

SELF-WORTH



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BELONGING

SCENARIO 1 — Present but invisible

A student attends class daily, completes work, and follows rules—but rarely speaks or connects with peers or adults.

Challenge: Attendance exists without true engagement.

Guiding Question: What intentional actions would help this student feel *seen, known, and valued*?



BELONGING

SCENARIO 2 — Conditional Acceptance

Students feel valued when they behave or achieve—but disconnected when they struggle.

Challenge: Belonging feels earned, not unconditional.

Guiding Question: How do you communicate belonging *before* performance?



BELONGING

SCENARIO 3 — The Outsider Group

A small group of students consistently sits apart, avoids activities, and disengages socially.

Challenge: Community exists, but not for everyone.

Guiding Question: What structures could intentionally weave marginalized students into the fabric of the school?



BELONGING

SCENARIO 4 — Adult-Free Zones

Students describe school spaces where they feel most comfortable—but no adults are present.

Challenge: Relationships are inconsistent and situational.

Guiding Question: How do adults increase relational presence without controlling the space?



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BELONGING

SCENARIO 5 — Start Over Culture

A student with a rough past feels permanently labeled.

Challenge:

History is defining identity.

Guiding Question:

What practices communicate

daily renewal and opportunities for a fresh start?



HEROES

SCENARIO 1 — The Distant Role Model

Students admire celebrities but struggle to name adults in the building they trust or respect.

Challenge:

Heroes feel external and unreachable.

Guiding Question:

How do you make everyday heroes visible and accessible in your school system?



HEROES

SCENARIO 2 — Quiet Impact

A staff member consistently supports students behind the scenes—but is has never been recognized.

Challenge:

Influence goes unnoticed.

Guiding Question:

How do you celebrate unsung heroes in authentic ways?



HEROES

SCENARIO 3 — Peer Power

Students only listen to their friends, not peer leaders.

Challenge:

Peer leadership influence is informal and unstructured.

Guiding Question:

How do you intentionally position peer leaders as positive role models?



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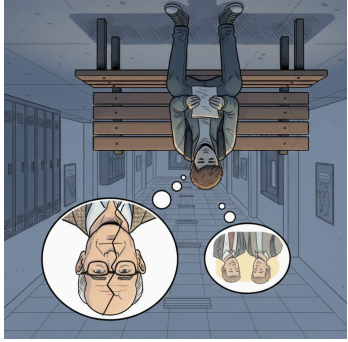
HEROES

SCENARIO 4 — Broken Trust

A student once looked up to an adult but now feels let down.

Challenge: Hero relationships feel fragile.

Guiding Question: How do adults repair trust and model accountability when they fall short?



HEROES

SCENARIO 5 — Hero Worship vs. Humanity

Students expect leaders to be perfect.

Challenge: Mistakes undermine credibility.

Guiding Question: How do you model strength, humility, and growth as important leadership characteristics?



SENSE OF ACCOMPLISHMENT
SCENARIO 1 — Effort Without Recognition

Students work hard but rarely reflect on progress.

Challenge: Growth is invisible.

Guiding Question: How do you make progress visible and meaningful?



SENSE OF ACCOMPLISHMENT
SCENARIO 2 — Finished but Unfulfilled

Assignments are completed, graded, and returned—then forgotten.

Challenge: Completion replaces the growth process and accomplishment.

Guiding Question: What reflection or celebration would deepen pride in learning?



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SENSE OF ACCOMPLISHMENT
SCENARIO 5 — No Finish Line

Students don't know what success looks like until grading is done.

Challenge:
Goals are unclear.

Guiding Question:
How do you co-define success so students can own their progress and accomplishments?

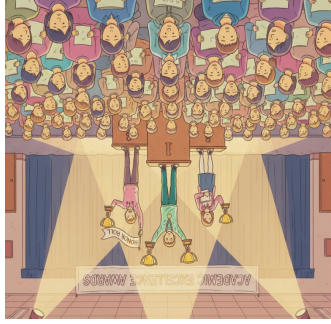


Guiding Question:
How do you honor growth, persistence, and improvement—not just top outcomes?

Challenge:
Accomplishment feels exclusive.

Recognition consistently goes to the highest performers.

SENSE OF ACCOMPLISHMENT
SCENARIO 3 — Only the Top Matter



Guiding Question:
How do you redefine success to include struggle and resilience?

Challenge:
Accomplishment is tied to perfection.

Students avoid challenges where success isn't guaranteed.

SENSE OF ACCOMPLISHMENT
SCENARIO 4 — Fear of Not Measuring Up

