Scope + Sequence: OST Windows + Mirrors | Middle School
Recommended for Grades 6-8

Lesson name	Lesson Summary	Learning Cycle
Introduction	- This lesson introduces the program's theme of Windows and Mirrors. - Students explore how stories and characters reflect their own experiences (mirrors) or offer insight into others' lives (windows). - They also reflect on people and places in their lives that act as windows and mirrors, helping them better understand themselves and others.	**THINK:** Students explore how mirrors reflect their own identities and how windows open them up to others' perspectives — and consider who already serves in those roles in their lives. **GIVE:** Pay attention to the windows and mirrors around you. Notice them in the books you read, the shows you watch, the places you go, and the people you interact with. **REFLECT + SHARE:** N/A. In the next lesson, students will reflect and share the windows and mirrors they noticed around them.
	Core Competencies: Self-awareness: Accurate self-perception | Social awareness: Perspective-taking | Social awareness: Empathy	
Appreciate Your Self	- This lesson helps students understand that identity is personal and unique to each individual. - They explore how sharing personal details can feel vulnerable but also rewarding, and how self-expression can build connections with others. - Finally, they learn about the ThinkGive Three, which will guide their actions throughout the program.	**REFLECT + SHARE:** What windows and mirrors did you notice since our last ThinkGive session—in the books you read, shows you watch, places you go, and the people you interact with? **THINK:** Students reflect on the windows and mirrors that have shaped them, consider what they project to the world, and explore how this reflection deepens their sense of self. **GIVE:** Choose one quality, interest, or experience that makes you who you are—something you're proud of, enjoy, or that has shaped you. Appreciate that part of yourself and, if you like, share it with someone you trust.
	Core Competencies: Self-awareness: Confidence | Self-awareness: Identifying emotions | Social awareness: Perspective-taking	
Appreciate Your Memories	- Students appreciate the experiences that have shaped who they are. - They reflect on a joyful memory from their life and consider how it can support them in the present. - They then explore how memories can act as both a window into their past and a mirror of who they are.	**REFLECT + SHARE:** What action did you take to appreciate your self? **THINK:** Students explore how happy memories shape who they are, what stories they want to tell, and how reflecting on those memories affects how they feel. **GIVE:** Journal about a memory. Include as many details as you can remember. How does the past version of yourself that you were in the memory offer you a window or a mirror?
	Core Competencies: Self-awareness: Identifying emotions | Social awareness: Perspective-taking | Social awareness: Empathy	
Appreciate Your Chosen Family	- Students explore the role friends and family play in their lives. - They reflect on what they value in their relationships and how those relationships have evolved. - They then consider how friends become "chosen family."	**REFLECT + SHARE:** What memory did you appreciate and why? **THINK:** Students explore how friends and family can act as windows and mirrors, what connection looks and feels like from multiple perspectives, and how to better appreciate the relationships in their lives. **GIVE:** Appreciate a chosen family member. And remember, small is all. Look for everyday micro-moments to connect and show you care.
	Core Competencies: Social awareness: Examining norms | Relationship Skills: Interdependence | Self-awareness: Accurate self-perception	
Appreciate Your Larger Community	- Students explore gratitude by noticing the people, places, experiences, and small moments they might usually overlook. - They watch a video that highlights the importance of appreciating everyday things. - Then they practice recognizing what they're grateful for—and start to build a habit of it.	**REFLECT + SHARE:** Describe how you appreciated a chosen family member. How did you show you care? **THINK:** Students discover that gratitude is an active practice — one that builds positive self-awareness and, when applied to everyday moments, becomes a lasting habit. **GIVE:** Share an appreciation with someone in your community—tell them something about your community that matters to you.
	Core Competencies: Relationship Skills: Interdependence| Social awareness: Interconectedness | Self-awareness: Accurate self-perception	

Appreciate a Changemaker	- Students notice and appreciate people who have made a difference in their communities. - They identify causes they care about and the people connected to those efforts. - They reflect on how these changemakers have acted as windows and mirrors, shaping the issues they care about.	**REFLECT + SHARE:** Describe what appreciation you shared, and with whom. **THINK:** Students explore what makes someone a changemaker, how windows and mirrors connect them to changemakers, and how being inspired by others is itself a form of appreciation. **GIVE:** Research a changemaker in your community. Find someone making a difference near you and learn about the impact of their work.
	Core Competencies: Relationship Skills: Allyship | Social Awareness: Systemic Influence | Self-awareness: Growth mindset	
Connect With Intention	- Students practice slowing down, listening, and giving their full presence to others. - They work in small groups to explore ways to connect with intention in different scenarios. - Then they discuss what it means to be present and connect with intention.	**REFLECT + SHARE:** Describe which changemaker you researched and what you learned. **THINK:** Students explore the difference between automatic actions and intentional choices, what it feels like to be fully present with someone, and how intention shapes the windows and mirrors they show the world. **GIVE:** Slow down and notice where your attention goes throughout the day. Then choose one person to connect with intentionally. Journal about what you noticed when you gave them your full attention.
	Core Competencies: Self-awareness: Growth mindset | Self-management: Self-regulation | Self-awareness: Identifying emotions	
Connect Through Our Stories	- Students share personal memories with a partner. - They reflect on the value of both telling their story and being listened to. - Then they share a story with someone in their life.	**REFLECT + SHARE:** Describe who you connected with. What did you notice when you gave them your full attention? **THINK:** Students explore how genuine curiosity and deep listening can challenge assumptions, open new windows into who someone is, and make people feel truly cared for and heard. **GIVE:** Share a story with someone about something that happened to you. Include as many details as you can—what happened, and how you felt. Notice how it feels to open up and be heard. Thank them for listening, and notice if they share more with you in return.
	Core Competencies: Social awareness: Perspective-taking | Relationship skills: Relationship-building | Social awareness: Examining norms	
Connect to the Greater World	- Students play Place Charades, building a shared map of the places that matter in their community. - They complete two more Windows + Mirrors workbook pages, reflecting on the windows and mirrors they recently encountered. - Then they explore how the places they choose to spend time in shape their connections and who they're becoming.	**REFLECT + SHARE:** Describe the story you shared, how it felt to share, and how it was received. **THINK:** Students explore how the places they spend time shape who they are, how shared spaces connect them to others, and how their choices about where to go influence who they become. **GIVE:** Connect with someone new—a stranger, an acquaintance, or someone you don't know well. Ask yourself: Is this person a window or a mirror?
	Core Competencies: Social awareness: Systemic influence | Self-awareness: Accurate self-perception | Social awareness: Interconnectedness	
Challenge Your Assumptions	- Students guess facts and experiences about each other. - They reflect on the assumptions they made and the power assumptions can have. - Then they take action by challenging an assumption they hold about someone in their life.	**REFLECT + SHARE:** Describe who you connected with, and how that person acted as a window and/or mirror for you. **THINK:** Students explore the groups that make up their extended communities, how those communities shape their identity, and how their actions can show care for them. **GIVE:** Take action to positively impact someone in your extended communities—whether you know them or not—by taking a direct or indirect kind action.
	Core Competencies: Social awareness: Perspective-taking | Relationship skills: Relationship-building | Responsible decision-making: Curiosity	

Challenge Yourself to Invite	- Students think about an upcoming event in their lives and craft a real invitation for someone they want to bring along. - They consider why invitations matter—and what it feels like to extend one and imagine it being received. - Then they reflect on the courage it takes to invite someone in, and how doing so can deepen connection.	**REFLECT + SHARE:** Describe who you chose to ask a question to, and what assumption did you have about them? What did you learn about the person when you asked your question? **THINK:** Students explore how extending an invitation is an act of inclusion that creates new connections—and how those connections make communities stronger. **GIVE:** Take action by inviting someone to join you in something you're already doing. No formal invitation needed—just ask!
	Core Competencies: Relationship Skills: Interdependence | Self-management: Goal setting | Self-awareness: Confidence	
Challenge Yourself to do Something New	- Students discover foods they've never tried. - They describe those foods to peers who haven't tried them. - Then they consider what other experiences they might want to try.	**REFLECT + SHARE:** Describe the invitation you extended to someone. How did they react, and how did that make you feel? **THINK:** Students explore how trying something new — even something small — takes bravery, and how new experiences can open up fresh perspectives and new ways of seeing yourself. **GIVE:** Embrace a new idea, perspective, or experience. This could happen through a conversation with someone you don't know well, or in a small, easy-to-miss moment you'd normally pass by.
	Core Competencies: Responsibile decision-making: Curiosity | Self-awareness: Growth Mindset | Relationship Skills: Cultural competency	
Appreciate Your Future Self	- Students reflect on people they've met in their lives. - They return to their Windows and Mirrors workbook to explore the windows and mirrors they'd like to surround themselves with. - Then they reflect on who they want to become.	**REFLECT + SHARE:** What new idea, perspective, or experience did you embrace? Was it easy or challenging to embrace this new idea or perspective? **THINK:** Students explore how the windows they look through, the communities they choose, and the choices they make today all shape who they're becoming. **GIVE:** Choose a trait you want to develop and take one action to help build it. This action is for you, but it'll positively impact those around you too.
	Core Competencies: Self-awareness: Growth mindset | Self-management: Goal setting | Responsible decision-making: Critical thinking	
Wrap-Up	- Students notice windows and mirrors in each other. - They reflect on their time in ThinkGive and the windows and mirrors they've explored together. - Then they explore how to extend these lessons into their communities.	**REFLECT + SHARE:** Describe the trait you chose to develop. What action did you take to cultivate it? How did focusing on that trait make you feel? **THINK:** Students reflect on how noticing windows and mirrors throughout their lives changes the way they interact with others and keeps them open to who they're still becoming. **GIVE:** Take a moment to appreciate the true, small, and brave actions you've taken during ThinkGive—and commit to keeping that going.
	Core Competencies: Self-awareness: Confidence | Self-awareness: Growth mindset | Social awareness: Perspective-taking	