

Courage Partner Reflection Sheet

Monthly Relationship-Building Practice Using the [SCARF Model](#)

#1 Courage Partner Identification

- Name or Initials:

#2 Self-Reflection (SCARF Model)

Reflect on your own experience and presence in the relationship.

SCARF Domain	Reflection Prompt	Your Notes
Status	Do I feel respected and valued in this partnership?	
Certainty	Do I know what to expect? Or do I feel uncertain?	
Autonomy	Do I feel choice and control—or am I reactive?	
Relatedness	Do I feel connected—or on the outside?	
Fairness	Do I perceive balance and justice in the interaction?	

#3 Perspective-Take: Their SCARF

Use empathy and curiosity to consider how your Courage Partner might be experiencing the relationship.

SCARF Domain	What they may be feeling or experiencing	How it might show up in their behavior
Status		
Certainty		
Autonomy		
Relatedness		
Fairness		

#4 Action Steps (three to five)

Plan bold, small moves to build trust and connection this month. Utilize the questions below to support.

1
2
3
4
5

Status

- ☐ Have I created a sense of belonging where the learner feels safe, seen, respected, and welcomed to bring their full and authentic self into all spaces?
- ☐ Are learning goals co-constructed, are they realistic and do I use praise often?
- ☐ Have I created co-constructed assessments or rubrics for scoring or offering feedback?
- ☐ Have I created opportunities for the learner to self-evaluate their work?

Certainty

- ☐ Have I created a level of predictability in our shared spaces and working relationship?
- ☐ Have I established routines, rituals, or systems that are consistent and predictable?
- ☐ Do I break down complex things into smaller, more attainable chunks?
- ☐ Do I front load/pre-teach or give the learner a sense of what is coming?

Autonomy

- ☐ Does the learner have a sense of ownership and control of their process/learning?
- ☐ Have I created spaces where personal agency is a skill that is taught and developed in community with others?
- ☐ Have I provided opportunities for shared decision making?
- ☐ Do I offer choice when possible or incorporate student directed learning opportunities?

Relatedness

- ☐ Is there an intentional focus on relationship building?
- ☐ How do I know that I have established relational trust?
- ☐ Do adults and learners have deeper discourse around issues of identity and culture?
- ☐ Is there intentional planning put into community building and teaming?

Fairness

- ☐ Do I create space for being open, honest, and transparent in decisions?
- ☐ Am I clear about objectives, process and operations of day-to-day happenings?
- ☐ Have I addressed harm directly and resolved it in a restorative and timely way?