



**Experience
Life's Possibilities**
CEL now proudly includes
THE NORA PROJECT

Program Menu

2026-2027



Introduction

We empower educators with training.

We engage students with curricula.

We build inclusive classrooms.

We are CEL's The Nora Project team.

CEL's The Nora Project promotes disability inclusion by empowering educators and engaging students and communities. We provide Disability Studies-informed social emotional learning curricula for grades PreK-high school, in addition to Professional Learning modules and live-virtual learning sessions for educators and community members, as part of the nonprofit CEL (Center for Enriched Living).

In welcoming all students as their full and authentic selves, and valuing and respecting everyone as an integral part of the learning community, CEL's The Nora Project supports the entire school community. Our programs and products are proven to help students improve empathy scores, develop relationships, and positively impact overall school culture.

Meet your Contacts



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Curricula Offerings

CEL's The Nora Project offers curricula that teaches students there is no such thing as "normal" and all ways of being are valuable. Our units introduce key concepts in 9-17 lesson units. Units can be used flexibly within class blocks and include implementation support for educators.

The Curricula Guide indicates the recommended grade level(s) for our 15 Foundational and Focus Units. The highlighted units comprise our PreK- Grade 9 comprehensive program track.

Curricula Guide

	PreK	K	1	2	3	4	5	6	7	8	9
Foundational Units											
Learning About Ourselves & Others	X										
Exploring Feelings		X									
Building Our Learning Community			X								
Embracing Empathy				X							
Celebrating Disability as Diversity					X						
Valuing Our Diversity						X	X				
Everyone Has a Story						X	X				
Intro to Disability Studies								X	X	X	
Challenging Stereotypes Through Literature									X	X	
STEMpathy (In your School)								X	X	X	X
STEMpathy (In your Community)										X	X
Focus Units											
Project Play		X	X	X	X	X					
D.E.A.R. Discussions	X	X	X	X	X						
AIM for an Inclusive Classroom					X	X	X	X			
Obstacles to Opportunities					X	X	X				

Curricula: Foundational Units

The following programs are aligned to our **Standards for Inclusive Schools**, a document that is intended as a roadmap for building inclusive schools where all students with and without disabilities are welcomed as their full and authentic selves, respected as integral parts of the community, and empowered to advocate for themselves and others. The Standards for Inclusive Schools are organized under domains **Diversity, Community, and Advocacy**.

Learning About Ourselves & Others

The Learning About Ourselves and Others unit will introduce students to key concepts, skills, and strategies as they navigate learning about and regulating feelings in community with others. This learning will support and promote friendship and empathy in learning spaces and throughout the broader community, as students get to know themselves and others.

- Outcome: Students will learn about feelings in themselves and others.
- Lessons: 13

Exploring Feelings

The Exploring Feelings unit focuses on teaching students how to identify and understand the feelings they experience each and every day. Students then take what they have learned about their own feelings and apply this knowledge to learning more about the feelings of others. “Tuning into feelings” in oneself and in others, considering others’ points of view, and demonstrating solidarity, are all important parts of developing emotional literacy and essential in future learnings about empathy. As with anything, students can grow and develop their brain to understand and show empathy.

- Outcome: Students will identify feelings in others, as they build empathy skills.
- Lessons: 11

Building Our Learning Community

The Building Our Learning Community unit focuses on teaching students how to put what they have learned about empathy into the context of real relationships. Students will examine their own friendships and relationships and begin to uncover what makes them feel supported, uplifted, and like they belong.

- Outcome: Students will use their empathy skills as they interact in community.
- Lessons: 12

Curricula: Foundational Units

Embracing Empathy

The Embracing Empathy unit will refine students' knowledge as it relates to concepts, skills, and strategies for examining their own feelings, exploring the concept of growth mindset, and developing an understanding of perspective as they move toward a recognition of the importance of empathy in relationships.

- Outcome: Students will establish a growth mindset.
- Lessons: 13

Celebrating Disability as Diversity

The Celebrating Disability as Diversity unit will help students refine their knowledge around key concepts, skills, and strategies as they are explicitly introduced to disability and the assumptions surrounding it. Students will be provided with a definition to help them demystify disability and understand ableism, as they engage in ongoing learning to understand disability as one aspect of human diversity.

- Outcome: Students will recognize disability as a form of human diversity.
- Lessons: 11

Valuing Our Diversity

The Valuing Our Diversity unit will develop or deepen students' understanding of disability and the assumptions surrounding it, as students' seek to answer three essential questions. This learning will support and promote identity pride for disabled students and provide factual representation of disability for all. Students will be provided with a definition to help them demystify disability and understand ableism, as they engage in ongoing learning to understand disability as one aspect of human diversity.

- Outcome: Students will celebrate the value in themselves and others.
- Lessons: 14

Everyone Has a Story

Co-authored by Storyteller, Kevin Kling, Everyone Has a Story will introduce students to key concepts, skills, and strategies to examine their identities, even, and especially, as they change over time. The lessons within this unit will teach students to nurture self love and empower them to articulate their experiences and perspectives in any number of different ways, to forge connections with others and impact positive social change. We offer students a chance to play with storytelling through different mediums and activities, and introduce them to the work of a group of storytellers.

- Outcome: Students will establish themselves as storytellers, exploring identities and the power of positive social change.
- Lessons: 10

Curricula: Foundational Units

Intro to Disability Studies

The Intro to Disability Studies unit takes a deep dive into disability history. Students will learn about disability as a form of human diversity, how to be an aspiring ally, and how to be an includer. This learning will continue promoting identity pride for disabled students and provide factual history of disability for all.

- Outcome: Students will establish themselves as aspiring allies and advocates.
- Lessons: 9



NEW!

Challenging Stereotypes Through Literature

The Challenging Stereotypes Through Literature unit delves into two literary genres. Through reading and comparative analysis, students will learn about disability, analyze narrator perspectives, debunk stereotypes, and determine the impact of word choices on others. This learning will lead students to compare two disability-centered texts, while fostering empathy and the awareness of differing lived experiences.

- Outcome: Students will distinguish between the effectiveness of disabled lived experience versus other experiences in authorship.
- Number of weeks: 9 (*five lessons per week*)

STEMpathy- In your School

Using the Engineering Design Process and applying what they learn about disability studies and ableism, students work together in an inclusive club or classroom setting and take on a project that will make their school more inclusive from a physical, social or cultural standpoint.

- Outcome: Students will make their school more inclusive from a physical, social or cultural standpoint.
- Lessons: 17 (referred to as goals rather than lessons)

STEMpathy- In your Community

Using the Engineering Design Process and applying what they learned about disability studies and ableism in school, students now work together throughout their local community and take on a project that will make the greater society more inclusive from a physical, social or cultural standpoint.

- Outcome: Students will make their community more inclusive from a physical, social or cultural standpoint.
- Lessons: 17 (referred to as goals rather than lessons)

Curricula: Focus Units

CEL's The Nora Project's Focus Units introduce key concepts in units that can be used flexibly throughout the school year and are complementary to existing SEL programming. Available Focus Units include:

Project Play

This program, designed for a setting structured around recreation and play, engages children ages 6-12 in learning about friendship, emotional regulation, empathy, and diversity. Project Play is a perfect fit for a camp setting or child care program, or a supplement to extracurricular activities. This unit contains 10 lessons featuring fun activities that teach skills and build community.

D.E.A.R. Discussions

Designed for students in grades PreK-3, this series of lessons is based around a "Drop Everything and Read" (D.E.A.R.) format. It addresses emotional literacy and regulation, empathy skills, and celebrating disability as a form of human diversity. This unit contains 10 lessons for 10 picture books by diverse authors featuring a broad array of characters.

AIM for an Inclusive Classroom

Designed for students in grades 3-5, this unit provides essential instruction in empathy and friendship skills. Students explore how to manage their own emotions, how to demonstrate empathy toward others, and how to be a good friend to everyone. This unit contains 9 lessons which introduce students to a variety of strategies that promote inclusive practices.

NEW!

Obstacles to Opportunities

Created for students in grades 3-5, this unit explores the lives and careers of some of the influential disabled activists, artists, thinkers, and athletes whose stories are showcased in *I Am Not A Label*. Through reading and activities, students will learn about disability as diversity, evolve their language, and understand how stereotypes around disability can impact access for themselves and others. Over 11 lessons, this learning will lead students to engage in a research project, while fostering empathy and a deep understanding of different support needs.

Professional Learning: Live-Virtual Learning Sessions

CEL's The Nora Project offers professional learning sessions to support educators in learning and effectively teaching about ableism, disability history, and advocacy.

Disability 101

This 60-minute session provides the training that school leaders and staff need to build inclusive communities where all students feel a strong sense of belonging. Through a live-virtual presentation and conversation, attendees learn about disability as diversity and how to be an advocate for inclusion and positive social change in their building and district.

Disability 201

Building on the concepts introduced in Disability 101, this 60-minute session dives deeper into strategies for promoting disability as diversity. Through learning and discussion around policies, supportive practices and actions, attendees will be empowered with the tools to advance ongoing work.

Raising Kids Who Include

This 60-minute session is for anyone in a child's "village," who contributes to their growth and development. Raising Kids Who Include is designed to provide practical, actionable advice and strategies for supporting kids as they develop the beliefs and skills needed to meaningfully include and be included.

Standards for Inclusive Schools: Diving into Diversity

This 60-minute session is designed to dive into this particular domain of the Standards for Inclusive Schools. Attendees will reflect on their own backgrounds, experiences, and beliefs and the ones that impact the ways students show up at school – and how their beliefs and biases affect their interactions with students and dynamics in the classroom.

Standards for Inclusive Schools: Creating Community

This 60-minute session is designed to explore this particular domain of the Standards for Inclusive Schools. Attendees will discuss the ways they can more readily anticipate and support the needs of students, in order to build community where everyone can thrive. Through this, attendees will focus on ways to center relationships and foster cultures of respect, support, and inclusion.

Standards for Inclusive Schools: Advocacy in Action

This 60-minute session is designed to delve into this particular domain of the Standards for Inclusive Schools. It gives attendees the opportunity to understand and reflect on engaging in advocacy for positive social change while centering the experiences of marginalized groups most impacted by existing systems of education.

Professional Learning: Virtual Modules

CEL's The Nora Project offers professional learning sessions to support educators in learning and effectively teaching about ableism, disability history, and advocacy.

Sniffing Out Ableism

In this 50-minute watch and reflect module, Jordyn Zimmerman and Bri Guerra, two nonspeaking advocates, lead participants in reflection and conversation around examples and nonexamples of ableism, providing suggestions and strategies for creating a more equitable and inclusive culture.

Meaningful Inclusion

In this 60-minute watch and reflect module, Dr. Jen Newton leads a module discussing implicit bias, privilege, and other topics critical to the pursuit of meaningful inclusion in your school and community. Participants will have opportunities to learn and reflect on their own practice. Additional resources on these topics are available. (Part 1 of 3)

Presuming Competence in Action

In this 30-minute watch and reflect module, Dr. Jen Newton addresses the concepts of inclusion as belonging, what barriers exist that hold us back from true belonging, presuming competence, and how all of these concepts play into the way the law dictates students be educated in the Least Restrictive Environment. (Part 2 of 3)

The Anti-Ableist Classroom

In this 45-minute watch and reflect module, Dr. Jen Newton presents on ableism and anti-ableism, discusses how truly inclusive classroom environments can be supportive of all students, and examines common educational structures that are labeled inclusive, but are often not. (Part 3 of 3)

Base Pricing & District Pricing

Base Pricing

Curricula Units

\$650 per unit
(per school)

- Foundational Units
- Focus Units

Live Virtual Professional Learning

\$1,500 per session

- Up to 250 Educators
- Flexible delivery

Professional Learning: Virtual Modules

Total Educator Users	Single Course	All Four Courses
1	\$75	\$300
Small Group (4-10)	\$250	\$1000
School-wide access	\$1000	\$4000

District Curricula Volume Discounts

To increase your impact, we offer **volume discounts for districts** who purchase curricula across multiple schools.

2 Schools

10% OFF

\$585
(per unit)

3+ Schools

15% OFF

\$550
(per unit)

School-Wide Packages

Building the Foundation

- 1 Curricula Unit
- 1 Live-Virtual Session

~~\$2,150~~

\$1,950 ★

Great for getting started

Creating Changemakers

- 3 Curricula Units
- 2 Live-Virtual Sessions

~~\$4,950~~

\$4,350 ★

MOST POPULAR
For Multi-Grade Implementation

School Wide Impact

- 8 Curricula Units
- 4 Live-Virtual Sessions

~~\$11,200~~

\$9,550 ★

BEST VALUE
Maximum School-Wide Impact

Curricula

- 3 Curricular Units of your choosing

~~\$1,950~~

\$1,750 ★

Professional Learning

- 2 Live-Virtual Sessions of your choosing

~~\$3,000~~

\$2,700

★ Includes added-value item. Ask us for more information!