Be List process - a way to put our values (and the session content) into action. After this session, nearly all sessions will include the To Be List process. Remember: These challenges are invitations, not demands! The power is in the conversation.

S7: Practicing Values as Leaders

This is the 2nd of 2 sessions talking about values and how we can understand and use our influence as older students. In this session, we explore together ways to put values into concrete actions that could make a difference in our school.

S8: Connecting Purpose to Academics

This is the 1st of 2 sessions on “purpose.” A sense of purpose is especially valuable for older adolescents. In this session, we start to work on defining a sense of purpose for ourselves.

S9: Connecting Purpose to Society

This is the 2nd of 2 sessions on “purpose.” In this session, we work to identify a sense of purpose that combines what we are good at and like to do with something that is needed in our community or world.

Scope & Sequence

12th Grade

Leadership:

How can we work to build a better world through personal influence and effective teamwork?

S10: Using My Influence for Personal Pursuits

This is the 1st of 2 sessions focused on our dreams for ourselves. In this session, we reflect on our dreams and explore ways they may connect to our sense of purpose.

S11: Using My Influence for Selfless Pursuits

This is the 2nd of 2 sessions focused on our dreams. In this session, we move from exploring our dreams for ourselves and employ perspective-taking skills to think about what we'd like to do to help others.

S12: Developing Well-Being Habits

This is the 1st of 2 sessions on habits. In this session, we start with thinking about small manageable changes we want to make in our lives and how to make those into habits.

S13: Practicing Well-Being Habits

This is the 2nd of 2 sessions on habits. The goal is to continue building habits and practices that increase well-being.

S14: Developing Leadership Habits

In this session, we focus on how we spend our time and ways we can make time for doing the things we value.

S15: Practicing Leadership Habits

This session is focused on identifying things we can improve in our school and actions we can take to make them better.

S16: Understanding Effective Empathy

This is the 1st of 3 sessions on Empathy and Perspective-Taking. We learn about the formula for "Effective Empathy" - what it takes to ensure empathy leads to positive action - and reflect on why each ingredient matters.

S17: Expanding Our Circle of Empathy

This is the 2nd of 3 Perspective-Taking sessions. In this session, we focus on "perspective-getting" - a phrase that highlights that effective perspective-taking is an active process that often involves asking questions rather than assuming we know what others are experiencing.

S18: Practicing Perspective-Taking

This is the 3rd of 3 Perspective-Taking sessions. The goal is to practice understanding new perspectives by listening with curiosity to other people's experiences.

S19: Leaving A Legacy: Brainstorming

This is the 1st of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified in the communities we are a part of. In this session, we will choose our problem to focus on, identify the audience we want to reach out to, and brainstorm ideas for our constructive response.

S20: Leaving A Legacy: Planning

This is the 2nd of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified. In this session, we will work in our groups to come up with a plan for our projects.

Scope & Sequence

12th Grade

Leadership:

How can we work to build a better world through personal influence and effective teamwork?

S21: Leaving A Legacy: Developing

This is the 3rd of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified. In this session, we will get to work on creating a draft of our project.

S22: Leaving A Legacy: Presenting

This is the 4th of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified. In this session, we will get feedback on our ideas and use them to create a final product.

S23: Leaving A Legacy: Executing

This is the 5th of 6 sessions we will spend working with the same group. Our goal has been to choose, analyze, and create a constructive response to a problem we have identified in our school, neighborhood, or the larger world. In this session, we present our products to each other and put them into action.

S24: Leaving A Legacy: Evaluating

This is the 6th of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified in our school, neighborhood, or the larger world. In this session, we will reflect on our work, identify ways we think we might have done better and celebrate our successes.

S25: Reflections

This session focuses on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for students to cement the learning they have done this year. In this session, we will reflect on important things we learned and how we can put them into action going forward.