

OWNING UP SESSIONS

UPPER ELEMENTARY

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
TITLE:	Getting Started	Dignity and Respect	Listening To Each Other	Just Kidding
OBJECTIVES:	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To understand the definitions of dignity and respect and create personal definitions of both words 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To analyze the different reasons people laugh To define bonding, annoying, and hurtful teasing To affirm that people are entitled to their own feelings
OUTCOMES:	<i>Students invest in group and content</i>	<i>Students understand dignity and respect as foundational concepts for self management and decision making in their interactions with others</i>	<i>Students understand their and others' right to define harmful behavior. Students think critically about social relationships</i>	<i>Students understand different definitions of teasing. Students understand that each person has the right to define what teasing bothers them.</i>
	SESSION 5	SESSION 6	SESSION 7	SESSION 8
TITLE:	Understanding Anger	SEAL	Apologies	Friendships
OBJECTIVES:	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To define "true" apologies To define "fake" apologies To develop the skills to give and accept an apology 	<ul style="list-style-type: none"> To define social courage To think critically about friendships To identify how to be a good friend
OUTCOMES:	<i>Students define anger and increase self management when angry</i>	<i>Students learn how to use SEAL as a conflict management strategy</i>	<i>Students put together sessions 5,6, and 7 to identify the relationship between anger, the SEAL strategy and meaningful apologies</i>	<i>Students define friendships and develop personal definitions for healthy friendships. Students learn how to self advocate with dignity</i>
	SESSION 9	SESSION 10	SESSION 11	SESSION 12
TITLE:	Navigating Friend Groups	They Said What?	When and How Do I Speak Out?	Getting Out Of The Box
OBJECTIVES:	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To define bystanding To define empathy To identify the challenges in a bystanding situation 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To identify gender norms To help students to identify when these norms are negatively impacting their self-esteem and friendships
OUTCOMES:	<i>Students will establish personal boundaries in friend groups in common yet complex social situations</i>	<i>Students understand the dynamics of bystanding and how a student can do a small act of social courage to give the target dignity</i>	<i>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</i>	<i>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</i>

	SESSION 13	SESSION 14	SESSION 15	SESSION 16
TITLE:	Reputations and Double Standards	Understanding Advertising	Getting Past The Product	The Mirror
OBJECTIVES:	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 student' dignity is not tied to their appearance or 	<ul style="list-style-type: none"> • 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:	<i>Students define double standards and understand their possible impact on student behavior</i>	<i>Students will recognize and analyze how advertising can negatively influence them</i>	<i>Students will develop empathy for their peers and understand how feelings of envy may impact their feelings and behavior towards others</i>	<i>Students will understand the connection between gender norms and media influences. Students will gain skills to talk to adults in their lives</i>

	SESSION 17	SESSION 18	SESSION 19	SESSION 20
TITLE:	Talking With Adults	Managing Technology	What Do You Share?	Why Do You Share?
OBJECTIVES:	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To define technology and social media • To understand the positives and negatives of technology • To recognize how access to technology can impact friendships 	<ul style="list-style-type: none"> • To connect the definition of privacy to students' personal definition of privacy online • To create personal boundaries for sharing online 	<ul style="list-style-type: none"> • 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:	<i>Students will strengthen relationships with important adults in their lives</i>	<i>Students will define the positives and negatives of social media and understand how their friendships can be impacted by social media</i>	<i>Students will define privacy and what they they want to share related to social media use</i>	<i>Students will recognize the pressures they feel around digital content</i>

	SESSION 21	SESSION 22	SESSION 23	SESSION 24
TITLE:	Do They Like Me?	Recognizing and Respecting Boundaries	Sexual Harassment	Race & Bias
OBJECTIVES:	<ul style="list-style-type: none"> To affirm that young people can have romantic feelings and experiences that are important to them To identify the normal and common feelings of having a crush To recognize the normal curiosity when peers have crushes To develop the definition of a supportive friend around crushes 	<ul style="list-style-type: none"> To define consent To review the definition of boundaries To affirm young people's use of boundaries to create healthy relationships To build skills to clearly communicate consent 	<ul style="list-style-type: none"> To define sexual harassment To help students recognize and respect their boundaries for wanted and unwanted contact 	<ul style="list-style-type: none"> To define bias To teach students to recognize when bias impacts their thinking To show how people are impacted by bias To increase students skills to speak out when they see bias
OUTCOMES:	<i>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</i>	<i>Students will be able to understand the definitions of consent and boundaries</i>	<i>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</i>	<i>Students will begin to understand the definition of bias and how people's perceptions and behavior are influenced by bias. Students will increase their skills to talk about these issues</i>

	SESSION 25	SESSION 26
TITLE:	Did I Say Something Wrong?	Concluding The Program
OBJECTIVES:	<ul style="list-style-type: none"> To define and understand the difference between asking a curious question and a bias question To support a student to become aware of hurtful actions and take responsibility for their behavior and impact on others To incorporate SEAL into thinking about how to address bias and racism 	<ul style="list-style-type: none"> To define key learnings from the <i>Owning Up</i> program To allow students to reflect on and discuss their experiences in the program To identify ways to take learnings from <i>Owning Up</i> and contribute positively to the community
OUTCOMES:	<i>Students will understand how to discuss differences with dignity. Students will learn how to take action when another Student is being hurt by bias</i>	<i>Students will conclude the program by identifying key learnings for their own behavior and understanding the behavior of their peers</i>