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Welcome to inspirED

At inspirED, we believe that young people’s voices matter, and that you are capable of being active agents in improving your schools. Our mission is to elevate student voice and empower young people to positively influence your school climates through connection, collaboration, and creativity.

Our model of change is built on the input of thousands of students and educators from across the United States. Like you, these individuals have a vision for a future where young people feel empowered to take action in their own communities. Together, we can build a nationwide movement that sends a clear message: **You have the power to create positive change!**

We know that emotions matter for students' attention, memory, learning, judgment, relationships, and academic outcomes. Our research at the Yale Center for Emotional Intelligence tells us that students often feel tired, bored, and stressed at school but want to feel connected & supported, safe & comfortable, contented & balanced, respected & valued, happy & excited, energized & motivated, passionate & purposeful, and empowered & inspired. These emotions set the stage for a positive school climate that supports student growth.

Ready? Let's get started!
How to Use this Guide

This guide is intended to be your roadmap for all things inspirED. Not every team will need to use every resource provided here. inspirED is about what you need at your school! As you work through the inspirED Process, you and your team will:

Assess your school climate,
Brainstorm ideas,
Complete a project, and
Debrief your results.

This guide is organized according to these four phases. Each section opens with a checklist of what to do and the resources that you can choose to use to accomplish each item.

In the top corner of each page, you'll see an icon. These icons indicate how each page will be helpful to you.

CHECK OUT OUR RESOURCES!

You can visit inspiredstudents.org for additional resources developed by the Yale Center for Emotional Intelligence to support you in your mission, as well as stories of other inspirED teams.
The inspirED Process

Assess

You are officially taking your first step towards a positive school climate! This is your chance to investigate challenges and discover opportunities for improvement in your school community. During this phase, you will survey your school climate to measure the strengths and weaknesses of your community. Together, you and your team will answer the question: How do we feel in school?

Brainstorm

During this phase, you and your inspirED team will brainstorm possible projects that could help address the challenges identified in the Assess phase. The Brainstorm phase allows you to get creative and to think of interesting ways your team can make the changes you want to see at your school. Here is where your team will answer the question: How can we improve our school climate?
Complete

During the Complete phase, you will plan and implement your inspirED project, campaign, or initiative. This phase involves commitment, goal-setting, passion, collaboration with your teammates, and strategic planning. This phase is where your team can work together to reach your goals, and you’ll answer the question: How can we make a plan and bring it to life?

Debrief

The final phase of Debrief is time to reflect. During this phase you will gather feedback about your project from teachers, administrators, and fellow students. You will also recognize your inspirED team’s accomplishments during this phase, and take some time to celebrate all of your hard work! Through gathering feedback about how your project created impact, you can also assess your next opportunity to create even more positive change. This is the time to ask: How do we move forward?
FAQ

How did inspirED start?

inspirED was born out of a collaboration between Facebook and the Yale Center for Emotional Intelligence with the goal of bringing social and emotional learning (SEL) and greater well-being to high school students across the nation. inspirED began with a survey of over 22,000 high school students from all over the United States. We asked those students how they feel in school every day, and how they want to feel.

The top 3 emotions students reported feeling were tired, stressed, and bored. In contrast, when we asked how they wanted to feel in school, they answered: Happy, excited, energized, motivated, passionate, purposeful, safe, comfortable, contented, balanced, respected, valued, connected, supported, empowered, and inspired.

inspirED was created to empower students to bridge the gap between how they feel in school and how they want to feel.

What is school climate?

School climate refers to the quality and character of school life. Aspects of school climate include the physical look and feel of school, how safe people feel, the quality of relationships between school community members, and the degree to which students feel their voice matters.

Why start an inspirED team?

Students on inspirED teams take an active role in promoting a positive school climate and collaborating to solve problems. inspirED team members will have opportunities to practice and develop creativity, emotional intelligence, communication skills, and leadership skills. Past inspirED students have shared how skills they learned through being on an inspirED team has helped them with adjustment to college and their adult lives.
Why should we choose inspirED as our student voice program?
The inspirED Process is data-driven, based on research conducted at the Yale Center for Emotional Intelligence. Teachers and administrators who support inspirED demonstrate a commitment to emotional well-being in schools. To support you in implementing inspirED, we offer coaching to registered schools and can even feature inspirED teams in our newsletters and on our site and social media!

My school already has a social and emotional learning program. Why do we need inspirED?
Most SEL programs use a top-down approach where school leaders address school climate through curriculum, workshops, and professional development.

inspirED begins with the students. Because students are the best judges of school climate, they are in the position to offer unique insight into the quality and character of school life. Student-driven inspirED teams are perfect for partnering with administrator and teacher efforts to improve school climate.

Can inspirED be added to existing clubs at my school?
Yes! Depending on the needs of your school, students can create a free-standing inspirED club or adapt materials to existing school-based organizations. Many successful inspirED teams have formed from pre-existing clubs such as diversity clubs, anti-bullying clubs, student leadership clubs, and more. To maximize your inspirED success, we suggest trying to recruit additional students who might add new thoughts and experiences to your conversations.

What if just one or a few students want to do inspirED? How many people do we need?
Your inspirED team can be as large or small as you’d like! As long as there is at least one student and educator advocate, you have an inspirED team. Your team can start small initially and grow over time.
What do inspirED team members do?

inspirED students work to improve school climate through project-based initiatives. They follow the four-step inspirED Process: Assess school climate, Brainstorm ideas, Complete a project, and Debrief results.

Some inspirED teams complete multiple small projects, while others focus their energy on one larger project. Whichever approach your team takes, students develop a growth mindset, communication skills, and a sense of empowerment as they plan and problem-solve their way to improving their school.

Is inspirED free?

It is completely free to register as an official inspirED team! All resources and content available on inspiredstudents.org for assessing school climate are also available for free. As inspirED teams think about projects to launch, there may be funding needed during the Complete Phase, but we have lots of ideas for fundraising too!

Is training available?

Yes! inspirED does offer interactive workshops to groups of schools. These are exciting, interactive, and full of ideas for improving school climate. While these workshops are fun, there is absolutely no requirement that you attend one to launch an inspirED team at your school. We've had plenty of schools launch successfully without participating in an event.

If you’re interested in our workshops, get in touch with us at inspirED@yale.edu.

What can I find on inspiredstudents.org?

The inspirED website is your one stop shop for all things inspirED! The site has activities and resources that students and teachers can use on their own or as part of their inspirED team meetings. You’ll also find more information about what inspirED is, what kinds of events we host, ways to connect with us, and stories about students and teams on our blog.
Launching an inspirED Team

Why?
A strong inspirED team is the foundation for your work to improve school climate. Gathering a diverse team representing a variety of backgrounds, skills, interests, and experiences will set the stage for your inspirED experience.

What You'll Do
By the end of this section, you will have formed a team that's fully functioning and ready to start improving school climate.

How You'll Do It

- Explore your motivation, goals, and values
  - What's My Why
  - What's Our Why
- Create a mission statement for your group
  - inspirED Team Mission
- Establish a team from a new or existing group
  - Forming Your Team
  - Sample Wording
- Register your inspirED team
  - Why Register?
- Organize and grow your team
  - Team Roles & Additional Roles
    - Recruitment Tips
    - Recruitment Flier
- Organize meetings
  - Meeting Guide
  - Meeting Tips and Tricks
  - Meeting Notes
What's My Why?

Answer some or all of these questions to help you better understand what you bring to your group as you work together to start an inspirED team.

- Why do you want to help your school?

- What skills do you have to offer?

- What skills do you hope to develop?

- What are your values that will guide your work in this group?

- How will this work help you with your other goals?
As a group, discuss these questions and work to build consensus on answers.

What words do we associate with this group?

What is this group about?

What does this group value and care about?

Who are we?

Why do we care about improving school?

Are we planning to tackle a specific issue, or are we more open-ended?

What visual conveys our group's mission?
inspirED Team Mission

Use this space to draft your inspirED team’s mission statement. Consider using your school’s mission or values statement as a guide. A mission statement usually includes three components: what your group does, the values you hold in doing your work, and why your work is important.

Start by making a list of all your team’s keywords—values, goals, what you’re about, why you’re here.

Pull ideas from What’s My Why? and What’s Our Why?
inspirED Team Mission

Now let’s pull it all together. What’s your team’s mission statement? Use the space below to record it, and remember that you can always revisit this wording later.

You can format your statement as: "We are ____, united by our common values of ______. Our mission is to ______. To fulfill this mission, we will ______."
Forming Your Team

Are you an existing or a new team?

Existing

Are you adding inspirED to other responsibilities?

Yes

No

Discuss as a team how you balance inspirED and existing responsibilities.

New

Do you need permission from your school?

Yes

No

Check your school’s handbook or policies. See Sample Wording for assistance.

Now you’re ready to review the pros and cons of each inspirED team format. Discuss how this will impact your work.

**Club**
- **Pros:** Can tap into resources for clubs; can collaborate with other clubs
- **Cons:** Recruitment/scheduling competes with other clubs and activities

**Class/ Elective**
- **Pros:** Scheduling is easy; consistent attendance
- **Cons:** Limited to the number of students in the class; difficult to recruit others

**Student climate Committee**
- **Pros:** Group might exist just to address climate; students are motivated
- **Cons:** Might not be representative of the whole student body

**Student Org.**
- **Pros:** Group already has a predictable and stable structure
- **Cons:** Might not be representative of the whole student body

**Flex or X Block**
- **Pros:** Students who are motivated can attend; can potentially recruit a larger, more representative group
- **Cons:** Might not get the same students to attend consistently
Forming Your Team

Do you need to establish roles or leadership positions?
- Yes: See Team Roles.
- No: Decide as a team how often you will meet.

Do you need help recruiting more members?
- Yes: See Recruitment Tips.
- No: How will you sustain your inspirED team over time?

We have a plan!
- You're ready for your first meeting! Now, it's time to...

We're not sure
- See Recruitment Tips and revisit this question during Debrief phase.

You're ready for your first meeting! Now, it's time to...
- Register your inspirED team. See Why Register.
- Build your team. See Team Roles, Recruitment Tips, and Recruitment Flier.
- Organize meetings. See Meeting Guide and Meeting Notes.
Sample Wording

In case you want to do some writing about inspirED at your school, we've gathered some sample wording as a place to start. You might use it for a letter to your principal, an article in the school or local paper, for your school website, in recruiting, or for something else.

What is inspirED?
inspirED is a free program designed to elevate student voice and empower young people to positively influence their school climates through connection, collaboration, and creativity. Students use the inspirED Process of Assessing school climate, Brainstorming ideas, Completing a project, and Debriefing results.

How does inspirED operate?
inspirED is a free program from the Yale Center for Emotional Intelligence and represents a nationwide movement dedicated to bridging the gap between the way students feel in school and the way students want to feel. inspirED provides the framework and resources for students to improve school climate, but all the ideas are student-driven.

What is school climate?
School climate refers to the quality and character of school life. Aspects of school climate include the physical look and feel of school, how safe people feel, the quality of relationships between school community members, and the degree to which students feel their voice matters.

What does research show about school climate & student empowerment?
Positive school climate is associated with more positive outcomes for students, and because adolescence is a time of identity development, it's a great time for students to engage in leadership activities.

💡 TIP: GETTING HELP

If you need support in talking to adults in your school about inspirED, make sure you are registered as an inspirED team! We offer coaching to registered teams and can help you to launch your team. Go to the next page for instructions on how to register.
Why Register?

When you register as an inspirED team, you’re officially joining the inspirED family, a network of like-minded schools across the country. Registered teams are eligible for all kinds of perks and resources, like:

- Coaching from our staff at the Yale Center for Emotional Intelligence to help you strategize or troubleshoot
- Early access to opportunities and events
- Our monthly newsletter with tips and suggestions throughout the year
- Rewards and swag when you share with the inspirED community (U.S. schools only)

1. Have your team’s educator advocate [register](#) on our site.

   Your team will start receiving resources, updates, and newsletters right away. Once you’re registered and part of the inspirED community, you’re also eligible for more perks at each step!

2. Tag us on social media and tell us about your first meeting!

   Your team will receive inspirED Playbooks, inspirED stickers, journals, and pens.

3. Tell us about your Assess and Brainstorm phases during a coaching call!

   Your team will receive motivational inspirED posters to hang in your school.

4. After you finish your project, tag us on social media!

   Your team is now eligible to be featured on our blog.

Ready to take inspirED to the next level?

Finish a second project and you and your team members will be eligible to apply to our Youth Advisory Board!
Team Roles

There are a few different ways you can structure your team. You can assign or elect official roles, or skip roles all together. It’s up to you! This page provides some ideas and tips.

Formal Roles

President (or co-presidents)
- Attends and leads each inspirED team meeting, prepares agenda, calls meeting to order, facilitates discussions
- Plans and oversees inspirED team activities, events, and programs
- Communicates with team members about their roles and responsibilities
- Guides team members towards meeting team goals including recruitment, surveying peers, and bring their inspirED project or projects to life

Vice President
- Leads meetings when president is absent
- Assists the president with planning activities, events, and programs
- Guides team members towards meeting team goals including recruitment, surveying peers, and bring their inspirED project or projects to life

Secretary
- Assists with planning of activities, events, and programs
- Takes attendance, records notes at meeting, and makes sure all team members have access to notes
- Maintains team records including meeting notes, school climate survey results, and project plans

Social Media Coordinator
- Creates and maintains social media accounts for the inspirED team
- Posts regularly to social media with team news, updates, and progress
- Tags @inspirEDYale in posts
- Documents the inspirED team’s progress through stories, photos, and videos
- Shares regular team updates with the inspirED community by messaging inspirED@yale.edu
Additional Roles

You can also have less formal roles or decide that roles rotate each year, month, or week. Consider nominating:

**Chief Collaboration Officer**
- Keeps the group focused and on track
- Ensures that decisions are collaborative

**Digital Manager**
- Documents the group’s progress
- Posts to social media and tags inspirED

**Materials Director**
- Arranges to have all necessary materials

**Records Wizard**
- Takes notes and shares with the group

**Clock Master**
- Keeps track of time and scheduling

**inspirED Team Members**
- Contribute to surveying their school and bringing their inspirED project to life
- Brainstorm and contribute creatively to team’s efforts

**Educator Advocate**
- An educator, coach, or administrator at your school to sponsor your team
- Supports the youth-directed work of the inspirED team
- Represents inspirED to school staff
- Promotes student-driven, collaborative, and compassionate meeting environments
- Assists inspirED team members in surveying their school, setting and reaching goals, and bringing their inspirED project to life

**TIP: ELECTING OFFICERS**

Your inspirED team can choose to elect officers in a variety of ways. See questions to consider below.

**Selection:**
- Should officers be nominated to their roles or should they volunteer?
- What does a student need to do in order to appear on the ballot?
- How should voting take place? Does the educator advocate get a vote?
- Are there requirements to being an officer, like grade level or length of involvement with inspirED?

**Service:**
- How long does an officer stay in place?
- Are there any reasons an officer should be removed from office?
- How will the inspirED team stay connected to students who have graduated?
- How are officers involved in decision-making for the inspirED team?
Recruitment Tips

inspirED is all about student voice, so to maximize your success as an inspirED team, you need as many voices as possible! To get the most thorough understanding of your school's climate and the best ideas for improving it, you need all kinds of students to participate in inspirED to have many perspectives represented on your team. Here are some tips!

- Post the inspirED Flier in highly trafficked, visible locations around your school. If you'd like, you can also create your own flier with important information on contact people and upcoming meetings. You can use your mission statement and visuals on your flier.

- Get creative! Consider how information gets shared in your school. What are the most effective ways of reaching students? Do you have school announcements? Advisory periods? Is there a class you have that might be interested in inspirED?

- Post about inspirED on social media. Include a link to inspiredstudents.org.

- Ask your friends to spread the word! The more people who are working to recruit team members, the more successful you will be.

- Reach out to students from diverse backgrounds and interests and encourage them to be part of your team (e.g. ask a coach to mention it to players, put up fliers in your school's art studio, etc.). Having a range of opinions and experiences will allow you to more thoroughly understand your school climate.

- Follow up with people who express interest or curiosity about inspirED. Make sure they have all the information they need to make it to your next meeting!

- Don't forget to recruit a like-minded adult to act as your inspirED educator advocate. When approaching them, you might want to share why inspirED is important to you and your school and why you think this person would be a good fit for your team.

💡 TIP: KEEP RECRUITING!

Keep recruiting throughout the school year. People can join inspirED at any time, so make sure to keep your doors open to everyone! Your team's success depends on the strength of its members.
Calling all
STUDENT LEADERS

Want to support student voice? Join us to take action and improve school climate through inspirED!
Meeting Guide

Get ready to support the team's work by regularly holding meetings to check in. Use the suggestions on this page and the Agenda and Notes Template to help you. Be sure to delegate different aspects of the meeting to different team members – one person doesn’t have to be responsible for every aspect of the meeting.

Before the Meeting

- Set a time: Make sure everyone knows the start and end time. Pass out and stick to an Agenda if possible.
- Gather materials: Depending on what you need to accomplish at your meeting, make sure you have a whiteboard and markers, flip chart, construction paper, or whatever else you’ll need. Consider having a designated space to store all of your materials so they are easily accessible at meeting times.
- Be comfortable: Make sure that your meeting space has enough seating and good lighting. Sit in a circle or other configuration so everyone can see each other. Use “Meeting in Progress” signs on doors to limit interruptions and distractions.

During the Meeting

- Use the Meeting Notes Template to keep your meeting on track.

Ending the Meeting

- Close the meeting by making sure everyone knows when and where the next meeting will be and what they agreed to do by that time.
Meeting Tips & Tricks

Setting Up Meetings

- At your first meeting, you have a few important things to do:
  - Get to know everyone - start with a name game or other icebreaker.
  - Plan to choose Team Roles.
  - Plan to measure your School Climate.
- At your second (and maybe third or fourth) meetings, you may want to:
  - Choose and announce team roles.
  - Review data about your School Climate.
  - Brainstorm ideas and Discuss Project Ideas.
- Plan at least one meeting to complete project planning tools, even if you will be working between meetings to complete tasks.

Putting Together an Agenda

- An agenda is important in order to keep your meetings organized and efficient. It also is an opportunity to hear from all voices in the room.
- Ways to create an agenda:
  - Ask your team members beforehand what they would like to talk about.
  - Send out a preliminary agenda and have members add their own items.
  - Ask people to nominate topics for discussion in the first 5 minutes of the meeting.
- Pro tips:
  - Write down your agenda so you can stay on track.
  - Move agenda items to your next meeting if you run out of time.
  - Prioritize the most important things that you want to make sure you cover first.
  - Designate an amount of time for each agenda item to keep you on track.

End-of-Year or End-of-Project Meetings

- When you’re done, don’t forget to celebrate your success. Thank everyone who helped!
- Share your accomplishments with inspirED@yale.edu or tag us on social media!
- Elect officers for next year, say goodbye to graduating seniors, and thank your educator advocate for their support.
- Share the results of your school climate surveys and your inspirED project with your school.
Meeting Notes Template

Date:
Time:
Location:

How many attendees are at our meeting?

How enthusiastic are we about changing our school climate right now?

Not enthusiastic at all; there's no point 1 2 3 4 5 6 Very enthusiastic—we've got this!

What step of the process are we on?

A  Assessing how we feel in school
B  Brainstorming how we get closer to how we want to feel in school
C  Completing the project and bringing it to life
D  Debriefing our project and talking about what's next

What's our plan for today?
•
•

What did we talk about?

Next Meeting Date, Time, Location:
Assess
How do we feel in school?

Why?
To decide how to direct your team’s energy, you need to start with good data. This involves hearing from everyone and having students take the lead on analyzing their school climate data and deciding what it means. Students are the best experts on their school!

Before starting this phase, make sure that you have recruited a diverse team of students, found an educator advocate to join your team, and gotten approval from an administrator to form a new club.

What You'll Do
By the end of this section, you will have a solid understanding of your school’s climate and will identify one or more areas of school climate that you want to address.

How You'll Do It

☐ Learn about school climate
  • What is School Climate?

☐ Decide how to gather school climate data
  • Ways to Measure School Climate

☐ Gather school climate data
  • Use existing school climate data
  • The Yale School Climate Walkthrough
  • School Climate Reflection
  • School Climate Feedback Form & Scoring Guide

☐ Discuss school climate
  • School Climate Report Card
  • School Climate Discussion Guide

☐ Share your results
  • Sharing Your Results at School
What is School Climate?

School climate is a term we use to describe the quality and character of school life. When we think about school climate, we’re generally thinking about three main areas: safety, relationships, and school quality.

Safety
How physically and emotionally safe do people feel?

Relationships
How do people treat each other at school?

School Quality
How well does the school support diversity, offer high quality teaching, and foster a sense of school pride?

Taken together, all of these areas represent your school’s climate.

FAST FACTS
- Every school is unique.
- All schools have strengths and weaknesses.
- School climate can be changed! Schools can improve over time, as can how students feel at school.
School climate is changeable!

Students have the power to shift school climate.

Good data helps you know where you are so you can measure how you grow.
Ways to Measure School Climate

The first step of Assess is to decide how to gather your school’s climate data.

If your school already has school climate data from a survey, focus group, or something else, you can use that. Sometimes schools post their data report on the school or district website, or you can ask your school leaders if they have recent data. If you already have school climate data that you want to use, skip to the School Climate Discussion Guide.

If your school doesn’t have available school climate data, or if you decide not to use it, inspirED has a variety of ways you can gather your own school climate data. This page and the next cover three options for collecting school climate data.

Use the Yale School Climate Walkthrough

This is a web-based app developed at Yale Center for Emotional Intelligence that measures school climate and provides an instant reading of students’ perceptions of their school’s safety, teaching quality, environment, and relationships alongside actionable next steps.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 30% of student body should participate. Administrator should coordinate. Each student needs a device.</td>
<td>One day with 15 minutes in the morning and 15 minutes in the afternoon</td>
</tr>
<tr>
<td>Free; students receive comprehensive in-depth data reports directly/automatically with demographic breakdowns</td>
<td>Schools must register to gain access to the Walkthrough</td>
</tr>
</tbody>
</table>
Complete a School Climate Reflection

This is a reflective activity where a group of students imagine a typical day at school, notice how they feel, and debrief the experience.

- **Pros**: Can be done by any number of students with little prep. One student leads the process.
- **Cons**: 25-35 minutes to reflect and discuss.
- **Pros**: The Reflection is extremely flexible and a great discussion starter.
- **Cons**: It can be difficult to get a representative group to participate; doesn’t provide scores.

Use the inspirED School Climate Student Feedback Form

This is a form that can be distributed to the student body and collected.

- **Pros**: inspirED teams need to make copies or a digital version and distribute, then tally the results.
- **Cons**: Once scoring is complete, 20-25 minutes to reflect and discuss.
- **Pros**: Can reach up to 100% of the student body.
- **Cons**: It takes additional time to score; students will have to calculate results themselves.

Next Steps

Once you have your school climate data gathered, the next step is to talk about it. The School Climate Discussion Guide will help you hold a discussion that adds to your inspirED team’s understanding of school climate.
The Yale School Climate Walkthrough

The Yale School Climate Walkthrough is an innovative, web-based measure of school climate that provides an instant reading of students’ perceptions of their school’s safety, teaching quality, environment, and relationships alongside actionable next steps.

FIND OUT MORE

To learn more about the Yale School Climate Walkthrough, visit inspiredstudents.org/yale-school-climate-walkthrough. Email inspirED@yale.edu to register your school to take the Walkthrough!

Once you’ve reviewed your data, move on to the School Climate Discussion Guide to analyze and learn from each other’s insights.
School Climate Reflection

The School Climate Reflection is a tool you can use with your team to identify the strengths and weaknesses of your school climate and pick a project that promotes positive change.

How to Use the School Climate Reflection

• Plan to complete the School Climate Reflection activity in an inspirED team meeting. It will most likely take about 25-35 minutes depending on the length of your discussions.
• For the best results, be sure to include your educator advocate and a diverse range of student voices when completing this activity. Aim to have students from a range of ages, races, genders, backgrounds, and interests represented at your school.
• Access the School Climate Reflection on a device or print it out.
• Try to have everyone sitting in a circle or around a table in an effort to have everyone included and able to see everyone else.
• Have the chosen member lead the School Climate Reflection. It is best if the reader goes through the reflection slowly, pausing frequently to allow people to think. A calm voice that’s loud enough for everyone to hear is also helpful.
• After your group has completed the reflection, have everyone keep their thoughts to themselves while they complete the School Climate Report Card.
• This helps everyone to gather their thoughts without being overly influenced by others’ reflections.
• After the School Climate Report Card, your group can move on to the School Climate Discussion.
I am going to lead you through a mental walkthrough of a typical school day, and invite you to reflect on the emotions that you and other students feel during school. Please either close your eyes or look at the floor. You can either do this activity through your own eyes or watching yourself from above.

You begin your day by looking at the outside of your school as you approach the front doors. Try to picture what the building looks like and notice the emotions you may be feeling as you approach and get set to begin another school day. [Pause]

Now you are walking through the front doors of your school. What do you see and hear? Is it chaotic and noisy? Is it relaxing and inviting? Think about how people may be acting. Maybe students are laughing with their friends or maybe teachers are yelling at students. What sort of security is there and how does it make you feel? [Pause]

As you walk through the hallways, how do you feel? Try to gather some images in your head of what your hallways typically look like as you walk from class to class. Are the hallways too crowded? Do you feel safe? [Pause]

What happens in the hallways of your school? Try to picture typical interactions between students in your hallways, between adults, and between students and adults. Maybe you see students laughing and walking with their friends. Do people generally look happy? [Pause]

Now try to place yourself in the classes that you have during the day. You probably have different emotions associated with different classes; take a moment to think about each teacher and classroom now. How do you feel in your different classes? [Pause]

Are students treated equally and respectfully by teachers and students? Depending on your answer, try to think of some specific examples that support your view. [Pause]

Next, let’s think about the students in your different classes. How do other students make you feel? Are students kind towards each other, or do you see students teasing or being cruel towards each other? Maybe students listen to each other in your classes and engage in discussions. Are you comfortable sharing your ideas in front of the class? Consider what support is in place for students who may be struggling. What are the pleasant and unpleasant characteristics of your classrooms? [Pause]
Now let's think about the content of your classes. Do students seem to be paying attention during class? Are they distracted by social media? How much do you feel like you are learning? Do you think your teachers are generally doing a good job? [Pause]. Does what you learn in class feel meaningful and relevant to your life? How often do you teachers connect content back to well-being, ethics, decision-making, or other social and emotional skills? [Pause]

Now envision yourself at lunch. How are you feeling as you are sitting in the lunchroom or cafeteria? Do students have enough healthy food to eat? Picture your surroundings: the look and feel of the lunchroom, whether the walls are decorated or not, the smells in the air. Do you see students sitting with their friends or are they sitting alone? Are there unspoken rules in your lunchroom where certain people can or cannot sit? Try to visualize the facial expressions of the students around you. [Pause]

What happens after school? Are there a lot of engaging activities for students? Are students on teams, in clubs, or part of other extracurriculars? Is there a sense of community at your school? Do people wear school gear, and generally feel proud to attend your school? How connected do you feel to your school? [Pause]

What were the most common emotions that you felt? How are you feeling in your body as the day ends? If someone asked you, “how was school?” how would you answer? [Pause]

Now open your eyes. We have just spent a few moments reflecting on school climate. Maybe there were specific places in school or moments throughout the day that carried strong feelings for you. The next activity is the School Climate Report Card, which will help you to organize your thoughts before we discuss as a group.
School Climate Feedback Form

The inspirED School Climate Feedback Form is one way to learn about how students are feeling in your school. Knowing this information can help you to plan an impactful inspirED project. On the next page, you will find a short list of questions that can be printed, passed out, and completed by students at your school.

How to Use the School Climate Feedback Form

• First, make sure that distribution of this feedback form to students has been approved by your school’s administration.

• Choose a day that you will hand out the form. Print out copies to pass out to students.

• Recruit a large number of students from diverse backgrounds. Your school looks and feels different to everyone, so making sure that you survey a wide variety of students will help you to have a more complete picture of your school. Handing surveys out at different types of school events, placing surveys in multiple locations, and encouraging friends to spread the word are all ways to help include more diverse voices.

• Establish how you will collect the form back from students, maintaining anonymity. For example, remind students not to put their names on their forms, and set up a box where students can anonymously drop off their forms when they are finished.

• Read through the completed forms as an inspirED team and take notes on what you find. For example, you might tally the emotions students listed, or write down themes that come up repeatedly for the open-ended questions.

• Use the discussion questions provided to further understand what the results mean.

• Using the information you collected, complete the School Climate Report Card activity.

• After the School Climate Report Card, your group can move on to the School Climate Discussion Guide.
School Climate Feedback Form

Thank you for volunteering to complete our inspirED School Climate Student Feedback Form! Your responses are anonymous, so please do not write your name on this form. This form should take less than 10 minutes to complete. With your feedback, we can work to make our school a better place to be.

1. When you think about the last two weeks, how have you felt in school? Circle the top 5 emotions from the word bank below:

<table>
<thead>
<tr>
<th>Alone</th>
<th>Comfortable</th>
<th>Energized</th>
<th>Hopeful</th>
<th>Purposeful</th>
<th>Tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td>Connected</td>
<td>Excited</td>
<td>Inspired</td>
<td>Respected</td>
<td>Unsafe</td>
</tr>
<tr>
<td>Balanced</td>
<td>Content</td>
<td>Frustrated</td>
<td>Motivated</td>
<td>Sad</td>
<td>Valued</td>
</tr>
<tr>
<td>Bored</td>
<td>Discouraged</td>
<td>Happy</td>
<td>Nervous</td>
<td>Stressed</td>
<td>Other:</td>
</tr>
<tr>
<td>Calm</td>
<td>Empowered</td>
<td>Helpless</td>
<td>Passionate</td>
<td>Supported</td>
<td>_______</td>
</tr>
</tbody>
</table>

2. How do you want to feel in school? Circle the top 5 emotions from the word bank below:

<table>
<thead>
<tr>
<th>Alone</th>
<th>Comfortable</th>
<th>Energized</th>
<th>Hopeful</th>
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<td>Passionate</td>
<td>Supported</td>
<td>_______</td>
</tr>
</tbody>
</table>

3. Please describe the issues in our school that are most important for you right now:

4. Do you feel as though students have a voice in our school? Why or why not?

5. What would you like to see happen at our school to build community & student voice?

6. Please share any other comments with us!

Thank you for giving your feedback!
Once you have collected back the **School Climate Feedback Forms**, use these questions to score and analyze students' responses.

- Tally the words students feel most often. What were the most common words? Why do you think that is?

- Tally the words students said they wanted to feel. How different are those words from what students are currently feeling?

- What themes can you see from the answers to question 3? Do your team members agree or disagree with the issues identified?

- How did students respond to question 4? What do these responses tell you about your school?

- What kinds of responses did students give for question 5? How can these responses help your team brainstorm project ideas?

- Carefully review the answers to question 6 and compare these to the rest of the answers given.

- Then, work as an inspirED team to complete the School Climate Report Card based on the patterns you noticed in the data. Did different teammates have different takes on the data?
Use your school climate data to give your school a letter grade from A+ to F for each area. In the third column, jot down some notes about why you gave this rank for when you talk to your team. Once everyone has completed this individually, see the School Climate Discussion.

<table>
<thead>
<tr>
<th>Domain of School Climate</th>
<th>Grade</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Support for Diversity</strong>: How well does your school foster an inclusive environment by supporting &amp; celebrating students from all backgrounds?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Quality</strong>: How well does your school support students’ academic and social and emotional growth?</td>
<td></td>
<td></td>
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<tr>
<td><strong>School Pride</strong>: How much is your school a place that people want to attend?</td>
<td></td>
<td></td>
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<tr>
<td><strong>Student-Student Relationships</strong>: How well do students treat each other and support each other?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student-Adult Relationships</strong>: How caring and supportive are adults?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adult-Adult Relationships</strong>: How well do adults at the school support each other and get along?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Safety</strong>: How clear and fair are the rules? How well are students protected from harm?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Psychological Safety</strong>: How safe do students feel to express themselves and their feelings at school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Safety</strong>: How safe do students feel from teasing or social exclusion?</td>
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</tbody>
</table>
School Climate Discussion Guide

Take the next step toward planning your inspirED project with this discussion guide.

**Discuss observations in these areas:**

**Support for Diversity:**
- How well does your school foster an inclusive environment by supporting and celebrating students from all backgrounds?

**Teaching Quality:**
- How well does your school support students academic/social and emotional growth?

**School Pride:**
- How much is your school a place that people want to attend?

**Student-Student Relationships:**
- How well do students treat each other and support each other?

**Student-Adult Relationships:**
- How caring and supportive are adults?

**Adult-Adult Relationships:**
- How well do adults at the school support each other and get along?

**Physical Safety:**
- How clear and fair are the rules? How well are students protected from harm?

**Psychological Safety:**
- How safe do students feel to express themselves and their feelings at school?

**Social Safety:**
- How safe do students feel from teasing or social exclusion?

**Consider these questions:**

**Representation**
- Is the group of students who took the measure representative of your school at large?
- Are there other individuals or groups who need to be welcomed into the conversation?

**Context**
- Is there any specific contextual information (e.g. recent school, community, global events) that might have factored into students’ responses?
- Based on what you already know about your school, what, if anything, surprised you about these findings and why?

**Moving Forward**
- What is a strength that your school has that you can continue to build upon?
- What are the most urgent or pressing concerns?
- What aspects of school climate did your group agree or disagree on?
- What information can provide guidance on where to begin improving the school experience for all students?
Sharing Your Results at School

Your observations about school climate are an important part of your work as an inspirED team. It’s important that everyone on your team is aware of your results and understands what the results say about your school.

Before you begin working on your inspirED project, it’s important to share your school climate data with your school community, even if you used data that had already been collected. Sharing data is empowering and inclusive, and can be a really important conversation starter. Sharing and getting feedback from others can provide context and potentially clear up any misconceptions. And, if you want to re-measure your school climate down the line, people will be more likely to participate again if you show that you were listening.

**Tips for Sharing Results**

You can...
- Share the results during your school's morning announcements or during an assembly.
- Ask for a meeting with an administrator to review the data with them.
- Share portions of the data with clubs and teams that might be interested.
- Post the results of your survey on a bulletin or message board.
- Pass out copies of the results during advisory period or lunch.

Always end by inviting your peers to join your inspirED team! Finding people who are interested in improving your school climate will be key to your success.
Our School Climate Report

School climate refers to the quality and character of school life, including:

- Support for Diversity
- Teaching Quality
- School Pride
- Student-Student Relationships
- Student-Adult Relationships
- Adult-Adult Relationships
- Physical Safety
- Psychological Safety
- Social Safety

The areas of our school climate that students rated most favorable were:

The areas of our school climate that students rated least favorable were:

We are committed to changing:

Want to get involved? Here are the details:

# of Students Surveyed
Brainstorm

How can we improve our school climate?

Why?
Creative brainstorming is a skill that with practice, you can develop and use to dream up unique ideas for your team to improve your school climate. Your team may decide to pursue one larger project or several smaller projects - it’s up to you!

What You'll Do
By the end of this section, you will have identified at least one project to pursue to improve school climate.

How You'll Do It

- Brainstorm project ideas
  - Bridging the Gap

- Record all your ideas
  - Idea Bank

- Expand and develop your ideas
  - What If We...

- Explore other project ideas
  - Campaign Calendar
  - Project Ideas

- Choose your first project or projects
  - Choosing a Project

- State your intention and share it with your school
  - Here’s Our Thing!
Bridging the Gap
Instructions

Get ready to get creative! Use these tips to host a successful brainstorming session using the Bridging the Gap activity on the next page as a starting point.

- Make enough copies of Bridging the Gap (on the following page) for everyone or plan an alternate method so that everyone can brainstorm individually.
- Gather a group of diverse voices to review your group’s discussions from the Assess section. What were your main learnings about your school climate data?
- Record everyone’s ideas in the Idea Bank or use an alternative like a whiteboard, flip chart, projector, or shared online document.
- Set a goal. Decide to brainstorm for a certain period of time (say, 25 minutes or longer) or until you have a certain number of ideas (maybe 25 or more).
- Work as a group to complete the first box of Bridging the Gap. Start by deciding which area of school climate your team will address.
  - In box 1, ask people to write the issues that are most important to them. Referring back to the School Climate Report Card can be helpful.
- Research shows that brainstorming is most effective when you begin individually. Spend some time having everyone record their own ideas before sharing with the group.
  - In box 2, ask everyone to describe their ideas for their ideal school.
  - In box 3, ask everyone to write their ideas for what would have to happen to move their school closer to the ideals in the second box.
- Designate one person to record ideas in the Idea Bank or other designated space. This could be a good opportunity to involve a quieter student, or you might challenge your educator advocate to participate only by recording and making sure all ideas come from the students.
- As you share, be sure to avoid judgment or criticism. You want to get as many ideas as possible from your team members. There are no bad ideas during this phase!
- Dream big! Record all ideas, even if they seem too ambitious or overwhelming. You might build up to these bigger projects, or start with a smaller version. Either way, all ideas are valuable!
- Decide together how to use the ideas you’ve generated.

💡 TIP: COVERING MULTIPLE AREAS

If your team wants to address more than one area of school climate, you could do this process more than once or break into small groups who each address one area.
Bridging the Gap

1. First, what is your school like now? What do you like and not like about your school? What feels like the most important area to focus on?

2. Second, skip the “how” for now and instead think about outcomes. What would you like your school to be? What does your ideal school look like? What does it feel like? What are your dream outcomes?

3. Third, what would have to happen to make your school the way you want it to be? How do you get from where you are now (box 1) to where you want to be (box 2)? Write as many ideas as you can think of, big and small.
Use this space to catalogue the project ideas that your brainstormed. Your team may choose to complete several smaller projects or one larger project, or somewhere in the middle. Come back to this page as needed or print more to capture multiple project ideas.

<table>
<thead>
<tr>
<th>Domains of School Climate Addressed</th>
<th>Length of Time Project Expected to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check all that apply.</td>
<td>Days to weeks</td>
</tr>
<tr>
<td>Support for diversity</td>
<td>□  Days to weeks</td>
</tr>
<tr>
<td>Teaching quality</td>
<td>□  Weeks to months</td>
</tr>
<tr>
<td>Adult-adult relationships</td>
<td>□  Many months</td>
</tr>
<tr>
<td>Student-adult relationships</td>
<td></td>
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<td>□  Physical safety</td>
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<td>□  Social safety</td>
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<table>
<thead>
<tr>
<th>Brief Description of Project</th>
<th>Difficulty of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2 sentences</td>
<td>□  Easy</td>
</tr>
<tr>
<td></td>
<td>□  Medium</td>
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<tr>
<td></td>
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<td></td>
<td>□  Difficult</td>
</tr>
</tbody>
</table>
What If We...

Building on each others’ ideas can support your team in developing creative and well-developed project ideas. In this activity, you’ll explore ideas and iterate on them to make them even better.

Steps
1. Arrange everyone in a circle, row, or other configuration so they can easily pass papers. Give each person a piece of paper (or digital alternative). Review the structure of the activity with the group and ask them to choose a number of rotations and/or a time limit.
2. Have each person write one idea across the top.
3. Pass the papers one person to the right. Give everyone time to read the idea, then ask everyone to give feedback using one of the “What if we” prompts below. Ensure enough time to respond to the prompt and encourage everyone to be brief.
4. Pass the papers again and repeat the process.
5. Continue to pass the papers until you’ve completed a certain number of rounds or reached the time limit. Each round will take a little longer than the previous ones because there is more to read each time.
6. Share out the contents of each paper. This can be done by having everyone read and summarize what’s on the paper they have, or by giving the papers back to their original owners and sharing that way.

Prompts
• What if we incorporated positive social media by …?
• What if we made this project more specific by …?
• What if we involved as many people as possible at school by …?
• What if we expanded to impact more people by …?
• What if we generated maximum excitement about this project by …?
• What if we combined this idea with another idea that we brainstormed by …?
• What if we…?
Campaign Calendar

To help get your ideas flowing, check out this calendar of both national traditions and school-specific themes. Maybe some of these suggestions would be a good initiative at your school. Don’t forget that you can add local or regional dates of your own!

**September**
Welcome students to a new school year with Ninth Grade Class Visits.

To celebrate Hispanic Heritage Month (9/15 - 10/15), partner with teachers to include more Hispanic and Latinx history and literature in the curriculum.

**October**
National Bullying Prevention Month
How can you promote positivity over negativity in your school?

Try a kindness campaign, like a Lunch Scramble!

**November**
Gratitude Month
What are some ways you can highlight gratitude this month?

One way is to give back with Community Care Kits.

**December/January**
Contented and Balanced
How can you support students at school during stressful exam times?

You could fuel brainpower with a Snack Attack!

**February**
Black History Month
How can you highlight the contributions of Black and African American people?

Try screening a documentary or starting a book club that highlights the contributions of African-Americans, then hosting a discussion.

**March**
Youth Art Month
National Music in Schools Month
Women’s History Month

March is a good month for an arts campaign! Consider ways to honor female creators by bringing visual, performing, written, dramatic, or musical arts to promote positive school climate.

**April**
Stress Awareness Month
How can you support students in managing their stress? Try visiting classes and leading activities on inspiredstudents.org/activities that help students feel safe, comfortable, contented, and balanced.

**May**
Mental Health Awareness Month
Want to bring awareness to the importance of mental health?

Reach out to school counselors or other mental health professionals and consider partnering with them for a campaign this month.

**June**
Pride Month
How can you help your school be safe and welcoming to students of all sexual orientations?

Consider partnering with a local LGBTQIA+ organization or your school’s GSA to host a safe space or ally training.
Project Ideas

If you have some ideas for what you want to improve at your school but aren’t sure of an exact project idea, or if you just want some more inspiration, check out our project database on our site. You might even find an example of a school that has already done a project you are interested in, which can help you plan. When you visit inspiredstudents.org/projects, you’ll be able to filter and sort projects by type, area of school climate, and how long they take. These project ideas have been submitted by other schools—let them be your inspiration. Below are a few examples of some of the projects you’ll find!

**Classes Pop-Up**
Host a shopping period for classes.

**Passion Olympics**
Students share their passion, hobbies, and skills in a series of events to foster connectedness.

**Community Care Kits**
Create kits of needed supplies to distribute to the community.

**Peace Room**
Create a peace room for students to use to take breaks and relax.

**Flex Block**
Create a period where students can go to teachers for extra help.

**Humans Of...**
Feature the voices and stories of the school community to help everyone feel more connected.

**Ninth-Grade Welcome Lunch**
Assign seats at lunch for ninth graders during the first week of school.

**Storytelling Assembly**
Host an event where students tell stories from their lives based around a common theme.

**Diversity Learning Day**
Host an event focused on celebrating the cultural diversity, at your school. Use music, art, food, and more!

**Interest-Based Mentorship**
Start a mentorship program where students and educators can serve as mentors for others based on interest.

**Big Sib, Little Sib**
Start a big sibling/little sibling program to match older & younger students for mentorship and support them throughout the year.

**Supporting Sports**
Organize at least one match/game for each athletic team where you try to get high attendance.
Choosing a Project

You have great ideas in your Idea Bank. Now what? Try these tips to narrow them down!

Organize and Combine Ideas

- Try to organize the ideas. You could try arranging them from short-term to long-term, from most to least expensive, or based on similarity of topic.
- Keep an eye out for ideas that can be combined.

Offer Feedback

- For support in offering feedback on each other’s ideas, check out Emotionally Intelligent Feedback.

Discuss as a Group

- What idea is the most exciting to your group?
- What can you do that will have the biggest impact?
- How feasible are your ideas? Can you complete them in the amount of time that you have and with available resources?
- If your group is really passionate about more than one idea, do you have enough people to tackle these projects?

Compare Ideas

- Compare your ideas to the Project Ideas on the next pages.
Here's Our Thing!

Now that you brainstormed so many great ideas, it is time to come together as a team and agree on the project you want to develop, action plan, and launch. Use the spaces below to write down your idea or jot down notes.

For our inspirED project, we will....

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Share your idea with your school!

Make an announcement, post on social media, or hang a flier with key information about your chosen project, like what you plan to do and when it will happen.

Tag @inspirEDYale!

Be sure to invite others to join!
Complete
How can we make a plan and bring it to life?

Why?
It’s time to get to work on your project! Careful planning early on will help you to lay the groundwork for staying organized and motivated as you make your project come to life. This is where your team will do the work, build skills, have an impact, and create change!

Projects are the heart of your work as an inspirED team. You examined your school climate in Assess and thought of possible ways to improve your school experience in Brainstorm. Now, it’s up to your team to implement that project, campaign, or program to address those issues and promote the emotions that your school wants to feel. As a reminder, not every team will need every page in this section. Choose resources that fit your work.

What You'll Do
During this section, you'll plan and implement your project(s). You’ll set goals, collaborate with teammates, strategically plan, and commit with your teammates to doing the work. You’ll make the project happen using your skills and motivation. Finally, you’ll share your progress with your school and share your accomplishments with the inspirED community.

How You'll Do It

- Plan your project
  - Planning Calendar
  - S.M.A.R.T. Goals Framework
  - Project Planning Basics
  - Action Plan

- Keep your team organized and on track
  - Skills Matrix
  - Timelining
  - Accountability Practices

- Involve your school
  - Fundraising Ideas
  - Share Your Progress
Planning Calendar

Use this calendar to map out your school year.
- Fill in months that match your school calendar.
- Slot in breaks, finals, spirit weeks, graduation, and any other major calendar events.
- Look for patterns that might impact your project planning. Are some months short? Are there certain months that are especially stressful, high or low energy, or busy?
- Plot out your project, keeping in mind the time constraints of your calendar. If possible, include some buffer time to account for unexpected events.

💡 TIP: USE CALENDAR AS TIMELINE!

If your team is considering completing multiple projects, you can also use this calendar to start organizing your timeline. For example, you might complete one or more smaller projects while you are working on the prep for a larger project later in the year.
<table>
<thead>
<tr>
<th>Month:</th>
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</table>
To do something big, you need an action plan! A well-planned project is much easier to make into a reality and saves work later on.

S.M.A.R.T. is a framework to help set goals that are attainable - it stands for **Specific, Measurable, Achievable, Relevant, and Time-Bound**. Use S.M.A.R.T. when developing your inspirED project to maximize success. Revisit this page if you need to make changes to your project plan- that's why it's a planning guide!

<table>
<thead>
<tr>
<th>Specific</th>
<th>Describe your project and the outcome or product that will exist when the project is completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable</td>
<td>Describe how you will know the goal has been achieved and the milestones along the way.</td>
</tr>
<tr>
<td>Achievable</td>
<td>Make sure that your project is something that is within the ability of your team to complete. Brainstorm a list of tools and resources that you have and those that you will need, and whether you already have them, or how you will get them.</td>
</tr>
</tbody>
</table>
## S.M.A.R.T Goals Framework

<table>
<thead>
<tr>
<th>Relevant</th>
<th>Describe the observations about your school climate that inspired you to tackle your project. Why do you believe your planned project will make a difference?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time-Bound</td>
<td>How much time does your team have between now and when the project needs to be done? What is your final deadline?</td>
</tr>
</tbody>
</table>

Summarize your project and necessary action steps in one sentence here:
Project Planning Basics

This resource provides a way to organize yourself, your team, and the resources you need to complete your project. Consider the questions here as a way to start planning the many aspects of a medium or large project.

**WHO?**

- Who is involved?
- Who will be impacted?
- Who will participate?
- Who has the ability to influence or approve your plan?
- Who will you rely on as advocates?
- Brainstorm as many “whos” as possible that relate to your project.

**WHAT?**

- What exactly will be happening?
- What needs to be done?
- What materials do you need?

**WHEN?**

- When will the event, project, outcome, or product happen?
- How much time do you need to plan, set up, and/or raise awareness?
This resource provides a way to organize yourself, your team, and the resources you need to complete your project. Consider the questions here as a way to start planning the many aspects of a medium or large project.

**WHERE?**
- Where will you plan?
- What space is needed for the actual project or event?

**WHY?**
- Why is this worth doing?
- Why does this project connect to your passions?
- What will be the impact on your school?

**HOW?**
- How will your team complete your project?
- What major challenges or obstacles can you identify that your team can work to address?
Action Plan

Not every project requires extremely detailed and complex planning. Use this Action Plan to map out what you need to do next for a small or medium project.

IDEA
What's your idea?

GOAL
What do you hope to achieve and why?

RESOURCES
What resources do you have?

What resources do you need?

 STEPS
What are the steps you'll need to take to reach your goal?

SUPPORT
Who can help you reach your goal? How can they help?

What are the first three things you need to do?
1.
2.
3.
Skills Matrix

Complete a skills matrix for the members of your team, like this one!

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Writing</th>
<th>Problem Solving</th>
<th>Organization</th>
<th>Public Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shana</td>
<td>President</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Kevin</td>
<td>Vice President</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Tyshemia</td>
<td>Secretary</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>Maurice</td>
<td>Social Media</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Nyla</td>
<td>Member</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Fill in the top row with skills like:

- Public speaking
- Working collaboratively
- Working independently
- Social media
- Graphic design
- Leadership
- Organization
- Technology
- Writing
- Creative thinking
- Problem solving
- Math

Pass the matrix around and have everyone check off their own skills. Use this matrix to plan your inspirED project based on the skills of your team members.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Timelining

Create a timeline, similar to the example below, for your project. Write team members’ names in the left column and give everyone tasks and responsibilities that fit their skills from the Skills Matrix. It can be helpful to work backwards by starting with your deadline and plugging in the necessary steps in reverse order.

<table>
<thead>
<tr>
<th>Who will do it?</th>
<th>What’s the goal?</th>
<th>Three months before</th>
<th>Two months before</th>
<th>One month before</th>
<th>One week before</th>
<th>Big Day!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kemonie</td>
<td>Make 30 copies before event</td>
<td>Create a draft</td>
<td>Send draft to Rose</td>
<td>Revise and print</td>
<td>Make copies</td>
<td>Distribute copies</td>
</tr>
<tr>
<td>Gabe</td>
<td>Raise $250</td>
<td>Choose fundraiser</td>
<td>Start fundraiser</td>
<td></td>
<td>End fundraiser</td>
<td></td>
</tr>
<tr>
<td>Josie</td>
<td>Plan snacks</td>
<td>Choose snacks</td>
<td>Get budget for snacks</td>
<td>Buy snacks</td>
<td>Serve snacks</td>
<td></td>
</tr>
</tbody>
</table>

Use the space below to create your own timeline!
Accountability Practices

Your inspirED team can only succeed if everyone does their part. Use this framework to have a conversation about being accountable to each other so that everyone does their part. Use this resource when you begin the Complete phase and come back to it if needed if your team has issues following through on commitments.

- How will we keep track of what will be done before the next time we meet? Who is responsible for recording that in the meeting notes?

- If a team member encounters an obstacle between now and the next meeting, what can they do?

- If we are consistently having a problem with tasks not getting done in between meetings, how will we address this?

- How can we create space for people who need to step back during a busy few weeks? How will we step up and support each other?

- How will team members communicate with each other between meetings? Consider setting up a group chat, regular informal check-ins, calendar or phone reminders, or another way that works for your group.

- For team members who are working together, when and where will they meet?

💡 TIP: REVISIT LAUNCHING!

Go back to the Launch section to find resources on how to run a meeting, elect officers, and keep meeting notes to help you stay on track. You might also want to check out Emotionally Intelligent Feedback.
Fundraising Ideas

Depending on the inspirED project you choose, you may need to raise some money. Here are some suggestions for fundraising.

Auction
Your inspirED team can host an auction for almost anything! Gather the community at your school to bid on student art, items donated by people from school or local businesses, or even naming rights to school property like benches, engraved plaques, or rooms.

Bake Sale
This is a classic, tried and true fundraiser! Ask students and staff to bring in baked goods and sell them during lunches or other times of the school day. Be sure you know the rules at your school about selling food.

You’ve Been Flocked
This is a fun fundraiser where your team does something goofy to someone’s front yard like putting a flock of flamingoes in the yard. The recipient can pay money to get the flamingoes removed from their yard and/or send them to someone else! This same idea can apply with other fun pranks, like streamers on a front door (or classroom door), putting hats on the mailbox, using sidewalk chalk to write a message, or whatever else you can think of!

Trivia Night
Host a fun trivia night based on a theme of your choosing. Invite people, sell tickets, and offer a prize to the winners!

Candygrams
Offer candygrams for sale around holidays. Try candy hearts for Valentine’s Day or candy corn for Halloween. Sell them to students and staff to send to others at school or take home to their families. You can also offer balloons for birthdays or other special occasions!

Cook-Off or Bake-Off
Host a culinary event where contestants bring home-cooked foods like pies, cookies, or chili. Sell tickets for attendees to try samples and vote for their favorites, or recruit people from school or the community to be the judges.
Fundraising Ideas

**Coupon-based Fundraisers**
There are many organizations that will offer coupon-based fundraisers for services like restaurants, movie theaters, car washes, and other local businesses. Your inspirED team can buy the coupons at a bulk price, and when your customers buy the coupons or cards, they receive discounted prices. Everyone wins!

**Crowdfunding**
Your group can make an account on a crowdfunding website and use social media to ask members of your school community and beyond to support your cause. You may be surprised how many family members and friends will want to support your inspirED team in your work!

**Duck Race**
Sell rubber ducks, each marked with their own numbers. Have a race down a local river and give a prize to the owner of the fastest duck!

**Hat Day**
With your administrator’s approval, host a fundraiser where students and staff at your school get to wear a hat in exchange for buying a ticket to Hat Day. You can also try this idea with something else (within reason) that’s usually not allowed, like PJs, jeans for teachers and staff, or dress down if your school has a uniform.

**Product-based Fundraisers**
Many schools have existing partnerships to sell various products like candles, desserts, flower bulbs, doughnuts, wrapping paper, popcorn, and even mattresses. Check to see if your school has done any of these fundraisers in the past and if your inspirED team can host a product-based fundraiser.

**Raffle**
Try a raffle for donated prizes, or even a 50/50 raffle (the winner gets half the money and your team gets the other half). All you need are some tickets!
Fundraising Ideas

Wish Day
Whatever students in your school wish they could do for a break from classes, ask your administrator to offer it for a price! If your school raises enough money, see if the principal will let students have their classes outside, have a school-wide snowball fight, decorate the outside of the building with chalk, or something else.

Host a Dance
School dances are a great way to make money! Find a student who will volunteer to DJ, ask some teachers to chaperone, pick a fun theme, reserve a space, and sell tickets and concessions.

Jar Guess
Put some countable object into a jar, like jelly beans, beads, or candies and charge people to guess how many there are. The person with the closest guess gets to keep the jar with all its contents!

Offer Your Skills
Organize an event where the inspirED team will perform tasks for the community like washing cars, wrapping presents, raking leaves, or weeding. You can even offer to make copies for teachers, decorate their doors, or help with deep cleaning classrooms.

Organize a Performance
Everyone loves talent shows, comedy shows, and karaoke! Host a performance at your school and sell tickets for students and their families. You could also host an athletic tournament between classes, or see if the faculty will play students in a sport and sell tickets for everyone to come watch.

Partner with Local Businesses
Many businesses offer fundraiser packages. Check to see if a restaurant, bowling alley, sports arena, or other business has a profit-sharing program for schools to fundraise.
Fundraising Ideas

Scratch Card Fundraisers
Your inspirED team can order fundraiser scratch cards and give them to as many students as possible. Each student takes their card and find supporters who will agree to scratch off a space and donate what the space says. Most cards have spaces ranging from a few cents to a few dollars. Students collect the money and turn it in with their cards.

Penny Wars
Get your school in the competitive spirit by sponsoring a Penny War. Each classroom places pennies into a container in their classroom, and the class with the most pennies wins – but that's not all! Students can sabotage other classes with silver coins and paper money - putting a nickel into another class's container would cancel five pennies, and putting $5 into another class's container would cancel 500 pennies. Ask your principal to buy the winning class a pizza party.

Pie in the Face
Students can nominate a few teachers or other faculty members to enter a pie in the face contest! After you make sure that each staff member agrees to participate, assign a container to each contestant and tell students they can “vote” for the person they want to see pied by putting money into their container. The contestant who raises the most money in their container gets pied in the face! This fundraiser also works with just one contestant who sets a dollar amount that must be raised before they will agree to being pied. It doesn't have to be pies either- the contestant(s) could dye their hair, wear their PJs for a day, or agree to another challenge that your inspirED team picks. Just be sure that everyone is enthusiastically agreeing to whatever the activity is.
Share Your Progress

It's important to keep your peers updated on the work you're doing with inspirED! Choose one or more of these ideas to keep everyone in the loop:

• Schedule a weekly or monthly update on your school's daily announcements.

• Ask your educator advocate to share regular updates with an administrator, or better yet, share with them yourselves!

• Visit homerooms or advisory classes to share your progress.

• Ask for a place on the agenda at faculty meetings to share with your teachers and school staff the exciting work you are doing.

• Ask for a place on the agenda at a school board meeting to share your hard work with board of education members.

• Write a summary for the school newsletter, social media or website. Don’t forget to tag us on social media, too!

Share your progress on social media by tagging @inspirEDYale!
Debrief
How do we move forward?

Why?
After you’ve completed your project, it’s time to reflect on the impact you’ve had. You’ll recognize yourselves and others for the hard work you’ve done, and gather feedback from your school community. All this will help you to identify what you’ve learned throughout the process and how you’ve developed as a leader.

What You'll Do
During this section, you’ll reflect on your project and analyze its strengths and challenges. You’ll also seek feedback from your school community to determine your impact. Additionally, you’ll recognize and celebrate your inspirED team’s hard work and begin the process of moving your inspirED work forward to the next project idea!

How You'll Do It

☐ Reflect on your accomplishments
  • Post-Project Discussion Guide
  • Reflect on Your Process
  • Reflect on Your Purpose
  • Reflect on Your Growth
  • Emotionally Intelligent Feedback

☐ Celebrate successes
  • What Counts as a Win?
  • Recognition and Celebration Ideas

☐ Gather feedback
  • inspirED Project Feedback Form
Post Project Discussion Guide

Congratulations, you did it! From setting up your inspirED team and hosting your first meeting to planning and executing a project, you’ve become a pro at addressing school climate. When you’ve wrapped up your inspirED project, gather your team and use this discussion guide to consider the impact of your work.

How It Went

• What made you take on this project? What areas of school climate and community did you think needed improvement?
• How did the project planning phase go? Were there any unexpected challenges or victories?
• If you were to repeat your inspirED project, what might you do differently?

Impact on Others

• Who were your “key people,” or the people that your inspirED team needed to get the job done?
• What do you think other students thought of your inspirED project? What impact did it have on your fellow students?
• What was the impact of your inspirED project on your entire school? Were you successful in addressing the areas of school climate that you had intended to improve?

Growth and Development

• How has your inspirED team grown or changed during this process?
• What skills have you and your teammates developed in completing this project? How might you talk about these skills when applying for college or jobs or requesting letters of recommendation?

Going Forward

• How can you keep your team’s momentum going and continue to improve school climate?
  • If you are Debriefing during the school year, how will you keep your group’s structure intact or make any changes? Would it help to recruit more people? Would everyone work on the same projects, or could smaller groups tackle individual projects?
  • If you are Debriefing at the end of the school year, how will you keep inspirED going next year? Is it time to elect next year’s officers, recruit younger students to participate, or plan for the beginning of the year?

• To finish your discussion, have each of your inspirED team members share one thing that they took away, learned, or enjoyed about your inspirED Project. Be sure to compliment your team members and educator advocate on their hard work. Finally, give yourself a pat on the back for a job very well done!

Don’t forget to share your final project on social media by tagging @inspirEDYale!
Reflect On Your Process

Make recommendations for your next project or next year. If it’s the end of the school year, make sure that you have a plan for your reflections to be transferred to next year’s team.

Things that went well:

Things that we could change or do differently:

Ideas for possible future projects:
Part of Debrief is to reflect on what brought you to inspirED and how you’ve grown and changed from your experience. Start by considering the prompts below and jotting notes about your personal progress. Revisit What’s My Why from the Launch section if you completed it.

IDEAS:
- Things that challenged me
- Skills I practiced or developed
- People who taught me something
- New experiences
- Things that didn’t go well
- Ways I addressed challenges
- How I helped and got help from others
- Ways I collaborated
- How this will influence what I do in the future
You might also consider summing up what you learned from this experience. Interviews, letters of recommendation, or other times when you want to discuss what you learned will be easier if you take time now to consider what you contributed to your team and what you learned. Try this activity. Describe what you did and why it had impact. Use the chart to organize your ideas, and then turn them into impact statements. See the example below.

**Example:**
As the president of my school’s inspirED team, I led our group by facilitating weekly meetings in order to improve relationships at my school.

**Your Turn!**
Emotionally Intelligent Feedback

One important aspect of asking for, receiving, and giving feedback is ensuring that the feedback is emotionally intelligent. Emotionally intelligent feedback takes into consideration how both people might feel in giving and receiving feedback and the emotional impact of the feedback. Consider the tips below.

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on what kinds of feedback is wanted and helpful.</strong> It’s okay to ask for the kind of feedback you want, or what kind of feedback would be most helpful to give.</td>
<td>“I know you’ve been working on trying to say “um” less when you talk. When you led the meeting today, I noticed…”</td>
</tr>
<tr>
<td><strong>Be timely with feedback.</strong> This works two ways. First, give feedback close to when something happens. Imagine hearing how you could have done better months later! Second, give critical feedback before something turns into a bigger issue. Don’t wait until you’re really frustrated to speak up.</td>
<td>“I have something I want to share with you now to prevent both of us from becoming frustrated. I want to talk to you about…”</td>
</tr>
<tr>
<td><strong>Balance being clear with being kind.</strong> If you try too hard to avoid upsetting the other person, you might sugarcoat your message and they’ll never know something’s wrong. However, if you fail to be kind, the other person can be so upset that they can’t process your message.</td>
<td>“This might be challenging to hear, but it’s important to me to be honest with you.”</td>
</tr>
<tr>
<td><strong>Remember the value of positive feedback.</strong> Positive feedback shows that you care about and value the other person. If you only ever offer negative feedback, you may seem unappreciative or like you’re cutting the other person down.</td>
<td>“I want to shout out your contribution to this project when you…”</td>
</tr>
<tr>
<td><strong>Be specific.</strong> Overly general feedback can sound vague or even accusatory. Talk about the specific things that the person did that were positive or need improvement.</td>
<td>“Yesterday, the ideas that you had were so helpful to our group because…”</td>
</tr>
<tr>
<td><strong>Ask for feedback on the feedback.</strong> In order to have a good cycle of productive feedback, it’s helpful to check in to see if the person found what you said helpful, if they were confused, or if they need more information.</td>
<td>“Was this feedback helpful to you? Do I need to be more clear about anything?”</td>
</tr>
</tbody>
</table>
What Counts as a Win?

What if our administrator didn't approve the project we wanted to do? What if our end result wasn't the way we imagined it? Success is more than perfectly planning and executing your first, biggest, boldest idea!

Reflect on Obstacles

You might need to consider...

- What obstacles did you face that we hadn't expected? How were you able to handle them when they arose?
- How did you know if your solutions to problems worked? What can you do if they didn't?
- How did you keep yourself up and running when things got tough, or when you felt less motivated than you do now? Who did you lean on to support you? What will you revisit to amp up your inspiration?

Consider Lessons Learned

Maybe you have to scale down the idea you wanted to do - that's okay. Say you didn't reach your goal of hosting a campus-wide school beautification day but you did successfully create, print, and post fliers to raise awareness about recycling and littering.

Maybe you also learned how to make a budget for your event and pulled together the materials you would need to host the event. Next year, you won’t have to start from scratch because you are already that much closer to your goal.

Keep an Eye on the Prize

If an obstacle gets in your way, work as a team to adjust and continue in the face of it. A win is anything you can do that improves your school and empowers students’ voices.

Celebrate Your Progress!

Big or small, the work of your inspirED team is important. You started to succeed the moment you started influencing your community for the better!

💡 TIP: WE'RE HERE TO HELP!

The team at inspirED is here to support you and cheer you on. Email us at inspired@yale.edu if you would like coaching.
Recognition and Celebration Ideas

Everyone likes to be recognized for their contributions and accomplishments. It shows people that their efforts are important to the goals and success of the whole inspirED team. At the end of the project cycle, take some time to celebrate and recognize the hard work of inspirED team members. Invite all team members, your educator advocate, and administrators and celebrate your success together. You deserve it! For a chance to be featured on our blog, email us as inspirED@yale.edu so we can share your story with other schools!

Here are some celebratory suggestions:

**A-Z Accomplishments**
Work as a group to brainstorm one thing for each letter of the alphabet that speaks to your team’s accomplishments for the past year. Write it on a big poster board and have everyone sign around the edges, and hold it up to pose for a team photo! You can post your team and all your accomplishments to Facebook, Instagram, or Twitter using @inspirEDYale! Be sure to tag us for a chance to be featured!

**Good Press**
Contact a local news outlet or your school newspaper and see if they will create a piece about your accomplishments this year! Ask if they are willing to interview team members, bring a photographer, and speak with your administrator.

**Paper Plate Awards**
Write and decorate a superlative or award on a paper plate! For example, you could give a teammate the award for “Perfect Attendance at Every Meeting” and decorate with check marks and 100% emojis. Your team could choose names from a hat for everyone to give someone else an award. Host a mini-ceremony where each award is announced and presented.
Recognition and Celebration Ideas

Pat on the Back
Help each other to tape pieces of construction paper or cardstock to the back of each team member’s shirt. Put on some background music, give everyone markers or pens, and spend some quiet time going around the room and writing on everyone’s paper. Focus on the positives—write a word or phrase that describes something you really respect about a team member, something about them that makes you feel grateful, or something that they did this year that was really impressive. Everyone gets to take their paper home as a keepsake! This also works with blank t-shirts and fabric markers.

Wall of Fame
This is similar to Pat on the Back but uses different materials. Have each team member stand in front of a whiteboard or chalkboard while the rest of the team writes around them. When the writers are done, photograph each member in front of their wall and give everyone a copy. This activity also works by writing names, hanging them on the wall or board, and having team members attach sticky notes around each name.

You can compile the photos into a collage or photo book as a mini-inspirED yearbook. You can post your collages on social media and tag @inspirEDYale.

Educator Advocate Thank You
After a year of support, your educator advocate deserves some recognition and thanks! Brainstorm ways to show your appreciation. Maybe you make a photo collage of the inspirED team that they can display in their classroom or office. Handwritten notes and cards are always appreciated and go a long way to show your gratitude.
inspirED Project Feedback Form

In addition to your team discussions, you might want to ask your school community how they think your project went.

Use the next page to gather feedback about the impact your project had.

- Add details at the top of the page like what your project was, when it happened, and what it was called.
- At the bottom, add information about how people can get more involved with inspirED.
- Make copies and distribute for feedback (see example below).

inspirED Project Feedback Form

Our project details:

We completed a poster campaign around our campus in October to help keep the grounds of our school clean.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This project benefitted me.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I think this project made our school a better place.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I hope inspirED does more projects like this in the future.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I would like to be part of future projects like this.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
**inspirED Project Feedback Form**

**Our project details:**

Please rate the extent to which you agree or disagree with each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This project benefitted me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I think this project made our school a better place.</td>
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<td>I would like to be part of future projects like this.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Want to get involved with our next inspirED endeavor? Here are the details:
Congratulations!

You have followed the inspirED Process and completed an inspirED project! You are on your way to creating a more positive climate for your community, and the entire inspirED staff is here to celebrate all of your successes! Please make sure you stay connected to our staff, and reach out for help whenever you need it throughout the process.

If you find yourself stuck, and want to connect with our staff at the Yale Center for Emotional Intelligence, please email us directly at inspirED@yale.edu. You have access to free coaching with our team!

You can connect with others around the country who are empowered to create change by following us on social media and joining our inspirED Innovators Facebook group.

Educators: You are your student’s biggest advocate, but sometimes you need to think through challenges or get inspired. You are also invited to contact us for coaching and we’d be happy to support you - just send an email to inspirED@yale.edu.

We have amazing opportunities throughout the year to celebrate your team, so be sure to share back early and often! To connect and be recognized by sharing your experience, you can reach out to us at inspirED@yale.edu.

Thank you for making a difference with inspirED!