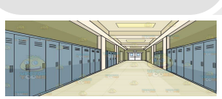
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St. Gabriel School

School Climate Matrix — Junior | *"Together We Make A Difference"*

RESPECT

I care for myself and our school


High Five During Activities


Organizing Coats & Cubbies

KINDNESS

Care, share, and support others


Helping a Peer Up Outdoors


Sitting Attentively on the Rug

PERSEVERANCE

Keep going, even when it's hard


Focused Task Work at Desk


Collaborating & Building Together

INCLUSION

Everyone feels safe to be themselves


Welcoming Friends to Play


Active Soccer Game Together

RESPECTFUL • KIND • PERSEVERANT • INCLUSIVE

St Gabriel Elementary School Climate Flowchart

Observe Problem Behaviour

Problem Solve with Student/s

Is behaviour MAJOR?

N

Yes

Minor Behaviour Response

Intervention Steps

- Regulate- Student might need a strategy before intervention- Breathe or Reset Walk
- Prompt – Reminder of value/expectation **(Matrix).**
- Reteach value/expectation

Behaviour stops

Give positive verbal/social acknowledgement

Behaviour continues

Apply Behaviour Options

Learning Spaces(Inform next staff member of prior intervention) (at least 2)

- Temporary removal from activity (not classroom)
- Alteration of activity
- Reset Walk

❒ **Restorative Talk (With the adult who started this process)**

(If behaviour doesn't improve)

❒ Reflection sheet & Contact Parents

School Yard

- Temporary removal from activity
- Alteration of activity
- **(If behaviour doesn't improve)**

❒ Walk with the adult/ restorative talk

Learning Spaces: The staff member who begins the reflection process finishes it. If needed, the teacher can call for support to oversee the class while completing this process.
School Yard: Notify the homeroom teacher if you had a restorative talk with a student.

All reflection sheets need to be photocopied and placed at the office in the student's file

When 2 or more reflection sheets are completed in one week, or when more than 4+ reflection sheets are completed in one month, the incidents become major.

Minor Teacher Managed

- **Inappropriate verbal language-** Low-level name-calling, teasing and accidental verbal outbursts.
- **Physical Aggression** – Throwing objects without intent. Scratching / Pinching /Pushing. Physical intimidation
- **Biting (K4 & K5).**
- **Disrespect**- Talking back, dismissive body language, yelling in learning spaces & refusing to follow directions.
- **Disruption** – Minor misbehaviour that stops learning. E.g- Calling Out, playing in the bathroom, running down the hall
- **Property misuse-** Small-scale infractions. Littering & writing on school property
- **Taking something without asking**.
- **Fibbing**
- **Late to class after recess & lunch**
- **Sexual gestures and noises**

Major Principal Managed

- **Intentional swearing /Abusive language/ profanity.**
- **Physical Violence**- Hitting, slapping, punching, kicking, fighting, biting, choking, spitting & throwing objects with intent.
- **Defiance-** Leaving the classroom or school property. Intentionally hiding.
- **Severe Disruption**- Shutdowns / Meltdown
- **Property damage**- Intentionally damaging school equipment, Graffiti & Vandalism
- **Misuse of personal and school technology**
- **Serious theft**
- **Harassment/ Threats / Racism / Bullying/ Cyberbullying**
- **Lying**
- **Actions considered against the law**
- **Self Harm**
- **Sexualized Behaviors**

When to use the Techs: To collaborate with the administration on major incidents, teach social skills (small groups and targeted classes), mediate, support transitions, and provide tools, strategies, and resources for teachers.

Important: If a student is involved in a major incident that requires removal, you can use Technicians or Administration.

We provide a safe, supportive, and non-judgmental space.

Major Behaviour Response

Administration/Technician

Technitions will triage the incident

- Restorative Mediation/ Review existing reflection sheets
- Restate expected behaviour
- Explain the next steps
- Admin logs intervention and incident
- Discuss with the teacher the next steps before reintegration
- Determine reintegration plan

- Inform parent(s)/ guardian(s)
- Provide teacher feedback

Monitor
If behaviour stops: give positive verbal / social acknowledgement.

If behaviour continues:

Administrator has a formal parent meeting (ad hoc meeting, integration meeting, etc

Significant on-going concerns will be referred to: Para-professionals, external agencies, community police officer & school board.

Response to ALL student problem behaviour should be: Calm, Consistent, Timely, Respectful, and Private

Remember: REGULATE, RELATE then REASON!

St Gabriel Personal Behavior Reflection Sheet (K & Cycle 1))

Student's Name:_____ Class _____

Date:_____ Time:_____ Location:_____

Circle the value(s) and expectation(s) you did not follow.

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Teacher's comment – Is further Action Required?

Circle - YES NO

_____

_____

_____

_____

Signed

Student: _____

Parent: _____

Teacher: _____

Principal: _____

Choices Think Sheet

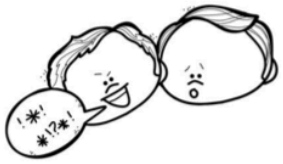
Name: _____

What wrong choice did you make?


Did not follow directions.


Hurt Someone's Body


Touched Things That Don't Belong to Me


Used Hurtful Words


Playing Instead of Working


Left My Space Without Permission


Being Unsafe


Talking Instead of Listening

What was happening BEFORE you made the choice?


I was angry.

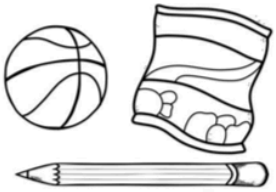

I was sad.


I was worried.


I wanted someone to give me attention.


I wanted to get away from someone or something.


I wanted to have fun.


I wanted to have something.

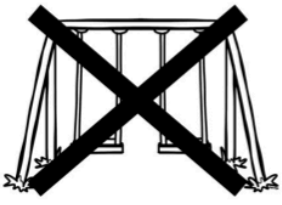

I didn't want to do my work.

This is how my choice hurt me:


I didn't get to learn as much.


I feel more upset now.


My classmates got upset with me.


I lost a privilege.

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This is how my choice hurt someone else:


It hurt their feelings.


It hurt their body.


They didn't get to learn as much.


They felt disrespected.

I can make it better. This is what I can do:



Apologize.


Do my work.


Clean up the mess.



Ask what I can do to make it better.

I can make better choices. Next time I will:


Ask an adult for help.


Take some deep breaths.


Keep my hands and feet to myself.


Focus on doing my work.


Follow directions.


Use kind and peaceful words.


Stay where I am supposed to.


Listen

This is why I want to make better choices:


People will want to be around me.


I will be proud of myself.


I will learn more.


Everyone will be safer.

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St Gabriel Personal Behavior Reflection Sheet (Cycle 2)

Student's Name:_____ Class _____

Date:_____ Time:_____ Location:_____

Circle the value(s) and expectation(s) you did not follow.

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Teacher's comment – Is further Action Required? Circle - YES NO

_____

_____

_____

_____

_____

_____

Signed

Student:

_____

__ Parent:

_____

___

Teacher:_____

_____Principal:_____

Choices Think Sheet

Name: _____ Date: _____

REASONS FOR MY CHOICE

How were you feeling?



What did you want?

WHAT CHOICE DID YOU MAKE?

CONSEQUENCES OF MY CHOICE

How are you feeling now?

How did your behavior hurt *others*?

How did your behavior hurt *you*?

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What are 2 ideas for ways you can fix this?



For example: clean up the mess you made, write a note of apology, return stolen items, etc.

1. To make this problem better, I could...

2. Or I could...

What will you do differently next time?

Next time, I will...

Why would a different choice be better?

I will make a better choice so that...

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St Gabriel Elementary Personal Behavior Reflection Sheet (Cycle 3)

Student's Name:_____ Class _____

Date:_____ Time:_____ Location:_____

Circle the value(s) and expectation(s) you did not follow.

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What happened?

What led to this happening?

What choices did you make?

I chose to _____

Who else was affected and how?

_____

_____

_____

How were you affected?

_____

_____

_____

What could you do to fix the situation?

_____

_____

_____

Teacher's comment – Is further Action Required? Circle - YES NO

_____

_____

_____

Signed

Student: _____ Parent: _____

Teacher: _____ Principal:_____

Restorative Questions I

When Things Go Wrong

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Restorative Questions II

When Someone Has Been Hurt

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

REAL JUSTICE ©

School Scenarios

Molly (grade 5 student) is shunning Julie (grade 5 student in the same class) because Julie doesn't want to wear matching clothes to show that they are best friends. Molly has now gathered another group of female friends who are also leaving Julie out. **(Who will play the TEACHER, VICTIM: JULIE and OFFENDERS: MOLLY and FRIENDS)**

John (grade 2 student) begins to tease Billy (also a grade 2 student). Max is also a grade 2 student who hears the teasing and comes up to John and pushes him away from Billy. **(Who will play the TEACHER, VICTIM: BILLY and OFFENDERS: JOHN and MAX)**

Carol (grade 6 student) has not contributed to a group assignment that she was to do collaboratively with Jennifer. The teacher has noticed Carol not doing very much of the work and confronted Jennifer at which point Jennifer shared that she has done all the work because Carol has refused to. **(Who will play the TEACHER, VICTIM: JENNIFER and OFFENDERS: CAROL)**

Greg (a grade 3 student) lives next door to Mark (a grade 6 student). Greg is aware that on the weekend Mark's dad was drunk and yelling at Mark's mom on the front lawn. Greg has gone to school and shared this information with a few other friends. Mark has found out that others in the school now know what happened at his home on the weekend. **(Who will play the TEACHER, VICTIM: MARK, OFFENDERS: GREG and Friends)**

Jenny has taken a number of different school supplies from her classroom. She takes pencils, paper and even technology. No one is sure what she is doing with all the supplies she takes, but a number of other students as well as teachers have caught her in action. One day, her teacher comes upon her putting a school iPad into her backpack. **(Who will play the TEACHER, VICTIM: Class student who has caught Jenny stealing and OFFENDERS: Jenny)**

The Restorative Circle Process

Everyone is to sit in a circle

Step 1 (Introduction)

- Facilitator says: *"Welcome and thank you for coming to the circle. As you all know my name is _____. I will be facilitating the circle today.*
- I would first like to underline the reason that we all agreed to be here today and that is: we, *all of us*, want to participate in a process that *can help repair the harm that has taken place.*
- To do this, our circle will be guided by the principles of (INSERT SCHOOL VALUES). As we agreed in the meetings prior to this circle, each person will be allowed time to tell how this incident has affected them and what steps can be created to repair what has happened.
- We will all have a few times to speak. To this end, we have all agreed to hear the voice of each member without interrupting them. The only person talking should be the person holding the (INSERT TYPE OF TALKING PIECE) – everyone else should be listening.
- I will now have each member of the circle introduce themselves with the talking ……."

Facilitator passes the …… to the person beside them. Everyone introduces themselves when the …….. is passed to them.

Step 2 (Offender and Victim only speaking here)

- Facilitator says: "Thank you everyone. Now that we know who everyone is, let's begin by sharing what has happened. The (TALKING PIECE) will now be passed around again for each of you to share how you are involved in *what happened; what you were thinking, feeling at the time the event took place; what has happened since the event occurred; who you have seen affected by this event; and anything else you would like to share.*
- We would **first like to hear from the people directly involved in the event**, and then we will hear from others. *Please remember that we are not here to cause any more harm and so we must speak respectfully toward each other and believe that we are all good people even if we have chosen to not do a good thing."*
- **ALWAYS START WITH THE OFFENDER FIRST & THEN THE VICTIM.**

The questions that each member is to think about and respond to can be printed on paper and placed on the floor in the middle of the circle.

The facilitator may need to remind members of the questions if not enough information has been provided; however, it is up to each individual how much they would like to share.

Step 3: (Others who have been impacted speak here)

Facilitator says: "We have had the opportunity to hear from everyone involved in the event and how the event has affected them. Now before looking at the steps that we can create to help repair the harm that has taken place, I would like to ask if anyone has anything else they would like to share to anyone in the group".

The facilitator passes the …… to anyone who expresses an interest in sharing.

Step 4: (Time to come up with ideas to repair the harm)

- Facilitator says: "Thank you all for sharing. Having heard from everyone here today, we will now take the time to hear how everyone can begin to create ways to help repair the harm that has taken place.
- **(Start with the victim first)** *We will start by hearing from those how have been harmed* by what has happened. *We would like you to share what you need to have happen to repair the harm or what you see yourself as being able to do to help repair the harm that has taken place."*

The …….. is passed to the person who seems to have been most harmed by the event, then to others harmed, and ends with those that have caused the harm. The facilitator should capture the ideas on a piece of paper for review later.

Step 5: (Review agreed strategy to repair the harm)

- Facilitator says: "Thank you all for sharing. Here is what I have heard about what needs to be done to repair the harm."
- Review the ideas collected and state them in an orderly way. "Is everyone pleased with these outcomes? Do they meet peoples' needs and demonstrate responsibility? Does anyone have any other ideas?"
- Pass the (TALKING PIECE) to anyone who has something else to share.
- "So this is what we have agreed to…. I now need everyone to sign what we have agreed to."
- Have everyone sign the list of actions created.
- "Thank you for being in the circle and helping to create good outcomes.
- Is there anything else anyone would like to share?" Pass the stone to anyone else who would like to share.

Step 6:

- Facilitator says: “In bringing the circle to a close, I will pass around the (TALKING PIECE) for each of you to make a closing comment if you would like.
- If you do not wish to make a comment, please just say ‘pass’ and pass the ……. to the person beside you.”
- Once the (TALKING PIECE) returns to the facilitator, he/she says “Thank you again for being in the circle.

Hacking School Discipline
Circle Prompts

The authors of *Hacking School Discipline* have compiled a list of circle prompts generated from their journeys to numerous schools throughout the United States. These prompts are great to build up your circles or to use as examples for your own classroom!

Additional resources:

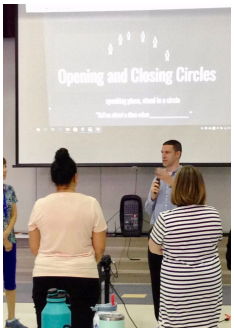
Facebook Group: Join us for book chats and connect with others all over the world about best practices in social-emotional learning, restorative practices, PBIS, mindfulness, growth mindset, and more!
Link: https://www.facebook.com/groups/HackingSchoolDiscipline/.

Twitter: Follow the authors of the book on Twitter @WeinsteinEdu and @NmaynardEdu. They regularly post helpful tips and tricks as well as interact with their followers. You can search the hashtag #HackingSchoolDiscipline to connect with others across the world!

BehaviorFlip: Schools can purchase the world's first and only restorative practices and PBIS behavior management system! This software was developed from scratch by the authors of Hacking School Discipline.

Link: https://behaviorflip.com/

Mailing List: Be the first to know about new blogs, book studies, articles, materials, professional development, and more! You will also receive tips and tricks from world-renowned experts in the field!
Link: https://bit.ly/2uqVO20 or visit
https://www.hackingschooldiscipline.com/



Professional Development: We provide professional development on restorative practices, MTSS models, trauma-informed practices, mindfulness, and more! Sample offerings are:

- In-person trainings for administrators and/or school staff
- In-person administrator and/or school staff cohort groups (ongoing)
- Virtual data and strategy meetings with BehaviorFlip

*Email sales@behaviorflip.com if interested!

Hacking School Discipline
Circle Prompts



1. What kind of animal do you relate to the most?
2. What meme do you relate to most?
3. What are you looking forward to the most today?
4. What is a win from today?
5. Use an emoji to describe your mood.
6. How would a friend describe you?
7. If you could have any superpower, what would it be?
8. If you could go anywhere, where would you go?
9. What are 3 traits you look for in a friend?
10. What color describes how you are feeling?
11. Share something that makes you happy.
12. What is something that you are good at?
13. Describe how you are feeling about _____ using weather terms (ex: sunny with clear skies).
14. What is something you are looking forward to?
15. What is something that scares you?
16. Talk about a time when a friend hurt you and how you handled it.
17. What do you want to be when you grow up?
18. What makes you feel loved?
19. What is your favorite candy? Optionally tell us a special memory while eating it.
20. What's your favorite season?
21. Talk about your best day.
22. Describe your favorite character from a book.
23. What's your star power?
24. What would be the best pet and why?
25. What is your favorite sport?
26. What sport that you have never tried would you like to try?
27. What is your favorite tradition?
28. Would you rather… (infinite possibilities). Ex: Would you rather be able to fly or be invisible? Ex: Would you rather play on the beach or in the snow?
29. What other language would you speak if you could?
30. What are your favorite pizza toppings?
31. What is your favorite ice cream?
32. If you were a zookeeper, which type of animal would you like to take care of?
33. What is your favorite part of the school day?

Hacking School Discipline
Circle Prompts

34. What Disney character are you most like?
35. If you were a teacher, what would you do the same or differently than what you've experienced as a student so far?
36. If you could change one thing about our school, what would it be?
37. What law would you make or change if you could?
38. I am an expert at _____.
39. What is something you want to be better at?
40. Favorite tv or movie character?
41. If a traffic light is yellow, should you slow down or speed up? Why?
42. If you had to eat one type of food for a week, what would it be?
43. Who do you admire?
44. What is your favorite thing to do at recess?
45. I work best when….
46. I sometimes feel jealous when…
47. I feel happy when…
48. I feel angry when…
49. Sharing is good because…
50. When do you feel lonely?
51. When have you been congratulated and how did it make you feel?
52. What song makes you happy?
53. What's your favorite word?
54. What's your favorite dessert?
55. What chores do you have?
56. What was the last thing you ate?
57. Talk about a time when you had fun at school.
58. What do you want to "be" today? Ex: A friend, leader, listener, etc.
59. Who was the funniest character that you've read about or seen in a show or movie?
60. Describe how you feel using a food item.
61. Talk about a time when you felt proud of yourself.
62. What makes you smile?
63. What type of animal best describes your mood today?
64. If you had a million dollars, what would you buy first?
65. Talk about a time when you gave up.
66. Talk about a time when you persevered.
67. What is the best advice you've ever received?

Hacking School Discipline
Circle Prompts

68. When I get stuck on a math problem, my next step is to…
69. How do you remember information best for tests?
70. What is your favorite subject?
71. What is your favorite store to visit in-person and/or visit online?
72. How do you deal with stress?
73. Favorite app?
74. What have you never tried that might surprise others?
75. What is your pet peeve?
76. What strategies do you use to manage your emotions?
77. Do you agree with the phrase “money can’t buy happiness?” Explain.
78. Is a glass half empty or half full?
79. Would you rather have $100 right now, or get $10 a week for 15 weeks?
80. What are your strategies for survival if zombies take over the world?
81. Would you rather be able to run fast or jump high?
82. What is one of the biggest issues facing kids/teenagers today?
83. What does it look like and feel like to be supported?
84. Where do you feel safest?
85. What is an activity, sport, or person that you feel is underrated?
86. What is something (appropriate) that no one knows about you?
87. What is the best fast food place?
88. What do you fear?
89. What jobs do you think will not be around when you enter the workforce?
90. What jobs do you think will exist in the future?
91. What skills do you think technology can’t replace?
92. What makes you feel pressured? How do you deal with it?
93. What frustrates you?
94. Should the toilet paper be placed to pull from the top or bottom?
95. What does freedom mean to you?
96. How do you make a decision?
97. What was a tough decision you had to make?
98. Are you a night or morning person?
99. What makes you sad?
100. What is mental toughness?
101. What is your opinion about social media?

Hacking School Discipline

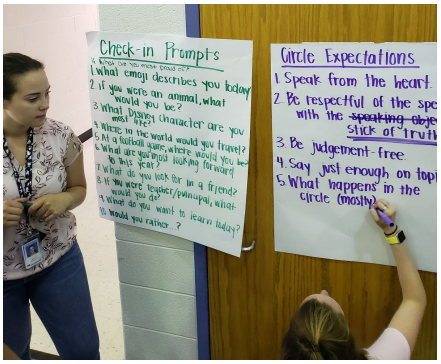
Circle Prompts

Do you have any additional prompt ideas? Please submit your ideas using this [Google Form] to add to our growing list!

Circle Expectations:

The following expectations were generated with educators across the country for circles. Pick and choose the ones that you like, or develop your own with students!

1. Listen and speak with your heart
2. Say just enough
3. Be present
4. This is a safe space
5. What is said in the circle stays in the circle
6. Only speak when you have the talking piece
7. Use active listening
8. Respect all ideas



Circle Questions

Overview

Research has shown that learning and teaching are *highly social experiences*. Building classroom communities that are safe and trusting environments for learning is essential for student learning. With **Community Circles**, educators can build trust, deepen relationships, and help people express feelings, needs and wants. The "circle" format enables equity, focus, connection, and inclusion between all participants. Circles are used for teaching social emotional skills, academics, conflict resolution, and more.

The questions included here are separated into low-risk, medium-risk, and high-risk questions designed to increase emotional awareness, deepen relationships, and build connections. *Start with the low-risk questions*. These contain less emotional risk for students and are great for initial community building. As the group develops trust, you can use the higher risk questions to "go deeper" and really get to know each other.

Tips to Get Started

- Explain what Circles are for, why you are doing them, and the goals for each Circle.
- Develop and teach behavioral expectations and norms (rules) for Circles to students.
- Reinforce expectations/group norms for behavior every time.
- Use a talking piece to help facilitate the Circle.
- Answer the Circle questions along with the students.

Tips for On-Going Success

- Be positive and energetic.
- Provide regular, on-going feedback – both nonverbal (smiles) and verbal (Thank you for sharing. Thank you for meeting our norms).
- Pre-correct and remind students of behavioral expectations and consequences.
- Seat students who are struggling next to you.
- Implement consequences for misbehavior. Have alternative activities available for students who need to leave the Circle and go to their seats.

GETTING ACQUAINTED: Low-Risk Community-Building Questions

The following questions are designed to have the lowest emotional risk for students. Use these questions exclusively in the beginning to build rapport and trust. As the group becomes experienced with Circles and trust is building, use the higher risk questions. Start each circle with low-risk questions to initiate Circles.

1. What is your favorite color?
2. What is your favorite flavor of ice cream?
3. What is your favorite game?
4. What is your favorite movie or TV show?
5. What do you want to be when you grow up?
6. If you could be any animal, what would you be?
7. What's your favorite subject in school?
8. What's your favorite season?
9. One thing I like to collect is . . .
10. My favorite weather is . . .
11. My favorite sport is . . .
12. When I am not at school, I like to . . .
13. Today I feel . . .
14. Sunshine makes me feel . . .
15. Rain and/or snow makes me feel . . .
16. Wind makes me feel . . .
17. What would you do if you had a million dollars?
18. If you were a superhero, who would you be and why?
19. If you could have one animal as a pet, what would it be?
20. If you could be any animal, what would you be?
21. What makes you smile?
22. What makes you cry?
23. What makes you scream?
24. What makes you laugh?
25. When I think of red, I think of . . .
26. When I think of blue, I think of . . .
27. When I think of yellow, I think of . . .
28. When I think of green, I think of . . .
29. If I were a famous actor/actress, I would . . .
30. If I were a famous athlete, I would . . .
31. If I were smarter, I would . . .
32. If I were older, I would . . .
33. When I am happy, I . . .
34. When I am sad, I . . .
35. When I am angry, I . . .
36. When I am scared, I . . .
37. When I am excited, I . . .
38. When I am stressed, I . . .

SCRATCHING THE SURFACE: Medium-Risk Community-Building Questions

The following questions provide a more in-depth opportunity to get to know each student. There is more emotional risk with these questions, as students begin to share more personal information. Please note that some questions could trigger students. Read through the questions before you use them and also start with low-risk questions first.

39. What does "respect" mean to you?
40. What gives you hope?
41. What touches your heart?
42. What do you like most about your life?
43. How would your best friend describe you?
44. What is your greatest hope for the future?
45. What is your greatest fear about the future?
46. What is your best quality?
47. Describe a time when you "made lemonade out of lemons."
48. Describe a time when you were an "upstander."
49. Describe a time when you demonstrated "grit."
50. Describe a time when you had a "growth mindset."
51. Pick a word to describe your future.
52. Pick a word to describe this week.
53. Pick a word to describe your greatest hope.
54. Pick a word to describe your greatest fear.
55. What is the best advice you've ever gotten?
56. What is one thing you like about yourself?
57. What is something you do that bothers others?
58. What is your favorite memory?
59. What one thing would you not give up, even for a million dollars?
60. What quality do you look for in a good friend?
61. What would you change about today?
62. What are three things that you do every day?
63. If you had three wishes, what would you wish for?
64. What inspires you?
65. When was the last time you tried something new?
66. What is your first memory?
67. What motivates you?
68. What is your biggest regret in life?
69. What bad habits do you most want to change?
70. What do you want most?

DIGGING DEEPER: High-Risk Community-Building Questions

The following questions contain the highest emotional risk to the student. These are great questions to get to know your students deeper. However, they should not be used until high levels of safety and trust have been established. As with all questions, these specific questions could trigger emotional trauma. Use only when you have deeper relationships with your students. Should a student talk about abuse, harming self or others or other reportable information, remember that educators are mandated reporters and will need to report that information.

71. What is one thing you would change in your life?
72. What is one thing you would like to change about the world?
73. What's the most important thing you can do in your personal life right now?
74. What are you most passionate about?
75. What "life lesson" have you learned the hard way?
76. What impact do you want to leave on the world?
77. When do you feel most lonely?
78. Do you think crying is a sign of weakness or a strength?
79. Describe a time when you lost control.
80. Describe a time when you were outside of your comfort zone.
81. Describe an experience of letting go of anger or resentment.
82. Describe an experience of feeling like you did not fit in.
83. Describe a time when you were in conflict with a family member.
84. Describe a time when a crisis or difficulty turned into something positive.
85. Describe a time when someone turned out to be very different from the negative opinion you had of them.
86. Describe your life 10 years from now.
87. If you could talk with anyone in the world, living or dead, who would you talk to?
88. What are your most important values?
89. If you gave a TED talk, what would your topic be?
90. If you could give a newborn one piece of advice, what would it be?
91. If you only had one year to live, what would you do?
92. What do you want to be remembered for at the end of your life?
93. If you looked into the heart of your enemy, what would you find?
94. Who would you most like to forgive?
95. What do you think stands between you and happiness?
96. What has life taught you recently?
97. What is your number 1 goal for the next 6 months?
98. What is your greatest fear?
99. What makes you, you?

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