

Making Character & Leadership Education & Social-Emotional Learning Possible and Powerful

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OBJECTIVES

1

WHY

THE CASE
FOR SEL

2

WHAT

MEANINGFUL
CURRICULUMS

3

HOW

MAKING SEL
FIT

1

WHY

THE CASE FOR SEL

Impact of SEL: Long-lasting and global

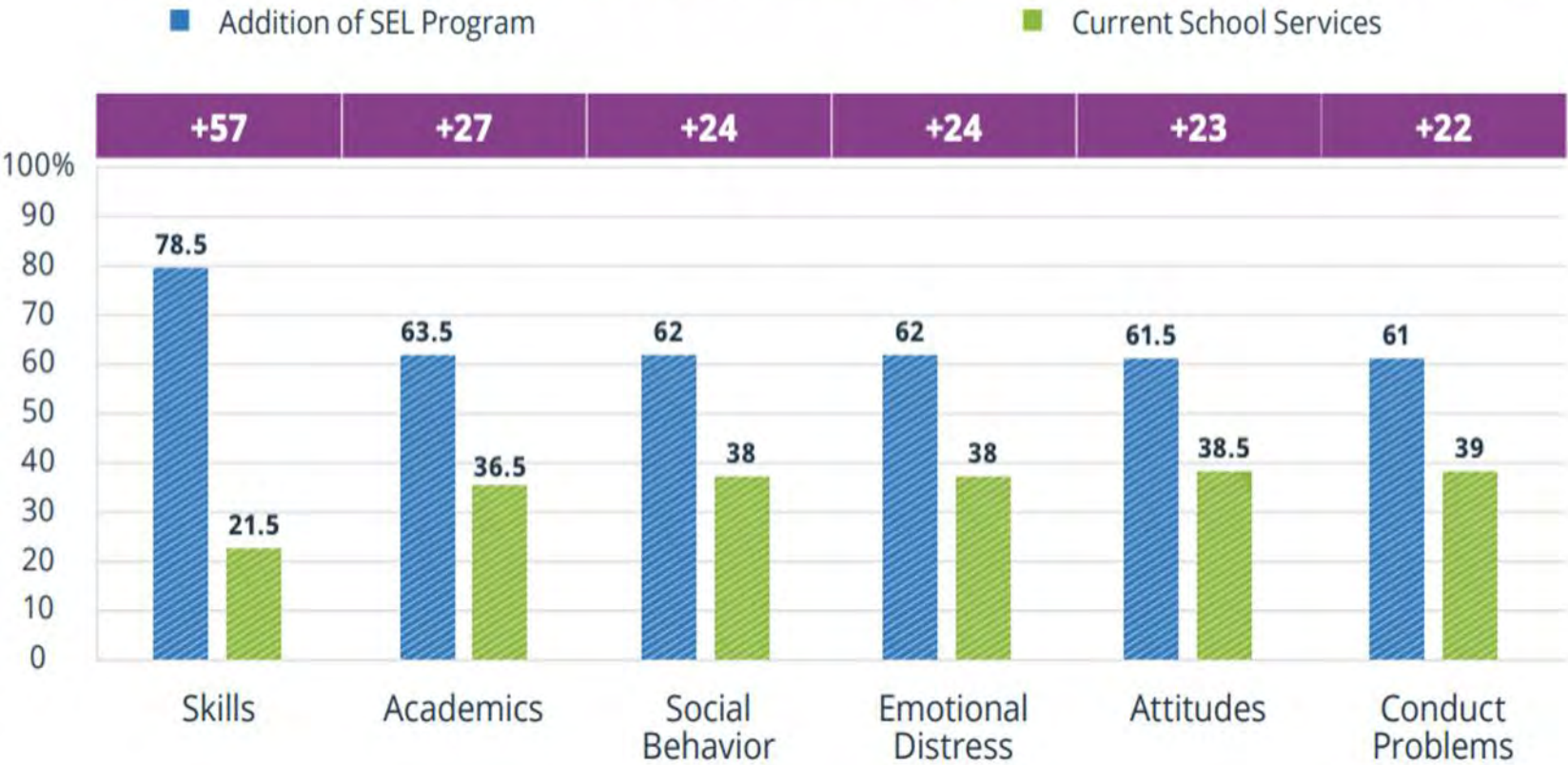
213

Studies involving school-based
SEL programs

270,000+

Students K-12

Percentage of Students Who Improve with the Addition of an SEL Program



Impact of SEL: Long-lasting and global

A 2017 research study finds that SEL programs benefit students long after completion

82

different programs reviewed
(38 outside U.S.)

97,000+

Students, kindergarten
through middle school

6 mo – 18 yrs

after programs completed

SEL Students Benefit in Many Areas

| |
|---------------------------|
| Academic performance |
| SEL skills |
| Positive attitudes |
| Positive social behaviors |

| |
|----------------------|
| • Conduct problems |
| • Emotional distress |
| • Drug use |

Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits.

Benefits were the same regardless of socioeconomic background, students’ race, or school location.

Impact of SEL: **Positive impact on teachers**

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- Developing nurturing relationships with their students
- Fostering a healthy learning environment
- Serving as behavioral role models for children
- Regulating their own emotions

A photograph of a male teacher with glasses and a beard, smiling as he leans over a desk to assist a young student. The student is focused on their work. The image is overlaid with a semi-transparent dark blue filter.

Teachers who possess social and emotional competencies are more likely to stay in the classroom longer

Why

Ready to Lead: A 2019 Update on Principals' Perspectives on How Social Emotional Learning can Prepare Children and Transform Schools

- Atwell & Bridgeland: Civic with Hart Research Associates

Identifying, Defining, and Measuring Social and Emotional Competencies: Final Report

- American Institutes for Research

Using a Developmental Lens to Align Social and Emotional Learning Frameworks, Standards, Practice, and Assessment

- American Institutes for Research

Why

The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions

- Child Development, 2011, Volume 82 (1), 405-432

Systemic Social and Emotional Learning: Promoting Educational Success for All Preschool to High School Students

- American Psychologist, 2021, Volume 76 (7), 1128-1142

Student Social and Emotional Competence: The Current State of the Field and a Vision for its Future

- Collaborative for Academic, Social, and Emotional Learning. 2019.

Why

Social and Emotional Learning During Early Adolescence: Effectiveness of a Classroom-based SEL Program for Middle School Students

<https://doi.org/10.1002/pits.22487>

The Case for SEL

<https://schoolguide.casel.org/resource/the-case-for-sel/>

2

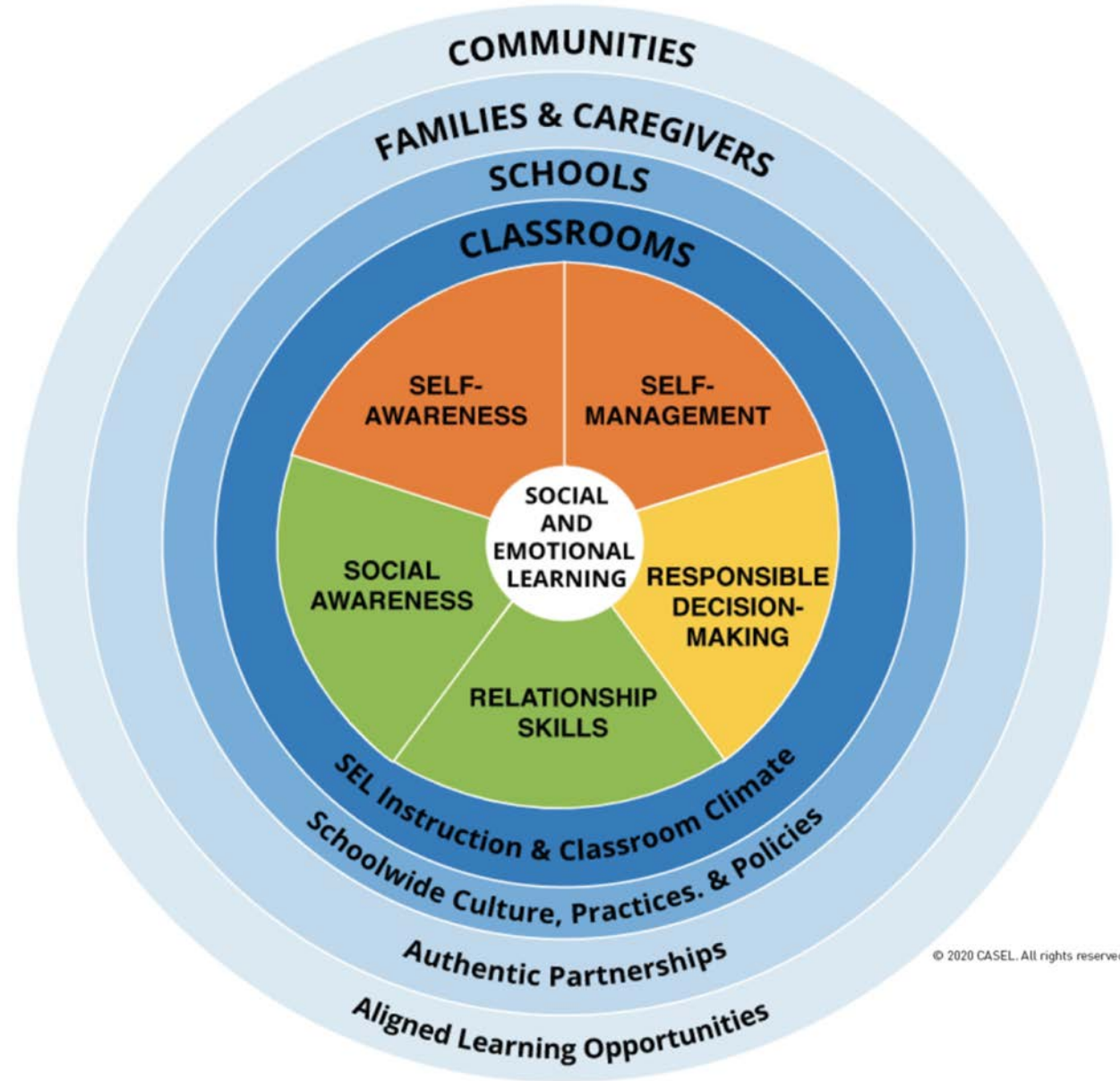
WHAT

MEANINGFUL LESSONS



The CASEL 5...

Five broad and interrelated areas of competence





SELF-AWARENESS

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

SELF-AWARENESS



- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose



SELF-MANAGEMENT

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

SELF-MANAGEMENT



- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency



SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

SOCIAL AWARENESS



- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior



RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

RELATIONSHIP SKILLS



- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others



RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

RESPONSIBLE DECISION-MAKING



- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

WHAT

CASEL Program Guide

<https://pg.casel.org/review-programs/>

Executive Function in the Classroom

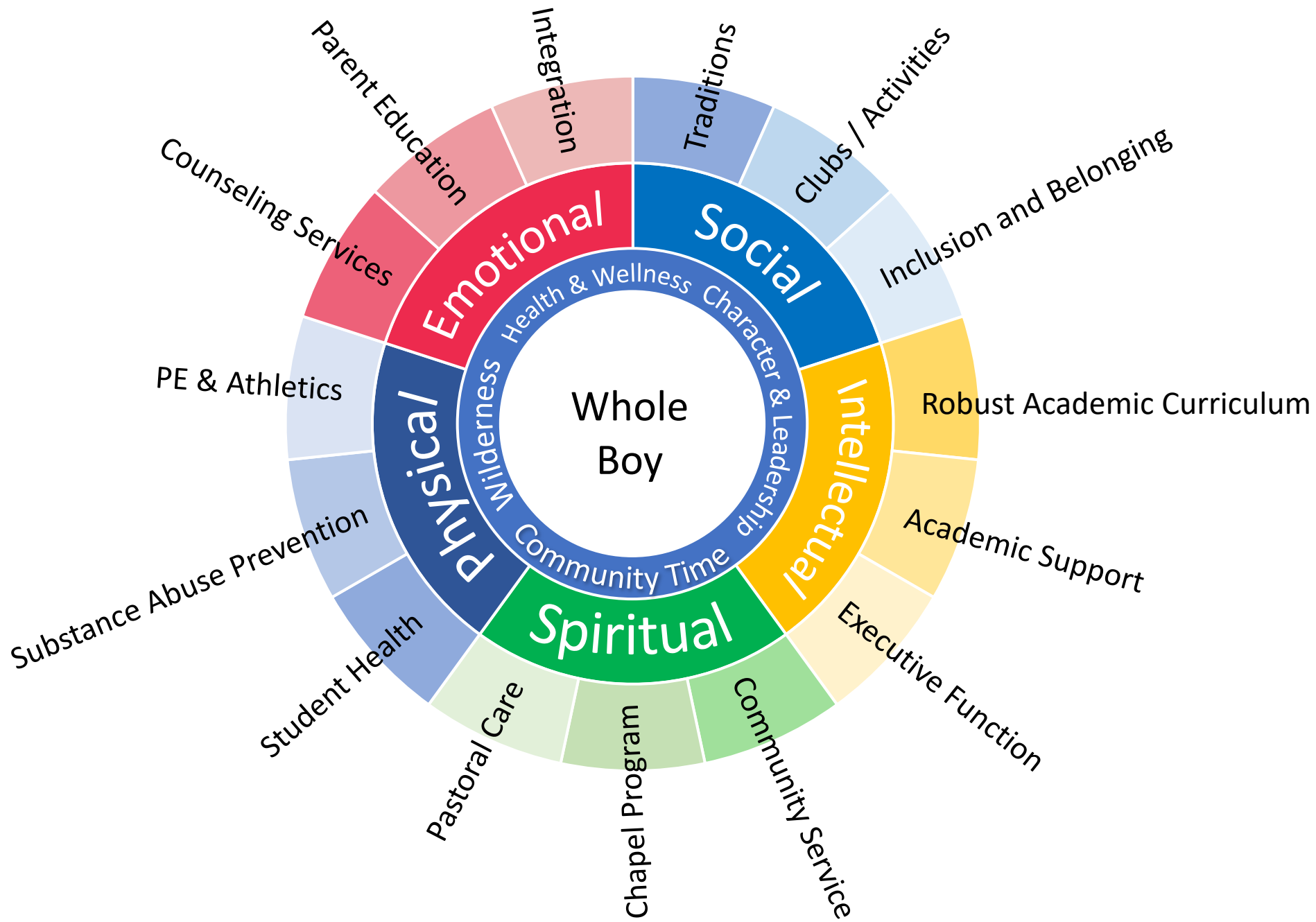
<http://www.efintheclassroom.net/>

Character Strong

<https://characterstrong.com/>

Botvin LifeSkills Training

<https://www.lifeskillstraining.com/>



3

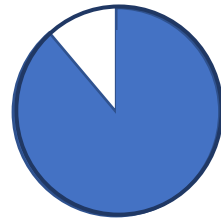
HOW

MAKING SEL FIT

Strategies and Programs



COMPREHENSIVE CURRICULUM



FINDING THE TIME

5/6 and 9/10 life skills are integrated into the PE curriculum

12 Wellness Lessons

12 Health Lessons

7/8 life skills classes are integrated into the schedule opposite Computer Science

10 Wellness Lessons



The 4th Grade Curriculum



Gratitude

Goal Setting

Empathy

Boss vs. Leader

Communication

Growth Mindset

Mindfulness

Courage and Boldness

Upstanding

Conflict Resolution

Decision Making

Self-Awareness

Kindness

The 5th Grade Curriculum



- Growth Mindset
- Goal Setting
- Decision Making
- Healthy Communication
- Stress Management
- Conscious Consumerism
- Active Listening
- Marijuana and Vaping
- Study Skills
- Sex Education
 - Reproduction
 - Body Image
 - Consent
 - Sexual Orientation and Gender
 - Sexual Health





The 6th Grade Curriculum

- Addiction and Opioids
- Technology And the Brain
- Psychology 101
- Personal Finance
- Mindfulness
- Peer Pressure
- Anger Management
- Empathy
- Alcohol
- Personal Hygiene
- Sleep
- Yoga





The 7th Grade Curriculum

- Growth Mindset
- Personality
- The Cognitive Model
- Healthy Relationships
- Value Informed Decision Making
- Bias, Prejudice and Privilege
- Vaping and Marijuana
- Positive Coping Skills
- Teamwork



The 8th Grade Curriculum

- Study Skills
- Healthy Communication
- Alcohol
- Stress Management
- Building Healthy Habits
- Sex Education Refresh
- Vaping / Inhalants
- Labeling and Controlling Emotions
- Self-Efficacy Project



The 9th Grade Curriculum

Introduction to Mental Health

Anxiety and Depression – two parts

Promoting Wellbeing

Stress and Coping – two parts

Perspective-Taking

Social Wellbeing – Friendships & Influences

Supporting Friends

Values and Personal Definitions of Success

Healthy Relationships

Insights and Reflections

The 10th Grade Curriculum

Why we really Procrastinate:

- Not just born from laziness
- Often tied to a negative emotion of some kind
- Temporary good feeling/pushing away work tied to negative emotions



Fig. 1. Anonymous Procr

Mental Health 102

Anxiety and Depression – two parts

Promoting Wellbeing (Sleep, Diet, Exercise)

Setting Goals for Wellbeing

Stress and Coping – two parts

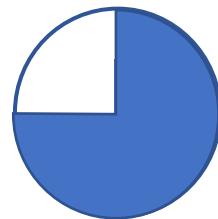
Wellbeing Practices and Habit Formation

Fixing vs Coping

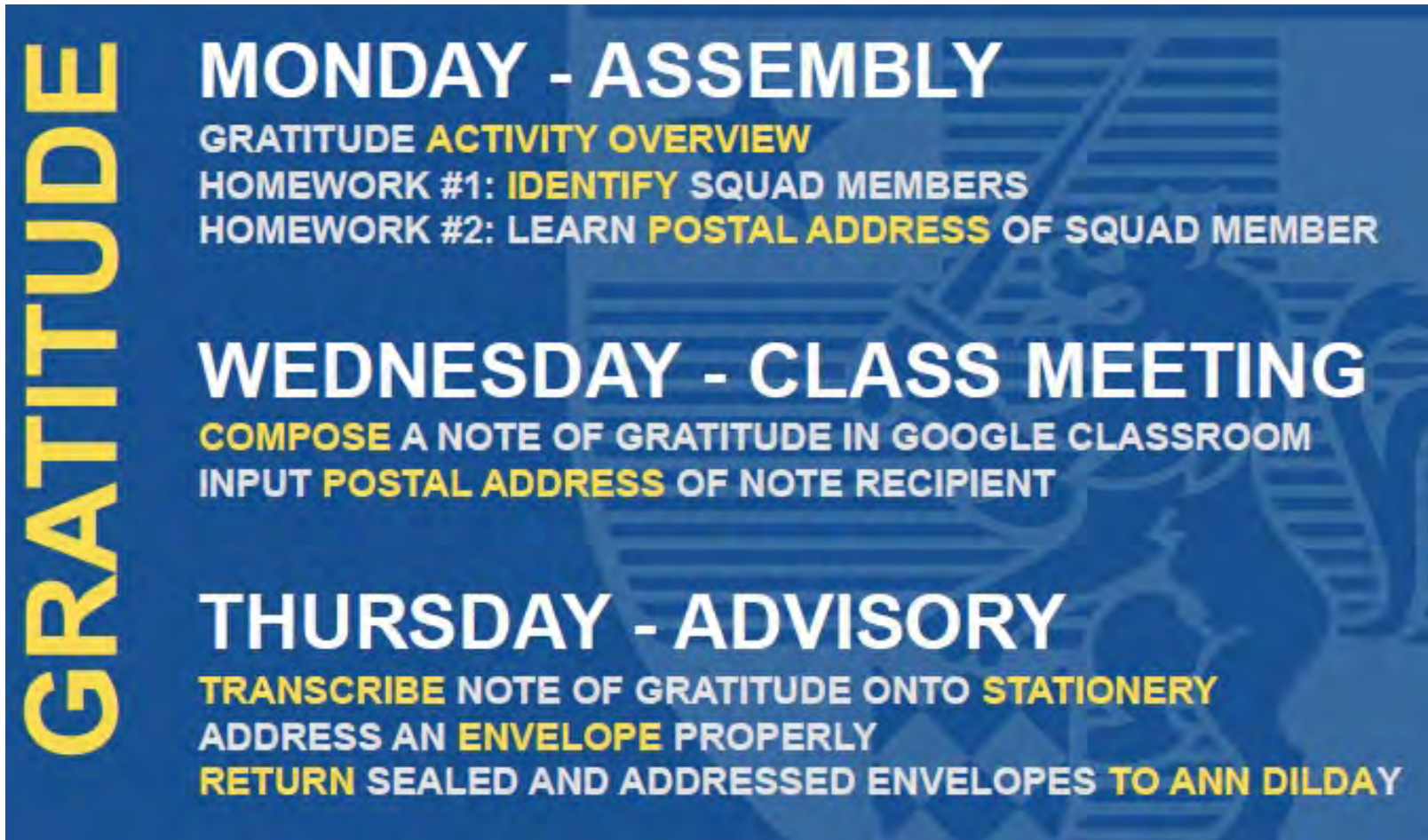
Social Wellbeing – Substance Abuse and Healthy Relationships

Group Wellbeing Projects (Emotional, Mental, and Social)

COMMUNITY TIME



Leadership Loops



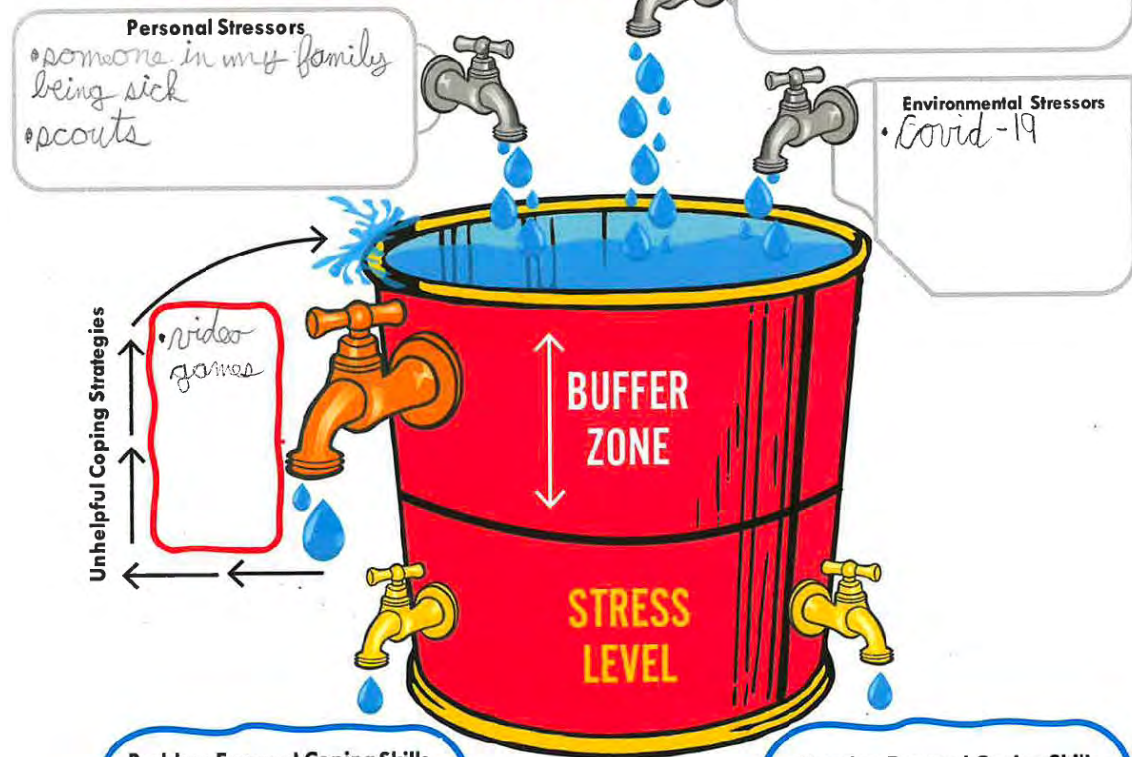
GRATITUDE

MONDAY - ASSEMBLY
GRATITUDE **ACTIVITY OVERVIEW**
HOMEWORK #1: **IDENTIFY** SQUAD MEMBERS
HOMEWORK #2: LEARN **POSTAL ADDRESS** OF SQUAD MEMBER

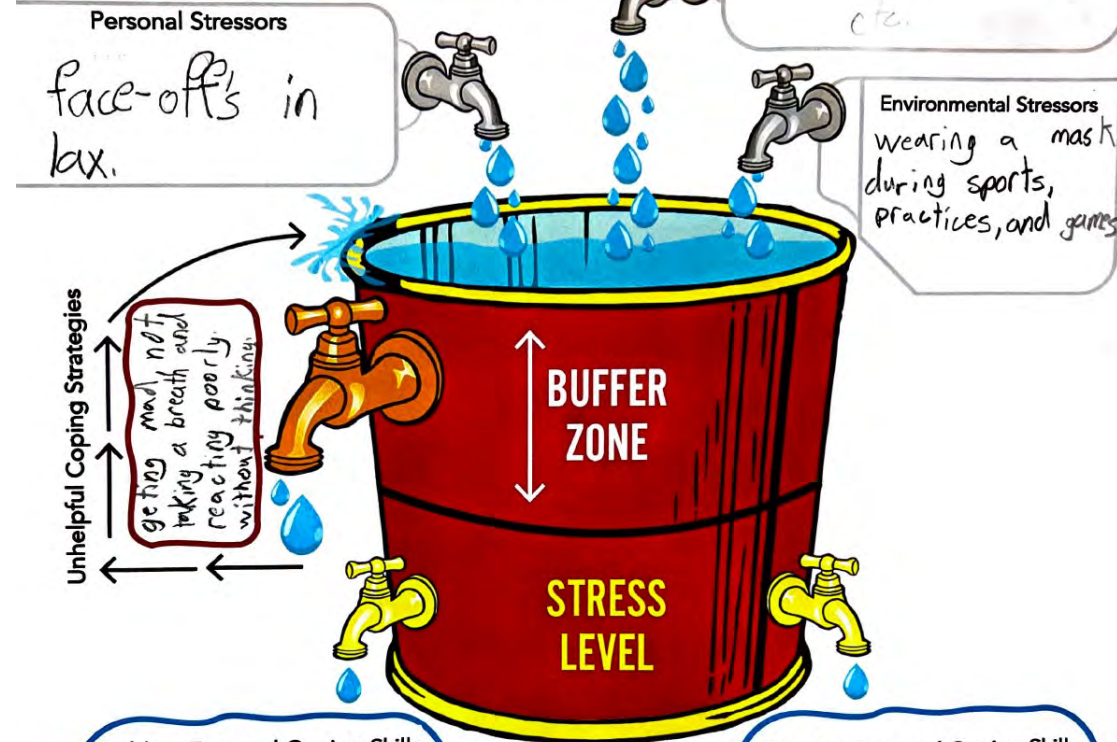
WEDNESDAY - CLASS MEETING
COMPOSE A NOTE OF GRATITUDE IN GOOGLE CLASSROOM
INPUT **POSTAL ADDRESS** OF NOTE RECIPIENT

THURSDAY - ADVISORY
TRANSCRIBE NOTE OF GRATITUDE ONTO **STATIONERY**
ADDRESS AN **ENVELOPE** PROPERLY
RETURN SEALED AND ADDRESSED ENVELOPES **TO ANN DILDAY**

STRESS BUCKET



STRESS BUCKET



REACTING VS RESPONDING



5 GROUNDING TECHNIQUES

TOP 5 LIST

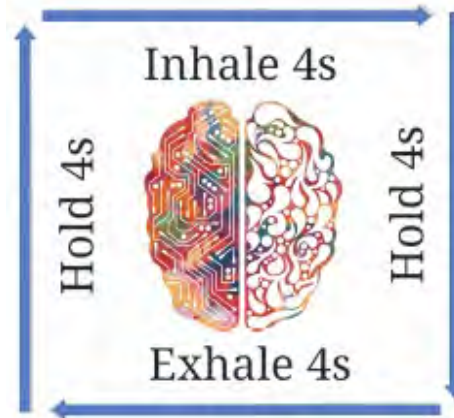
Plan ahead to think of your "top 5" of anything that'll make you really think:

- Top 5 superheroes in order of strength
- Top 5 athletes of all time in order of speed / strength / height
- Top 5 movies in the comedy genre
- Top 5 places you've visited



5 SENSES TECHNIQUE

- 5 things you can see
- 4 things you can touch
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste



5 Finger Breathing



Task 1: Recall a Reaction

Think of a time when you **reacted** to a situation hastily. Briefly describe that situation below and include the **negative consequences** of your hasty reaction. (3-5 sentences)

One time when I reacted to a situation hastily was when my parents told me that I couldn't play video games with my friends past 9:00pm. It was a Saturday and I had finished all of my homework so I thought that I should be allowed to play. Instead of stating valid reasons (I aced my tests that week, finished all my homework, taken care of responsibilities such as cleaning my room, etc) about why I deserved and had earned play time, I let my anger and annoyance get the best of me. I was angry, rash, and I argued with them impolitely. I didn't gain anything from fighting with them and my anger came at a cost because I had my gaming privileges revoked for the entire month for being disrespectful. I might have been able to play for a little longer had I acted politely, reasoned, and explained why I thought I deserved to play after a long week of hard work and disciplined labor. If I was mature enough to listen to their reason for sending me to bed early on a weekend I might have realized that my parents were looking out for me and they were making sure I caught up on my sleep debt. They realized that I needed to be well rested as I two soccer games and two major tests the following week. In retrospect, I think I was annoyed and unreasonably cranky because I was exhausted. I wish I had reacted in a more calm manner and that I was not blinded by my anger and frustration.

What feelings may have contributed to your reaction? Identify those from the list below:

| | | | |
|----------------|-------------------|-----------------------|-------------------|
| Annoyed | Frustrated | Overstimulated | Insecure / Unsure |
| Overwhelmed | Hungry | Tired | Other (Define) |

Task 2: Plotting a Response

Below are some tools and strategies we can use to help us better **respond** to unexpected situations.

| 4-Square Breathing | Hand Tracing | Five Senses |
|-----------------------------|---------------|-------------|
| Progressive Tense & Release | "Top 5" Lists | |

How might the situation in **Task 1** have benefitted from a deliberate pause? Briefly describe a possible alternate outcome in the space below that includes the use of one of the above tools and the benefits of **responding** rather than **reacting**. (2-3 sentences)

Had I spent a few seconds to think about what my parents said, and made an effort to ask for their reasoning, I would have understood that my parents who were looking out for my health and the situation would have gone differently. I could have used the "Five Senses" technique to notice my parents' calm mannerisms and hear that they recommended, in a mellow voice, that I get some rest. They were not ordering me to go to bed or using a punishing tone and manner. I could also have used the "4-Square Breathing" technique to take a deep breath and then had a conversation to find a compromise that satisfied both of us. Had I done this, my parents would probably have praised my maturity and given me more freedom to make responsible and healthy lifestyle decisions for myself.

Discussion Guide

Civil Discourse

Learning Goals:

1. To define and understand the term "civil discourse" and to establish ground rules for it
2. To better navigate difficult conversations with classmates, friends, parents, teachers, and others

Wednesday: Middle School Assembly (Counseling Office Leads)

- The Counseling Office will deliver a presentation about civil discourse and strategies (i.e. ground rules) to navigate difficult conversations.



Friday: Middle School Assembly (Counseling Office Leads)

- The Counseling Office will review the content of the presentation on Wednesday, focusing on Civil Discourse Ground Rules
- Boys should access the leadership loop activity in Google Classroom and:
 - evaluate each of the 14 Civil Discourse Ground Rules.
 - rank the Civil Discourse Ground Rules from MOST to LEAST important.
 - compose a reflection about the choices they made.



Monday: Advisory (Advisors Lead)

- Boys should access the leadership loop activity in Google Classroom and:
 - review the Civil Discourse Ground Rules.
 - discuss their ideas and reasoning with their classmates.













Leadership Loop

Civil Discourse

Task 1: Ranking Civil Discourse Ground Rules

Read each of the "Ground Rules for Civil Discourse" below and rank them in order of importance. (Use "1" to indicate the **MOST** important ground rule and "10" to indicate the **LEAST** important ground rule.) You can input a number into each box to the left of each statement.

- | | | | | | |
|---|---|---|----|---|---|
| 1 |  | LISTEN RESPECTFULLY Don't interrupt the speaker or engage in side conversations. Listen to understand instead of just waiting your turn to speak. | 10 |  | USE HUMOR WITH CAUTION We all don't think the same things are funny. Making jokes can make others feel that you don't value their feelings. |
| 4 |  | USE THE "I" PERSPECTIVE Share opinions and ideas based on your own experience and perspective. Use "I" to share an idea. | 5 |  | AVOID ASSUMPTIONS Don't ask others to speak for a whole group of people. Avoid words like "all," "everyone," "never," and "always." |
| 6 |  | BE OPEN TO CHANGE Explore new ideas and possibilities. Consider points-of-view different from your own. | 2 |  | RESPECT OTHERS OPINIONS & BELIEFS Create space for people to hold opinions and beliefs different than your own. |
| 9 |  | SPEAK YOUR DISCOMFORT If something is bothering you, be willing to share it with the group. This is how others grow. | 7 |  | CHALLENGE IDEAS; NOT PEOPLE If you disagree with something that's said, challenge the idea; not the person. |
| 8 |  | EXERCISE EMPATHY Others will come to these conversations with different experiences. Don't assume your experience is the same; listen to others. | 3 |  | NO "PUT DOWNS" Do not criticize others who lack experience or have a different opinion. |

Leadership Loop

Spring Advisory Conference Preparation - Grade 5

Task 1: Habits of Executive Function

Consider your "Habits of Executive Function." Which of these habits should you **KEEP**, **CHANGE**, and **STOP**? In the table below identify a habit with a keyword and write a short description afterwards explaining why or how you should **KEEP**, **CHANGE**, or **STOP**. How does this habit help or hinder your performance as a student? How have you modified (or sustained) this habit this year? How are you progressing?

| | Habit/Strategy | Description |
|--------|----------------|---|
| STOP | | Explain the unwanted habit. What's the status of this habit? |
| CHANGE | | Explain the issue you identified. What changes did you make? Is it working? |
| KEEP | | Explain the healthy habit. How does it continue to benefit you? |

Task 2: Gratitude

Who was part of your "Squad" this year? Write their names in the spaces below and reflect upon why they are important to you.

| | | | | | |
|--------|--|--------|--|--------|--|
| Family | | Friend | | Mentor | |
|--------|--|--------|--|--------|--|

Who did you write a note to and why? What did you say to them specifically? **Write a short statement below.**

Task 3: Recall a Reaction & Plot a Response

Below are some tools and strategies we can use to help us better **respond** to unexpected situations. Which of these strategies works best for you?

| | | |
|-----------------------------|---------------|-------------|
| 4-Square Breathing | Hand Tracing | Five Senses |
| Progressive Tense & Release | "Top 5" Lists | |

Think of a time when you **reacted** to a situation hastily. Briefly describe how that situation might have evolved differently if you had applied your chosen strategy from above? (3-5 sentences)

Task 4: Course Selection for Sixth Grade

The courses listed below are offered to rising sixth grade boys.

| Courses Common to All Boys | Course Choices |
|---|---|
| <ul style="list-style-type: none"> Humanities 6 Science 6 Physical Education 6 Computer Science 6 Math 6 | <p>Language:</p> <ul style="list-style-type: none"> Full-Year: CHOOSE 1 Chinese - Spanish - Latin <p>Fine Arts:</p> <ul style="list-style-type: none"> Full-Year: CHOOSE 1 Strings - Band - Choir - or - Semester: CHOOSE 2 Music 6 - Art 6 - Drama 6 |

Spring Advisory Conference Preparation - Grade 5

Task 1: Habits of Executive Function

Consider your "Habits of Executive Function." Which of these habits should you **KEEP**, **CHANGE**, and **STOP**? In the table below identify a habit with a keyword and write a short description afterwards explaining why or how you should **KEEP**, **CHANGE**, or **STOP**. How does this habit help or hinder your performance as a student? How have you modified (or sustained) this habit this year? How are you progressing?

| | Habit/Strategy | Description |
|--------|--|--|
| STOP | Sometimes playing video games when I am not allowed | Explain the unwanted habit. What's the status of this habit? I sometimes play when I should do homework |
| CHANGE | Studying a bit more | Explain the issue you identified. What changes did you make? Is it working? So I can get better scores on tests, quizzes, etc |
| KEEP | I have gotten most of my homework done even with lacrosse. | Explain the healthy habit. How does it continue to benefit you? So I don't need to worry about forgetting to do my work |



GRADE LEVEL MEETINGS

- How to take a break
- Time management
- Bullying
- Vaping
- Tattling vs. Reporting

GRADE LEVEL MEETINGS



ADVISORY

Gratitude Dice Game

Each advisee takes a turn rolling the dice and naming something for which he is thankful according to the number he rolled and the letter of the alphabet that corresponds to his turn. For example, if the first advisee rolls a 3, he might respond "Access to clean water." If the second advisee then rolls a 1, he might respond "Brother." Continue the game until the alphabet is filled up and return the alphabet sheets to Dr. Gabby's office.

Dr. Gabby will select one advisory from the completed sheets to win a special advisory snack!

I am grateful for...

- 1 A person or group of people
- 2 Something in nature
- 3 A simple pleasure or comfort item
- 4 A place
- 5 A food item or type of food
- 6 Something (anything!)

Advisory Discussion Activity

Growth Mindset students believe that they can set out to learn anything if they put in the time and effort. Students with a growth mindset focus on the process, they learn from their mistakes, and they are excited about learning something new. When faced with a challenge, a growth mindset student keeps trying, takes risks, and isn't afraid to ask questions.

Fixed Mindset students tend to focus on performance instead of process. Unlike growth mindset students, who believe that they can learn anything, Fixed mindset students believe that their abilities are set in stone. When faced with a challenge, they give up easily or get easily frustrated. They avoid challenges and they don't ask questions or risk making mistakes.

Reflect and rate yourself on the following growth mindset traits (Circle 1 option)

Describe a time you have done each thing well

What is 1 thing you will start doing to build each growth mindset skill?
What is 1 thing you will stop doing?

I stick to it when something really stretches my abilities

Usually Sometimes Not Yet

I find inspiration in the achievement and success of others

Usually Sometimes Not Yet

I'm not afraid to admit that I don't know something in front of others

Usually Sometimes Not Yet

I am more focused on the process of learning than on the outcome

Usually Sometimes Not Yet

December Advisory Activity

December 9th - Each advisee gets one Great Kindness Challenge checklist

Ask advisees to keep track of the challenge items they complete over the course of that week

- o Please remind them to be totally honest ☺

Collect completed checklists on Monday December 16th

Add up the total number of Acts of Kindness completed by the advisory as a group and email that total to me

You may also choose to recognize the advisee in your group who completes the most challenge items

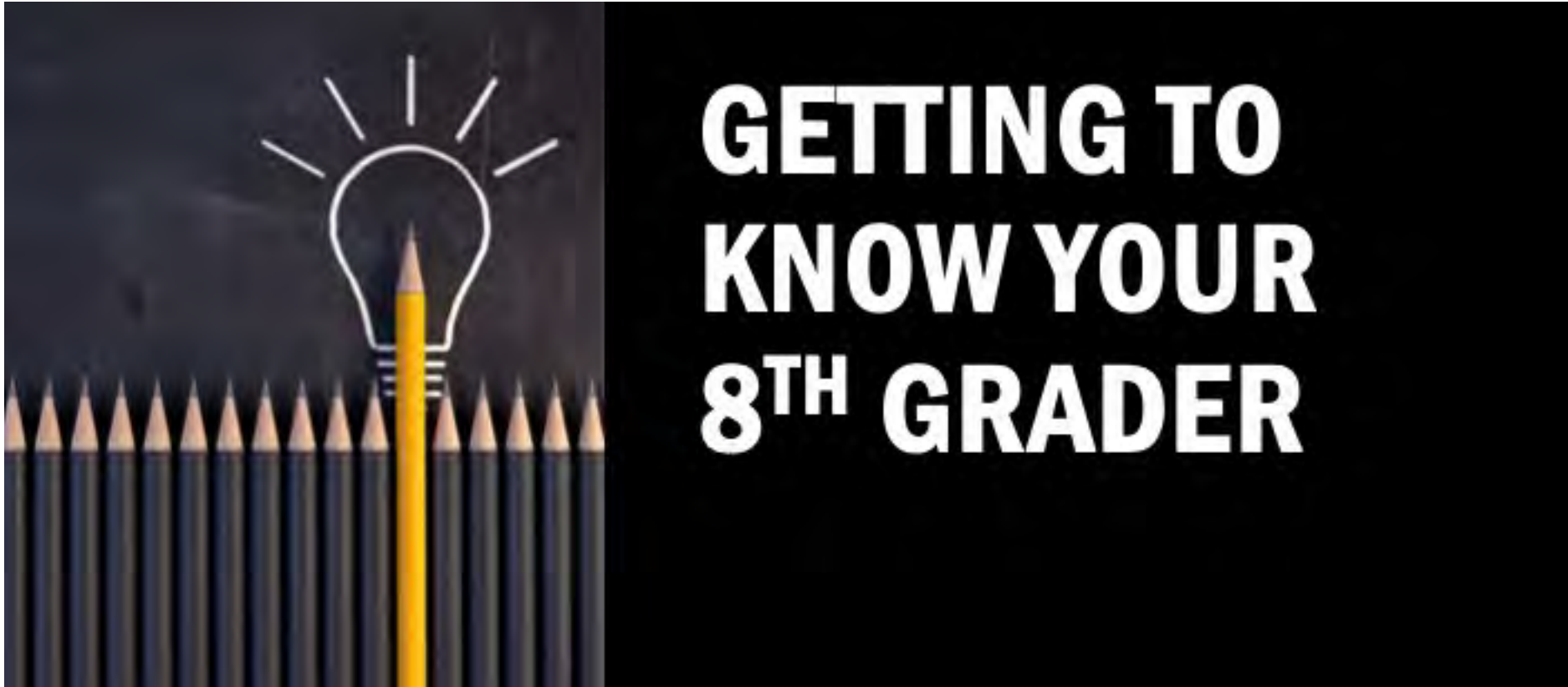
The advisory with the greatest number of completed Acts of Kindness will be named the Middle School's Kindest Advisory and will win this month's prize!

throw
KINDNESS
around like
CONFETTI

DIDACTICS



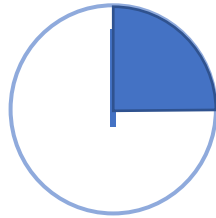
Parent Education





Community Partners

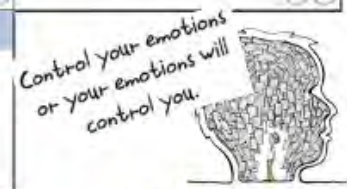
CLASSROOM INTEGRATION



WEEKLY AGENDAS

| Monday 1/24 Day 1 | Tuesday 1/25 Day 2 | Wednesday 1/26 Day 3 |
|--------------------------------|--------------------------------|--------------------------------|
| To Do List | To Do List | To Do List |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Tests / Quizzes / Projects Due | Tests / Quizzes / Projects Due | Tests / Quizzes / Projects Due |
| | | |

| Thursday 3/31 Day 1 | Friday 4/1 Day 2 | Saturday and Sunday |
|--------------------------------|--------------------------------|---------------------|
| To Do List | To Do List | To Do List |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Tests / Quizzes / Projects Due | Tests / Quizzes / Projects Due | |
| | | |



PREP

Where will I do this assignment?

What materials will I need?

DO

How long will each step or piece of this assignment take?

Where do I start?

DONE

What will it look like when it's done?

Where do I put it when it is done?

When and how will I turn it in?

when you feel ANXIOUS

- GO OUTSIDE
- DRINK WATER
- LISTEN TO SOOTHING SONGS
- ASK FOR HELP
- WRITE ABOUT HOW YOU FEEL
- STAY PRESENT
- CREATE SOMETHING
- TAKE A DEEP BREATH
- FIND A POSITIVE DISTRACTION

when you feel ANGRY

- WRITE YOUR FEELINGS DOWN
- DO SOMETHING PRODUCTIVE
- TRY A BREATHING EXERCISE
- GO FOR A WALK
- DO YOGA
- CURATE A CALM PLAYLIST
- FIND A WAY TO RELAX
- PLAN OUT HOW YOU'LL REACT

| Monday 1/24 Day 1 | Tuesday 1/25 Day 2 | Wednesday 1/26 Day 3 |
|-------------------|--------------------|----------------------|
| 4:00 | | |
| 20 | | |
| 40 | | |
| 5:00 | | |
| 20 | | |
| 40 | | |
| 6:00 | | |
| 20 | | |
| 40 | | |
| 7:00 | | |
| 20 | | |
| 40 | | |
| 8:00 | | |
| 20 | | |
| 40 | | |
| 9:00 | | |
| 20 | | |
| 40 | | |

| Thursday 3/31 Day 1 | Friday 4/1 Day 2 | Saturday and Sunday |
|---------------------|------------------|---------------------|
| 4:00 | | Morning |
| 20 | | |
| 40 | | |
| 5:00 | | |
| 20 | | |
| 40 | | |
| 6:00 | | |
| 20 | | |
| 40 | | |
| 7:00 | | |
| 20 | | |
| 40 | | |
| 8:00 | | |
| 20 | | |
| 40 | | |
| 9:00 | | |
| 20 | | |
| 40 | | |

In Class Strategies

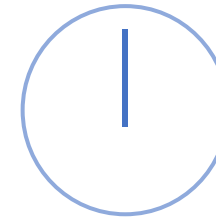
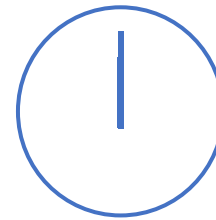
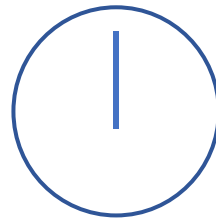
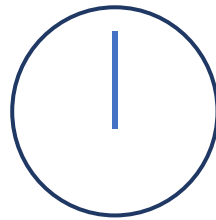
- Test anxiety
- Executive Function
- Monthly themes

This month is all about coping skills. I encourage you to take a look at the content of the planner, to work-in conversation about coping and stress throughout the month when possible, and to encourage the boys to try the strategies that are highlighted for them each week! **And don't forget – there's a built-in advisory activity all about coping skills!**

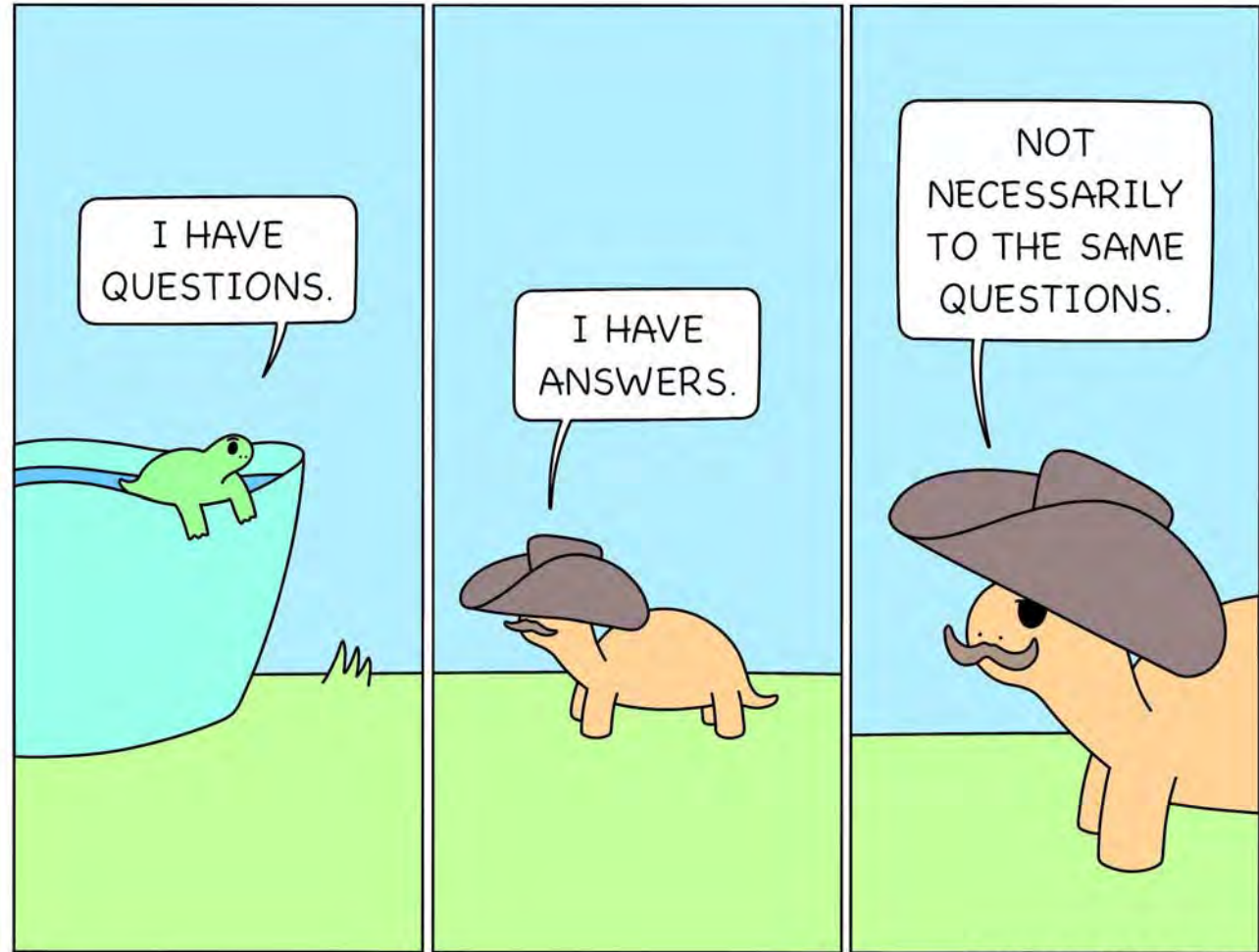


**"I'm learning how to relax, doctor —
but I want to relax *better* and *faster*!
I want to be on the cutting edge of relaxation!"**

It all adds up...



What
questions
can we
answer?



@workingtheangles