

Subject of Self

Curriculum Orientation

Subject of Self has been designed for families and/or educators to facilitate learning during this unprecedented school year. It may be used in-school, at-home, or a blend of the two as necessary. Because the structure of this school year may be unpredictable, we designed a curriculum that can easily be implemented into your unique, and potentially ever-evolving, learning scenario.

In this resource, you'll:

- Learn about curriculum structure
- Receive best practices
- Get to know the team behind Subject of Self

Subject of Self

Curriculum Structure

Grade Bands

The Subject of Self curriculum is available in 4 grade bands:

Early Elementary, grades K-2

Middle School, grades 6-8

Late Elementary, grades 3-5

High School, grades 9-12

All grade bands follow the same general curriculum structure, as outlined below. You have access to all grade bands from the side navigation 'Full Curriculum' drop down menu.

Overview of the Full Curriculum

The curriculum spans the entire school year and comes in the form of 35 lessons. The Full Curriculum page will provide you with a one-sentence summary of each lesson.

- Lesson 1 kicks off the year and introduces Subject of Self to your students.
- Lessons 2–34 will cover a range of age-appropriate topics, from identity to community, from Covid-19 to innovation.
- Lesson 35 is a guide for you to assign an end-of-year project, in which students will recap their Subject of Self experience.

BEST PRACTICE We strongly recommend that you begin your Subject of Self experience with Lesson 1 and end with Lesson 35. In between, you may choose to do the lessons in order, or skip around as you desire!

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Understanding the Lesson Structure

Each lesson consists of two pages:

- Page one is a step-by-step guide to help you facilitate the lesson. Examples of what you'll find on page one include: the goal of the lesson, tips for teaching the lesson, and lesson instructions.
- On page two, you'll find the student reflection activities — five physical workouts and five emotional workouts. More about these below!

Physical Workouts

WHAT The physical workouts will be a mix of breathing exercises, cardio, strength and stretching. They all come in the form of videos led by professional fitness instructors. To access the workouts, use the link provided on the handout. No special equipment is needed for any of the exercises.

WHY Physical workouts give students a chance to connect to their mind and body through intentional movement. Developing this physical connection helps students learn valuable tools for self-management.

For more guidance on the physical workouts, check out the [Teaching the Physical Workouts resource on the Teaching Support page](#).

Emotional Workouts

WHAT Emotional workouts are simple, open-ended questions. They may be completed as a discussion or as a written exercise. Choose whichever options works best for you and your students. Remember, because these questions are about your students' life experiences, there are no right or wrong answers!

WHY Emotional workouts guide students in their reflection practice by prompting them to think about how their personal life experiences relate to the lesson topic. Developing this emotional connection helps students better understand their feelings and how they interpret the world around them.

Subject of Self

BEST PRACTICE Before introducing the lesson to your students, personalize the lesson concept for yourself by completing the emotional workouts on your own.

With each completed lesson, you'll gain new insights into your students which can serve as the foundation of a strong connection with them!

Time Commitment

We've designed the curriculum to be flexible with your schedule. You may choose to implement the curriculum in a myriad of ways. Here are a few ideas:

- Plan to complete one lesson per week. Each day of the school week, spend 10 minutes to complete one physical workout and one emotional workout. It can be a great way to start the school day!
- Complete the lesson in one sitting. This would take approximately one hour.
- Any other idea that works for *your* schedule!

Once you figure out the path that works best for you and your student(s), be as consistent as possible. This curriculum is about building a healthy habit of reflection. For students to build a habit, it is best to have a routine in which they can practice the behaviors multiple times.

BEST PRACTICE We recommend that you pair a physical workout with an emotional workout to get the full program experience. Students get the most benefit when they experience the mind-body reflection experience. That said, you may find that some students are drawn to the physical workouts, while others are drawn to the emotional workouts. From our experience, as students get more comfortable with the program, they will come to enjoy both types of workouts. Be sure to give them the time and opportunity to experience both types of workouts.

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Staying Organized

Your students will need a few materials for every lesson. Make sure they have:

- Space to work out — an arms-length area on all sides should suffice.
- For some exercises, a chair (with no wheels), may be used. Otherwise, no exercise equipment needed.
- A piece of paper or journal
- Pen/pencil/colored pencils

BEST PRACTICE When you click on a lesson from Full Curriculum view, it will open what we call a lesson card. In the upper-right corner of the lesson card, you can click the circle to ‘check off’ the lesson when you complete it. When you go back to the Full Curriculum view, you’ll see check marks on the lessons you’ve completed. This will help you keep track of the lessons you’ve done and the lessons you’ve yet to do!

About Subject of Self

Subject of Self was created by NaliniKIDS, a social-emotional learning program that has served tens of thousands of students across the country since 2009. We were moved to create Subject of Self because we recognize that in these unprecedented times we need an unprecedented approach to teaching and learning.

The Subject of Self is the study of you. Studying and understanding yourself helps you address and overcome your own barriers to connecting with the world around you. When you understand your body, your mind, your emotions, your viewpoints, your relationships with others, your goals and aspirations, you will be well-equipped to navigate everything you face in life, whether it is a science test, a great opportunity, or a hardship like the Covid-19 pandemic.

We originally created this curriculum to support our partner schools and educators during what was sure to be a very different school year. When we launched Subject of Self in September 2020, it became clear to us right away that families—whether they were formally homeschooling or just trying to help their children cope during this challenging chapter—could also benefit from this curriculum. It is our sincere hope that this offering serves educators and families well.

We look forward to taking on the 20–21 school year with you and turning a challenging year into an incredible educational achievement!

Thank you for signing up for the Subject of Self.

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We are here to support you during this unique school year.

- Please do not hesitate to reach out to us at connect@nalinikids.org with *any* questions you have.
- You can also join our [Facebook Group](#), where you can connect with us, parents, and educators who are using Subject of Self.

Subject of Self

EARLY ELEMENTARY

EARLY ELEMENTARY: KINDERGARTEN, 1ST GRADE, 2ND GRADE

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Over the course of the year, lesson topics in Early Elementary include:

identity, mindset, physical health, emotional health, Covid-19, relationship skills, self-management, creativity, social awareness, agency, education, happiness, family, support systems, equity, gratitude, problem solving, goal-setting, commitment, mindfulness, responsible-decision making, community, environment, emotional safety, acceptance

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Each lesson topic provides a different context for which a student can learn something about themselves. Students will read short stories with interesting characters or be prompted to think about specific aspects of their lives. Within each lesson handout, students will find blank spaces for them to draw their thoughts and feelings about the topic. This interactive element of the curriculum compels students to grapple with what they're learning and reconstruct it in a way that makes sense to them.

Encourage students to be independent and creative and to fill these empty spaces in whatever manner they'd like. You will learn a lot about each student through their unique drawings and interpretations of the lesson!

- ❑ Check out [Early Elementary Lesson 2](#) for an example of a lesson that shares a short story with interesting characters for students to reflect on.
- ❑ Check out [Early Elementary Lesson 3](#) for an example of a lesson with general prompts for students to reflect on.

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A note about physical workouts

For Early Elementary students, exercise videos will be led by the character Oopa. Oopa will prompt students to consider and understand specific emotions as she guides them through proper form of an exercise. Modifications for these exercises can be found [here](#).

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LATE ELEMENTARY

LATE ELEMENTARY: 3rd grade, 4th grade, 5th grade

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Over the course of the year, lesson topics in Late Elementary include:

identity, perspective, social awareness, physical health, emotional health, Covid-19, values clarification, responsible decision-making, distance learning, communication, relationships, family, support systems, gratitude, empathy, social distancing, integrity, environment, culture, perseverance, authority, equity, confidence, vulnerability, anxiety, social media, mindfulness, goal-setting, innovation, goal-setting

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Each lesson topic provides a different context for which a student can learn something about themselves. Students will create their own personal dictionary, reflect on their values, and learn about common idioms. Within each lesson handout, students will find blank spaces for them to write and/or draw their thoughts and feelings about the topic. This interactive element of the curriculum compels students to grapple with what they're learning and reconstruct it in a way that makes sense to them.

Encourage students to be independent and creative and to fill these empty spaces in whatever manner they'd like. You will learn a lot about each student through their unique drawings and interpretations of the lesson!

- ❑ Check out [Late Elementary Lesson 4](#) for an example of a lesson that asks students to reflect on their own personal definition of a word, write it down and illustrate it.

- ❑ Check out [Late Elementary Lesson 10](#) for an example of a lesson that gives students the opportunity to reflect on the written prompt (in this case, poem) and draw their thoughts.

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A note about physical workouts

For students grade 3 and up, exercise videos will be led by a trained fitness professional. The host will define the word the workout is named after and guide students in proper form as they demonstrate the exercise. Modifications for these exercises can be found [here](#).

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MIDDLE SCHOOL

MIDDLE SCHOOL: 6TH GRADE, 7TH GRADE, 8TH GRADE

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Over the course of the year, lesson topics in Middle School include:

identity, perspective, social awareness, physical health, emotional health, Covid-19, values clarification, responsible decision-making, distance learning, communication, relationships, family, support systems, gratitude, empathy, social distancing, integrity, environment, culture, perseverance, authority, equity, confidence, vulnerability, anxiety, social media, mindfulness, goal-setting, innovation, goal-setting

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Each lesson topic provides a different context for which a student can learn something about themselves. Students will create their own personal dictionary, reflect on their values, and learn about common idioms. Within each lesson handout, students will find blank spaces for them to write and/or draw their thoughts and feelings about the topic. This interactive element of the curriculum compels students to grapple with what they're learning and reconstruct it in a way that makes sense to them.

Encourage students to be independent and creative and to fill these empty spaces in whatever manner they'd like. You will learn a lot about each student through their unique drawings and interpretations of the lesson!

- ❑ Check out [Middle School Lesson 4](#) for an example of a lesson that asks students to reflect on their own personal definition of a word, write it down and illustrate it.
- ❑ Check out [Middle School Lesson 10](#) for an example of a lesson that gives students the opportunity to reflect on the written prompt (in this case, poem) and draw their thoughts.

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A note about physical workouts

For students in Middle School, exercise videos will be led by a trained fitness professional. The host will define the word the workout is named after and guide students in proper form as they demonstrate the exercise. Modifications for these exercises can be found [here](#).

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HIGH SCHOOL

HIGH SCHOOL: 9TH GRADE, 10TH GRADE, 11TH GRADE, 12TH GRADE

Note: this curriculum is well-suited for any adult, so feel free to use this curriculum at the college level or amongst staff.

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Over the course of the year, lesson topics in High School include:

identity, perspective, social awareness, physical health and safety, emotional health and safety, Covid-19, responsible decision-making, creativity, opportunity, relationships, family, empathy, social distancing, environment, culture, authority, equity, resources, media, goal-setting, innovation, goal-setting, commitment, resilience, acceptance, community, diversity, self-reflection, current events, social norms, gender, social media, growth

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Each lesson topic provides a different context for which a student can learn something about themselves and add their voice to the subject. Within each lesson handout, students will find blank spaces and open-ended questions that prompt them to write and/or draw their thoughts and feelings about the topic. This interactive element of the curriculum compels students to grapple with what they're learning and reconstruct it in a way that makes sense to them.

Encourage students to be independent and creative and to fill these empty spaces in whatever manner they'd like. You will learn a lot about each student through their unique drawings and interpretations of the lesson!

- ❑ Check out [High School Lesson 4](#) for an example of a lesson that asks students to reflect on their personal views and experiences about a given topic. The boxes on the left are meant to be thought-starters. Some boxes are filled in, to spark students' imaginations. Some boxes are blank, so students can add their own thoughts to the different categories. The right side of the handout gives students space to write their reflections in response to a specific question and any general thoughts they form during their reflection.

- ❑ Check out [High School Lesson 18](#) for an example of a lesson that gives students the opportunity to reflect on the written prompt and draw their thoughts.

Subject of Self

A note about physical workouts

For students in High School, exercise videos will be led by a trained fitness professional. The host will define the word the workout is named after and guide students in proper form as they demonstrate the exercise. Modifications for these exercises can be found [here](#).

Subject of Self

Frequently Asked Questions

Q: I don't see my students every day. Can I use this curriculum if I can't do daily check-ins with students?

A: Yes, you can still use the curriculum. Adjust the idea of daily check-ins to fit a time frame that makes sense for your class. Suppose you teach Advisory once a week, perhaps you can do a complete lesson in every class meeting. Perhaps you can fit Subject of Self into a M/W/F schedule for 15 minutes each day. The curriculum is structured in a modular fashion so you can make it fit with the time you have. Our only ask is you do it consistently so students can create a habit of self-reflection.

Q: Do I have to start the program at the beginning of the year?

No, you can begin the program at any point during the year. After completing the Intro Lesson, you can skip around to any lesson you like, or proceed in numerical order. Do what's best for your classroom and your time frame.

Q: Do I only have access to curriculum in my grade band?

A: You can see curriculum for any grade band by clicking the Full Curriculum dropdown in the navigation bar and selecting the grade band of your choice. As a reminder, we consider:

Early Elementary to be grades K–2

Late Elementary to be grades 3–5

Early Elementary to be grades 6–8

Early Elementary to be grades 9–12

Q: How do I know if I'm teaching the program correctly?

A: If you would like support, we are here to support you! Please reach out to us (connect@nalinikids.org) with your specific questions or concerns. We want you to feel confident and excited to facilitate the program in your classroom and are happy to help you get there.

You may also find it helpful to consult the resources we've provided on the Resources page of the website and/or the [Facebook group](#).

Subject of Self

Q: I have students with disabilities. Is it okay to exclude them from the physical portion of the program?

A: Every student should feel comfortable knowing how to connect to their body. This may look different student to student. Reference these [exercise guides](#) for modifications available for every exercise. If the modifications do not apply in a specific situation, work with students so they understand how the ONE WORD physically manifests in their body.

Q: Is the program tailored to students with special needs? Is the program suited for ELL students?

A: The Subject of Self is the study of 'you,' so this program is truly accessible to anyone.

While we do not tailor curriculum specifically to students with special needs or ELL students, we can offer ideas of how you might differentiate. Reach out to us at connect@nalinikids.org or check the [Facebook group](#)!

Q: I'm having an issue with the website. Can you help me?

A: Reach out to us at connect@nalinikids.org and we will troubleshoot with you.

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Teaching the Physical Workouts

Why are physical workouts important?

Feeling connected to yourself physically is especially beneficial in the current climate. When students are not feeling physically connected to themselves, it can manifest in an inability to focus, disruptive behaviors, hyperactivity, or on the flip side, lethargy. Understandably, this can compound the challenges in our current environment. When students are physically connected, they are comfortable, confident, and energized to listen and engage in learning. Creating physical connectedness is as simple as movement.

Anything physical—whether it's hunger, exercise, or injury—is a gateway to accessing our emotions. Physical exercise can be linked to a wide range of feelings or emotional states. The feeling in a jump squat when you propel yourself from the ground to the air—that's *power*. The feeling when you complete 20 jumping jacks to get your blood flowing—that's *energy*. The feeling when you balance on one foot for a minute (even if you fall once or twice!)—that's *courage*. And when you stretch your muscles after a workout, you're also stretching your mind to connect to different feelings of *acceptance*, *release*, and *pride*.

When students complete exercises like this, they learn how to release extra energy that prevents them from focusing, or calm down amidst a difficult situation. They also become aware of their unique physicality and begin to recognize the power of the body-mind connection. In doing so, they unlock a tool that will help them manage the spectrum of emotions throughout life.

The physical workouts also provide an opportunity for students to practice being in a growth mindset. A growth mindset is about believing everyone can develop their abilities through hard work, strategies, and help and mentoring from others. In a growth mindset, setbacks and feedback aren't a negative reflection of your abilities—rather, they provide information that you can use to help yourself learn. The workout libraries allow students to embrace the challenges that come with physical exercise, support and encourage each other to put consistent efforts into the exercise, and grow stronger (inside and out!) over time.

To learn more about how physical movement develops important social-emotional learning skills, watch this 40-minute workshop we held earlier this summer: [Using Physical Movement to Develop the 5 SEL Competencies](#).

Subject of Self

How to Facilitate the Physical Workouts

Each physical workout is taught via a 3-minute video that guides the student through proper form of the exercise, while connecting it to a word that epitomizes the movement. Physical workouts may be a cardio exercise, breathing exercise, strength exercise, or a stretch. None of the exercises require equipment.

Workouts can be accessed at subjectofself.org/workouts.

For Early Elementary students, exercise videos will be led by the character Oopa. Oopa will prompt students to consider and understand specific emotions as she guides them through proper form of an exercise. Modifications for these exercises can be found [here](#).

For students grade 3 and up, exercise videos will be led by a trained fitness professional. The host will define the word the workout is named after and guide students in proper form as they demonstrate the exercise. Modifications for these exercises can be found [here](#).

Tips for Teaching the Physical Workouts

Before playing the videos:

- Make sure each student has enough space to exercise.
- Ensure the volume is loud enough so that students can hear the video.
- Establish rules for physical safety.
- Remind students to listen for the host's cues about posture, form, and breathing.
- Reference these [exercise guides](#) so that you can share/demonstrate modifications for each exercise as needed.
- Be mindful of these considerations in your classroom:
 - Physical abilities of students/present injuries
 - Students may be struggling with body image issues
 - Do not favor the more athletically-inclined students or foster an environment of unhealthy competition

Promote a growth mindset.

The physical workouts provide an opportunity for students to practice being in a growth mindset.

- Many of the exercises will be challenging for students, so be sure to encourage progress. Remember, progress looks different on all students and all progress should be celebrated
- Remind students that it's okay to take a break—just make a quick comeback!
- Correct students' form during the workouts. Learning from feedback is an important aspect of a growth mindset.

Subject of Self

- We encourage you to do the videos alongside your students. This is a superb opportunity for you to model a growth mindset for your students.
- Provide opportunities for student leadership within the physical workout.

Support students in making the body-mind connection.

As you complete each physical workout, ask students questions that will help them connect the physical workout to the emotional workouts in the Subject of Self check-ins.

- Does your body feel different after completing the physical workout?
- Does your mind feel different after completing the physical workout?
- Why do you think this exercise [describe one of the exercises you completed] is called [the ONE WORD name of the workout]?

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Cultivating Teacher Mindset

Talking about emotions and doing physical exercise in the classroom can be challenging. Below you'll find some guidelines for you, the educator, that will help both you and your students maintain a respectful, nurturing environment and ensure emotional and physical safety throughout the program.

Teacher Mindset

- Consistently self-reflect and find ways to teach by example.
- Be mindful of these considerations in your classroom:
 - Cultural sensitivity (gender, race, ableism, socioeconomic status, religion, sexuality, immigration status, language acquisition, family structure)
 - Class readiness/maturity level
 - Your own biases and values

Guidelines

- Set clear rules and [expectations](#) for your Subject of Self block and carry them out consistently.
- Keep the discussions moving; don't take the role of a therapist or dig for more information.
- Always ask your students before you share their Subject of Self work with others (teachers, parents, hanging on a bulletin board, etc). Make it clear that you will have to share if they ever express wanting to hurt themselves or others.

Recognize if a student shares something concerning, and share it with an administrator at your site. Refer students to appropriately-trained individuals and follow your school's protocols when necessary.

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Classroom Guidelines

Talking about emotions and doing physical exercise in the classroom can be challenging. Setting clear expectations for your students will help you create a respectful, nurturing environment and ensure emotional and physical safety throughout the program.

Useful Guidelines for Students

- All students must treat one another with respect.
- Sharing should be “opt-in”—no student should ever be forced or required to share.
- Students may express themselves in whatever way is comfortable for them—speaking, writing, drawing, etc.
- When sharing, students should not use the names of other students.
- During group work, everyone in the group must be given a chance to share their ideas.
- All ideas must be considered.
- Students should focus on their own progress, rather than compare themselves with classmates.
- Students should express any injuries to the teacher prior to beginning the workout.
- Students should complete physical exercises at their own pace, utilizing modifications when needed (modifications for exercises can be found [here](#).)
- Physical workouts should be completed with a growth mindset.
- Students should not criticize another student’s physical progress.

Subject of Self

Sample Family Letter

We strongly encourage all teachers to send a letter to families introducing Subject of Self before the program begins. It is important to educate parents prior to beginning the program, as some concepts from this program may be new to families.

Below is a sample letter that you can copy, paste, and customize based on your parent and student population.

Dear Parent/Guardian,

This year, [Class Name] students will be studying the Subject of Self.

The Subject of Self gives students an opportunity to study and understand themselves and how they connect to the world around them. When students understand their bodies, minds, emotions, viewpoints, relationships with others, goals and aspirations, they will be better-equipped to navigate everything they may face in life — whether it is a science test, a great opportunity, or a hardship.

Students will study Subject of Self through fun, thought-provoking daily emotional and physical check-ins which will help them develop a habit of reflection. The tools they will gain that will serve them throughout the year and throughout their lives.

We will begin the curriculum on _____ and it will continue for 35 weeks. I encourage you to ask them often about what they've learned in Subject of Self!

If you have any questions about the program or wish to review the program materials, please feel free to contact me at [teacher email address].

Sincerely,

[Teacher name]

Subject of Self

Subject of Self for Families

First and foremost, thank you for signing up for Subject of Self! Parenting is challenging. Teaching is challenging. Combine the two and add COVID-19, and it can be hard to even know where to start. We've heard from many of you asking for some guidance on navigating the challenge of successfully teaching your own child in your own home. You've shared sentiments from "my child doesn't want to open up to me," to "my child is so anxious I just want to help."

With this resource, we hope to facilitate the best experience possible for you and your children. Below are a few tips that will help you make the most out of 2020 and our curriculum.

Start Strong

Reflect on your mindset.

- What made you excited to sign up for Subject of Self?
- What are you hoping it will help you achieve this school year?
- What might get in your way?

Determine your Subject of Self gameplan.

When will you study the Subject of Self?

- Before you even begin, come up with a consistent routine to engage in the Subject of Self. Consistency is key! Whether it's morning time, or after the school day, create a predictable routine. Ideally, brainstorm how both you and your kids can make it a part of your daily lives. We suggest kicking off your day with Subject of Self as it can set your whole day up for success.

Where will you study the Subject of Self?

- Decide where is the best place to complete these activities. Inside or outside? Together or apart? This can change, but embrace the choice. Studying yourself should be enjoyable and completed in an environment conducive to connection.

Subject of Self

How will your children share what they've learned?

- We encourage you to set up time for your child/children to share their worksheets with you (and with each other, if applicable). Perhaps it's at the dinner table once a week or over the weekend. Designate a time and make it part of your routine.
- You may have multiple children doing the program. It doesn't matter if they are in the same grade group or not, sharing will be a beneficial experience that will grow their sibling bond!
- Are your kids' friends doing Subject of Self too? Create a Zoom group for them all to share with each other!

How will you determine success when studying the Subject of Self?

- Brainstorm how your family defines success—is it saving completed worksheets and creating a special journal? Is it achieving a certain family goal? Is it simply knowing you're doing the program daily?

Introducing Subject of Self To Your Kids

When you introduce Subject of Self to your family:

- Share your answers from above about why you think this program would be a good fit for your family—describe what you're excited and/or nervous about and your goals.
- Complete Lesson 1, the introductory lesson, alongside your children. This will give you an indication of the experience they will have and *them* an example of how to do the activities. After completing it, share your experiences with one another: *When was the last time you drew a picture? Did you find the physical workout challenging? Share your answers to the emotional workouts.*
- Ask your child what questions they have about Subject of Self. Ask them to react to the experience you shared.
- Show the Subject of Self website to your kids and give a preview of the coming weeks ahead! You can even ask them to choose the upcoming lessons with you.

Have kids in Pre-K?

Explain the purpose of Subject of Self as 'getting to know yourself, your feelings, and moving your body.' You may decide the best way for your children to study Subject of Self is to integrate the Oopa workout videos first into your routine. These videos are geared towards younger students and have both emotional and physical workouts built right in (you can find these videos through the site under Physical Workouts -> Early Elementary). Your children will also learn lots of new words (e.g., reflection, empathy, perseverance) from these videos!

Subject of Self

Day-to-Day Tips

Set expectations.

There are no right or wrong answers to the worksheets. There are no good drawings or bad drawings.

The interactive element of Subject of Self compels children to grapple with what they're learning and reconstruct it in a way that makes sense to them. Encourage them to be independent and creative and to fill these empty spaces in whatever manner they'd like.

You will learn a lot about your child/children through their unique drawings and interpretations of the lesson!

Be patient.

One of the reasons kids love our program is because they are given space and time to express themselves. Be aware however, that it may take your children time to become comfortable doing so. This is totally normal. Stay the course and give them time to embrace the idea of studying themselves.

This program invites children to connect to themselves in multiple ways—some love the physical workouts, some love the illustration/writing, some kids love sharing their thoughts with others, and some love all of these parts of the program! Take note of what your children are drawn to and encourage them to embrace all of the activities. Doing so will ensure that they have multiple tools in their reflection tool box.

Ask for feedback.

Regularly ask your children for feedback and tweak your routine as needed!

Study yourself.

We strongly recommend that you complete a worksheet yourself from time to time. Whether it is once a month, every day, or something in-between, practicing what you preach and joining your child in reflection will both teach by example and support your own physical and mental health.

After all, *you* are an important subject too! :)