

Learning To Move Forward

A Social-Emotional Curriculum for
Reflection, Responsibility and Repair

Accountability
Student Workbook



Welcome to *Learning to Move Forward*

This workbook is all about you — your thoughts, your choices, your story.

You may have gone through some tough moments. Maybe you've made mistakes. Maybe you've been misunderstood. Maybe you're trying to change — or maybe you're just trying to figure out where to start.

That's okay.

This isn't about being perfect. This is about learning how to pause, think, reflect, and grow. Everyone messes up sometimes. What matters is what we do next.

Inside this workbook, you'll find:

- Short prompts to help you think about your actions and feelings
- Real stories of students learning to take responsibility
- Questions to help you build trust and make better choices
- Space for honest reflection — without judgment

There's no grade. No wrong answers. No pressure to share what you write (unless you want to).




This is your space.

This is your time to learn to move forward.

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Academic Instruction Benefits

Supports Common Core, SEL Benchmarks, and Trauma-Informed Teaching

Area	How the Curriculum Helps
Reading Comprehension	Students practice identifying main ideas, summarizing, and retelling through guided story discussions.
Text Evidence	Students cite specific actions, choices, and consequences from the stories to support their answers.
Character Analysis	Students explore internal motivations, decision-making, and emotional development of the story characters.
Perspective-Taking	Promotes empathy and critical thinking by asking students how they would feel or act in the same situation.
Written Expression	Students write journal entries, letters, reflections, and goal-setting responses tied to story themes.
Oral Language & Discussion	Provides structured opportunities for students to practice speaking clearly and respectfully in group settings.
Vocabulary Development	Introduces behavioral and emotional language (e.g., "accountability," "trigger," "response") in meaningful contexts.
Cross-Curricular Integration	Supports ELA, health, and character education through real-world connections.

Critical Thinking

Encourages problem-solving, cause-and-effect reasoning, and moral reasoning through open-ended prompts.

Social-Emotional, Behavioral, and Therapeutic Benefits

Aligned with CASEL SEL Framework + Trauma-Informed & Restorative Practices

Area	How the Curriculum Helps
Self-Awareness	Students reflect on their own actions, feelings, and triggers through relatable stories and structured journaling.
Self-Management	Builds coping strategies, goal-setting skills, and routines through challenges and accountability trackers.
Social Awareness	Encourages empathy by exploring how others feel in the story, especially after harm or conflict.
Relationship Skills	Promotes respectful communication, repair of harm, and healthy conflict resolution.
Responsible Decision-Making	Reinforces that actions have consequences and helps students analyze better choices.
Behavior Modification	Provides a structured, repeatable framework for recognizing, reflecting on, and changing negative behavior patterns.
Restorative Practices	Offers a framework for making amends and rebuilding trust (e.g., apologies, reflections, and restitution).
Trauma-Informed Care	Gives students a safe outlet to explore difficult feelings without shame or punishment.

**Counseling
Support**

Can be used by therapists, social workers, and behavior specialists as part of treatment plans or goal tracking.

**Goal-Oriented
Behavior**

Uses progress trackers, reward systems, and “next step” reflections to support measurable growth.





Sentence Starters for Reflection


Use these sentence starters when you're not sure how to begin writing or talking about what happened. These can help you explain your thoughts, actions, and feelings clearly.


1. **I chose to...**
Use this when you're describing a decision you made — whether it went well or not.
2. **I didn't mean to, but I...**
Use this if something happened by accident or you had good intentions but made a mistake.
3. **I knew it was wrong when...**
Use this when you realized something wasn't okay — even while you were doing it.
4. **I could have handled it better by...**
Use this to reflect on what you *could* have done differently.
5. **I made a mistake when I...**
Use this to own up to something you did, without blaming anyone else.
6. **I take responsibility for...**
Use this when you're ready to say what *your part* in the situation was.
7. **I realized that my actions...**
Use this when you're starting to understand how your choices affected someone or something.
8. **One thing I learned from this is...**
Use this to show growth — even if the situation was tough.
9. **Next time, I will try to...**
Use this to set a goal or make a plan for how you'll act differently in the future.
10. **I want to make things right by...**
Use this when you're thinking about how to fix a problem or make amends.
11. **I can tell someone is upset when...**
Use this to practice empathy — thinking about other people's feelings.


Getting Started Prompts


1.  What makes a character in a story (book, show, or movie) seem like a “good person”? What do they do or say that shows their character?

2.  Think of someone you respect. What do they do that makes you see them that way?

3.  If you could make your own classroom or group rules, what’s one rule you’d include? Why would that rule matter to you?

4.  If someone messes up and wants to earn back trust, what could they do to start repairing things?

5.  When someone stays calm during a tough moment, what does that look like? How can you tell they're staying in control?

6.  Imagine watching a video of a group of kids helping each other. What might you see them doing or saying?

Stories to Think About

Story 1: "The Dare"

Theme: Peer Pressure + Accountability

Jayden sat on the edge of the picnic table behind the school, surrounded by a few boys he didn't usually hang out with. One of them, Marcus, tossed a lighter from hand to hand. "Just one time," Marcus said, holding out a cigarette. "Come on, Jay. Don't be scared. Everybody's done it." Jayden hesitated. He saw Talia walking across the field and catch his eye—she gave a small shake of her head. But he didn't want to look soft. He lit the cigarette and took a drag, coughing immediately. The boys laughed and cheered, but Jayden just felt sick.

Later that afternoon, the assistant principal called Jayden into the office. Talia had reported the incident, worried for his safety. "I messed up," Jayden admitted before anyone even asked. "I didn't even want to do it—I just didn't want to be the only one who said no." Mr. Ramos, sitting in the corner of the office, nodded. "That's a big thing to admit. You took the first step by being honest. The next step is thinking about who you really want to be when no one's watching."

Jayden was suspended for a day. He texted Talia later that night: *"You were right. I just didn't want to feel left out. I'll do better next time."* She replied, *"We all mess up. Just don't let it change who you are."*

Debrief Questions – Story 1: "The Dare" (Peer Pressure)

1. What happened in the story?
2. What made Jayden go along with the cigarette even though he didn't want to?
3. How did Jayden show accountability afterward?
4. What role did Talia play in how the situation unfolded?
5. What does Mr. Ramos mean by, "Who you really want to be when no one's watching"?
6. How can standing up to peer pressure be a form of taking accountability for your future?

[illegible]

Short Scenario Rewrite Exercises

Story 1: *The Dare* (Peer Pressure)

What happened: Jayden gave in to peer pressure and smoked a cigarette even though he didn't want to.

Rewrite Prompt:

Rewrite this story so Jayden makes a different choice — one that stays true to what he wanted, even under pressure. How could he have said no and still kept his self-respect?

[illegible]