



sustain WELL-BEING

I can develop practices to support my own well-being, embrace difference, and foster cultural awareness and sensitivity.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Nurture my identity	I can share what I like to do in my free time and why. I can share what I like about myself. I can ask questions about my family, community, or culture to learn more about myself.	I can share some things that are unique or special about me (e.g., interests, likes, dislikes, experiences). With guidance, I can explore an aspect of my identity. I can talk to someone who cares about me if I have negative feelings about myself (e.g., guilt, anger, shame, sadness, etc.) or feel like I don’t belong. With guidance, I can identify someone I admire (e.g., someone I know or learn about) that I feel connected and/or similar to and express why I admire them.	I can share aspects of my identity and give examples of how they are expressed in my life (e.g., <i>I’m an athlete, I love to spend time playing sports</i>). I can explore and express (e.g., share, celebrate, etc.) some aspects of my identity that I feel proud of and explain why these parts of me are important (e.g., <i>I’m proud that I speak two languages because it helps me communicate with people in the different communities I belong to</i>). I can talk to someone who cares about me if I’m feeling negatively about myself or that I don’t belong due to an aspect of my identity. I can identify a role model who shares a part of my identity and express why I am proud to feel connected to them.	I can explore and express the most central aspects of my identity that give me pride and reflect on how different aspects of my identity connect to one another and within my relationships (e.g., to others, the natural world, the past). I can recognize when I feel confused or negative about myself and discern when it is because of a stereotype or misinformation about my identity. With support, I can practice a response to an identity-based stereotype that considers timing, priority, and safety. I can find a role model who shares a part of my identity, express why I am proud to feel connected to them, and join identity-affirming spaces (e.g., affinity groups, religious spaces, etc.).	I can articulate and reflect upon the complexity of my intersectionality, how it is expressed in my life and relationships, and support others to do the same. I can examine a stereotype that relates to aspects of my identity and practice a repertoire of responses that consider timing, priority, safety, and support resources (e.g., institutional, legal, community). I can connect with a role model around shared identity and engage in identity-affirming spaces.	I can articulate and reflect upon the complexity of my intersectionality, how it is expressed in my life and relationships, and how different aspects of my identity have evolved over time. I can regularly honor, reflect on, and show pride in aspects of my identity, adapting practices as my needs, identities, and interests evolve over time. I can support others in their connection and pride to their identities and challenge systemic barriers that prevent people from expressing their identity fully. I can examine stereotypes that relate to aspects of my identity and counter them with truths about my life and experiences in a manner and medium that nurtures my identity. I can connect with a role model around shared identity and lead or co-lead identity-affirming spaces.
Build affirming life practices	I can identify people or activities that make me happy and/or that make me feel better when I am upset. I can talk about the things I want for my future. I can name people, things, and experiences I am thankful for.	I can share about activities, interests, and/or people in my life who bring me joy. I can share specific hopes and/or goals that I have for my future. I can notice and name people, things, experiences, and small moments/events I am thankful for.	I can choose activities, interests, and/or relationships that bring me joy and help me feel connected to myself, my community, my culture, and/or the natural world. I can set intentions for my well-being (e.g., physical, emotional, and/or social health) and take steps toward them. I can find reasons to feel thankful and can share that gratitude with others.	I can regularly participate in activities, interests, and/or relationships that bring me joy, affirm my identity, and/or help me feel connected to myself, my community, my culture, and/or the natural world. I can set intentions related to my well-being or an area of my life (e.g., spiritual, financial, academic, physical, creative) and take steps toward them, drawing on different sources of support (e.g., personal knowledge, mentors, cultural traditions/wisdom, social networks). I can practice gratitude and reflect on how it impacts my well-being and relationships.	I can build routines and practices to consistently prioritize activities, interests, and relationships that bring me joy, affirm my identity, and/or help me feel connected to myself, my community, my culture, and/or the natural world. I can set intentions and a plan for an area of my life I want to grow or nurture, and I can take steps toward them while drawing on existing sources of support or seeking new ones. I can pause to check in with myself about how well my priorities, commitments, and actions support my well-being. I can practice and reflect upon gratitude while also naming truths of personal hardship or struggle.	I can build and sustain routines and practices that help me consistently prioritize what brings me joy, affirms my identity, and/or helps me feel connected to myself, my community, my culture, and/or the natural world. I can set intentions and a plan for an area of my life I want to grow or nurture, and I can take steps toward them while drawing on existing sources of support or seeking new ones. I can develop a practice of mindfulness and reflection to determine how well my priorities and actions support my well-being, and I can make adjustments based on new insight. I can integrate a gratitude practice into my life without diminishing truths of personal hardship or struggle.
Build cultural intelligence	With guidance, I can share some practices, beliefs, and celebrations that are important to me and/or my community. With guidance, I can learn about practices, beliefs, and celebrations of communities and people who are different from me. With guidance, I can name and celebrate some of the differences between me and others.	I can participate in an event or experience that is important to me, my community, and/or to people from other communities. I can name similarities and differences between my culture/lived experiences and others I learn about or experience. I can share some ways that the differences between me and others are interesting or special.	I can participate in an event or experience that is culturally relevant and/or diverse and reflect on aspects that I appreciated. I can name similarities and differences between or among cultures/lived experiences I learn about or experience without making value judgments. With guidance, I can identify stereotypes and/or misinformation about people or groups and try out some ways to counteract them (e.g., check assumptions, verify facts, broaden sources or experiences, seek additional context).	I can participate in and reflect on an event or experience that is culturally relevant and/or diverse and choose ways to adapt my style of engagement and/or express my appreciation. I can ask open-ended questions to learn about cultures and lived experiences other than my own (e.g., traditions, norms, languages, rituals, values, arts) without making value judgments and helping others use a similar inquiry stance. I can recognize stereotypes that relate to aspects of social or cultural identity (mine or others’) and I can counter them with verifiable facts or evidence. I can identify one or more of my own implicit biases and practice some ways to counteract them.	I can participate in and reflect on both culturally relevant and diverse experiences and choose ways to adapt my style of engagement and/or express my appreciation. I can take initiative to learn about cultures and lived experiences other than my own without making value judgments and while helping others use a similar inquiry stance. I can disrupt stereotyping when I observe it happening by noting it and countering it with facts, evidence, or insights from history and/or my own lived experiences. I can reflect on my own implicit biases and how they are presenting in my interactions with others, and I can practice strategies to counteract them.	I can regularly seek out and engage in both culturally relevant and diverse experiences and choose responsive ways to adapt my style of engagement and/or express my appreciation. I can take initiative to learn about cultures and lived experiences other than my own without making value judgments or reductive comparisons and while helping others use a similar inquiry stance. I can disrupt stereotyping or explicit bias when I observe it happening by promptly noting it, naming the harm it causes, and countering it with facts, evidence, or insights from history and/or my own lived experiences. I can regularly reflect on my implicit biases, practice curiosity and courage in understanding their impact on others, and consistently use strategies to counteract them.
Connect to the natural world	With guidance, I can use my senses and name what I see, hear, feel, or smell in the natural world (e.g., soft leaves, loud birds). I can notice and name things from the natural world that I like or find beautiful. With guidance, I can help care for the natural world (e.g., watering plants, picking up litter).	I can use my senses and name what I see, hear, feel, or smell in the natural world. I can notice and name things from the natural world and share what makes them beautiful or special to me. I can help care for the natural world including plants, animals, and land. With guidance, I can share some ways that my nature-based actions (e.g., creating a garden, caring for animals) help both nature and myself.	I can use sensory experiences to see patterns (e.g., symmetry, cycles, etc.) and grow my understanding of the natural world. I can regularly notice things from the natural world, share what makes them beautiful or special to me, and identify how they make me feel. I can help care for the natural world and join activities, groups, or events to expand that effort within my communities. I can share how my nature-based actions help and/or harm both nature and myself.	I can seek out and reflect on sensory experiences to help me grow my knowledge and understanding of the natural world, experience and share nature’s stories, and notice how they affect my feelings and moods. I can seek out beauty and awe from the natural world and reflect on my emotional responses. I can take individual initiative to be a steward of the natural world, support and join collective environmental actions within my communities, and help educate others in taking care of the natural world. I can engage in behaviors and practices that show a reciprocal relationship with nature (e.g., restoring a habitat, helping plants grow) and identify ways that I’m balancing my needs with nature’s needs.	I can integrate sensory experiences from nature into my self-care routines and use them for continual learning and sharing. I can seek out beauty and awe from the natural world, reflect on my emotional responses, and use those experiences to find greater connection and humility. I can participate in, advocate for, and lead individual and collective responsibilities for environmental stewardship within my communities. I can engage in and advocate for individual and community behaviors that reflect a reciprocal relationship with nature.	I can integrate sensory experiences from nature into my self-care routines, use them for continual learning and sharing, and support others in developing their sensory connection to nature. I can integrate experiences of beauty and awe in the natural world into my ongoing self-care and spiritual practice. I can take individual and collective action for stewardship of the more-than-human world and organize and lead long-term environmental stewardship efforts that promote systemic change. I can engage in and teach others how to develop a reciprocal relationship with nature and advocate for systemic change that honors this relationship.