## Owning Up Sessions
### Upper Elementary

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Objectives</th>
<th>Outcomes</th>
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</table>
| **Session 1** | Getting Started        | • To establish guidelines and agreements for the educator and students  
|            |                        | • To create the foundation for mutual trust where students can be self-reflective, share their opinion, and engage with the group          | Students invest in group and content                                                           |
| **Session 2** | Dignity and Respect    | • To understand the definitions of dignity and respect and create personal definitions of both words                                      | Students understand dignity and respect as foundational concepts for self management and decision making in their interactions with others |
| **Session 3** | Listening To Each Other | • To help students learn the definition and dynamics of listening  
|            |                        | • To define supportive advice  
|            |                        | • To help students identify a support network  
|            |                        | • To examine reasons why it can be difficult to ask for help and support                                                                    | Students understand their and others’ right to define harmful behavior. Students think critically about social relationships |
| **Session 4** | Just Kidding           | • To analyze the different reasons people laugh  
|            |                        | • To define bonding, annoying, and hurtful teasing  
|            |                        | • To affirm that people are entitled to their own feelings                                                                                   | Students understand different definitions of teasing. Students understand that each person has the right to define what teasing bothers them. |
| **Session 5** | Understanding Anger    | • To define students’ feelings when they are angry  
|            |                        | • To recognize students’ connection between their anger and their behavior  
|            |                        | • To create a strategy to process feelings of anger  
|            |                        | • To increase emotional intelligence                                                                                                         | Students define anger and increase self management when angry                                 |
| **Session 6** | SEAL                   | • To present the SEAL strategy as a communication strategy  
|            |                        | • To identify the SEAL steps  
|            |                        | • To encourage students to practice SEAL  
|            |                        | • To increase emotional self-regulation                                                                                                       | Students learn how to use SEAL as a conflict management strategy                               |
| **Session 7** | Apologies              | • To define “true” apologies  
|            |                        | • To define “fake” apologies  
|            |                        | • To develop the skills to give and accept an apology                                                                                       | Students put together sessions 5, 6, and 7 to identify the relationship between anger, the SEAL strategy and meaningful apologies |
| **Session 8** | Friendships            | • To define social courage  
|            |                        | • To think critically about friendships  
|            |                        | • To identify how to be a good friend                                                                                                         | Students define friendships and develop personal definitions for healthy friendships. Students learn how to self advocate with dignity |
| **Session 9** | Navigating Friend Groups | • To define the concept of loyalty  
|            |                        | • To recognize the challenges of group dynamics  
|            |                        | • To identify personal boundaries in group dynamics  
|            |                        | • To affirm people’s dignity within a friendship group                                                                                       | Students will establish personal boundaries in friend groups in common yet complex social situations |
| **Session 10** | They Said What?        | • To define bystandng  
|            |                        | • To define empathy  
|            |                        | • To identify the challenges in a bystandng situation                                                                                         | Students understand the dynamics of bystandng and how a student can do a small act of social courage to give the target dignity |
| **Session 11** | When and How Do I Speak Out? | • To understand how double standards work to influence individual behaviors and group dynamics  
|            |                        | • To empower students with the skills to break these patterns and be more authentic and compassionate to themselves and others                  | Students understand the definition of double standards, their influence on behavior, and develop skills to speak out when double standards are taking others dignity away |
| **Session 12** | Getting Out Of The Box | • To identify gender norms  
|            |                        | • To help students to identify when these norms are negatively impacting their self-esteem and friendships                                   | Students understand the pressure to conform to gender expectations. Students understand that everyone deserves to be treated with dignity whether they conform to these expectations or not |
### Session 13
**Title:** Reputations and Double Standards

**Objectives:**
- To define double standards
- To support students to recognize when they are affected by gender double standards
- To teach students how to speak out when they see gender double standards

**Outcomes:**
- Students define double standards and understand their possible impact on student behavior

### Session 14
**Title:** Understanding Advertising

**Objectives:**
- To increase students ability to analyze advertisements
- To identify how messaging in advertising can influence their opinions and behavior
- To encourage students to consider the importance of valuing themselves and others for their character instead of what they have

**Outcomes:**
- Students will recognize and analyze how advertising can negatively influence them

### Session 15
**Title:** Getting Past The Product

**Objectives:**
- To review the impact advertising has on young people’s sense of worth
- To increase students’ ability to resist the media’s power to shape their judgment
- To develop students’ empathy towards others around the pressure to conform to certain images
- To affirm that students’ dignity is not tied to their appearance or

**Outcomes:**
- Students will develop empathy for their peers and understand how feelings of envy may impact their feelings and behavior towards others

### Session 16
**Title:** The Mirror

**Objectives:**
- To make the connection between gender expectations, media and students’ social dynamics
- To equally affirm experiences with gender expectations
- To give students skills when they need to communicate with adults

**Outcomes:**
- Students will understand the connection between gender norms and media influences. Students will gain skills to talk to adults in their lives

### Session 17
**Title:** Talking With Adults

**Objectives:**
- To reflect on the experiences of others and create generational empathy
- To give students skills to manage themselves and communicate with adults
- To increase a young person’s ability to self-advocate with adults

**Outcomes:**
- Students will strengthen relationships with important adults in their lives

### Session 18
**Title:** Managing Technology

**Objectives:**
- To define technology and social media
- To understand the positives and negatives of technology
- To recognize how access to technology can impact friendships

**Outcomes:**
- Students will define the positives and negatives of social media and understand how their friendships can be impacted by social media

### Session 19
**Title:** What Do You Share?

**Objectives:**
- To connect the definition of privacy to students’ personal definition of privacy online
- To create personal boundaries for sharing online

**Outcomes:**
- Students will define privacy and what they want to share related to social media use

### Session 20
**Title:** Why Do You Share?

**Objectives:**
- To recognize the common motivations to post certain images online
- To define the pressures young people can feel to present a certain image online

**Outcomes:**
- Students will recognize the pressures they feel around digital content
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<tr>
<th>SESSION 21</th>
<th>SESSION 22</th>
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<th>SESSION 24</th>
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<tbody>
<tr>
<td><strong>TITLE:</strong></td>
<td><strong>Do They Like Me?</strong></td>
<td><strong>Recognizing and Respecting Boundaries</strong></td>
<td><strong>Sexual Harassment</strong></td>
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<td><strong>OBJECTIVES:</strong></td>
<td>• To affirm that young people can have romantic feelings and experiences that are important to them</td>
<td>• To define consent</td>
<td>• To define sexual harassment</td>
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<td>• To identify the normal and common feelings of having a crush</td>
<td>• To review the definition of boundaries</td>
<td>• To help students recognize and respect their boundaries for wanted and unwanted contact</td>
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<td>• To recognize the normal curiosity when peers have crushes</td>
<td>• To affirm young people’s use of boundaries to create healthy relationships</td>
<td>• To build skills to clearly communicate consent</td>
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<td>• To develop the definition of a supportive friend around crushes</td>
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<td><strong>OUTCOMES:</strong></td>
<td>Students will normalize curiosity around romantic feelings and recognize how to support peers in these dynamics. To affirm students right to privacy on these issues</td>
<td>Students will be able to understand the definitions of consent and boundaries</td>
<td>Students will increase awareness that sexual harassment is against the law as well as against school policy, and to encourage students to report sexual harassment</td>
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<th>SESSION 25</th>
<th>SESSION 26</th>
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<tbody>
<tr>
<td><strong>TITLE:</strong></td>
<td><strong>Did I Say Something Wrong?</strong></td>
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<tr>
<td><strong>OBJECTIVES:</strong></td>
<td>• To define and understand the difference between asking a curious question and a bias question</td>
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<td>• To support a student to become aware of hurtful actions and take responsibility for their behavior and impact on others</td>
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<td>• To incorporate SEAL into thinking about how to address bias and racism</td>
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<tr>
<td><strong>OUTCOMES:</strong></td>
<td>Students will understand how to discuss differences with dignity. Students will learn how to take action when another Student is being hurt by bias</td>
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