

Scope & Sequence

9th Grade

Belonging:

How can we create a place where everyone feels like they belong?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. Connecting with peers and building friendships and relationships are important for our sense of belonging and can lay a good foundation for creating a sense of safety and community in our classroom.

S3: Building Community

This is the 2nd of 2 sessions about building community through connecting with peers and beginning to build friendships and relationships that are important for our sense of belonging and can lay a good foundation for creating a sense of safety and community in the classroom.

S4: Developing Community Agreements

This session is designed to develop Community Agreements. This process is meant to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are designed to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Normalizing 9th Grade Worries (Belonging)

This is the 1st of 2 sessions that utilize videos that bring student voices forward with the goal of helping quell worries our students might have at the beginning of middle school. This session focuses on Belonging.

S6: Understanding Values

This is the 1st of 3 sessions related to values. Thinking about and identifying personal values we feel are important can help us make good decisions and can guide our actions in positive directions. This session opens up the conversation about our To Do List and our “To Be List.” Importantly, this session introduces the To Be List process - a way to put our values (and the session content) into action. After this session, nearly all sessions will include the To Be List process. Remember: These challenges are invitations, not demands! The power is in the conversation.

S7: Clarifying Values

This is the 2nd of 3 sessions exploring values. In this session we will think about various personal values we might hold and how hard or easy they are to put into action. It is the first time that we will experience the full To Be List process: 1st, reflect on the previous To Be List challenge, and 2nd, introduce the new challenge (both parts include some discussion). Remember: To Be List challenges are invitations, not demands! The power is in the conversation.

S8: Practicing Values

This is the 3rd of 3 sessions related to clarifying our personal values. This session brings the 3 sessions together with a focus on each of us developing a clear set of 3 values that we will work to put into practice.

Scope & Sequence

9th Grade

Belonging:

How can we create a place where everyone feels like they belong?

S9: Normalizing 9th Grade Worries (Test Taking)

This is the 2nd of 2 sessions that utilize videos that bring student voices forward with the goal of helping quell worries our students might have about taking tests at the beginning of middle school. This session is focused on taking tests.

S10: Coping with Stress

This session is focused on stress. High school students often report stress as one of their main challenges. In this session we learn some basic ways to think about, approach and manage stress.

S11: Practicing Perspective-Taking

This session introduces the topic of perspective-taking, which is important for building relationships, resolving conflicts, and putting empathy into action. A perspective-taking challenge we explore in this session is understanding the experience of people whose lives and backgrounds may differ from our own.

S12: Understanding Social Support

This is the 1st of 3 sessions focused on social support. A powerful way we can all cope with challenges in life is through getting support from others. However, social support can backfire if we only focus on the person's problems and difficult emotions. This session we reflect on and learn about ways to ensure that the support we provide to others is truly helpful.

S13: Developing Supportive Friendships

This is the 2nd of 3 sessions focused on social support. A powerful way we can all cope with challenges in life is through getting support from others. In this session we focus on ways to ask others for, and overcome barriers to seeking, social support.

S14: Practicing Social Support

This is the 3rd of 3 sessions focused on social support. A powerful way we can all cope with challenges in life is through getting support from others. We are often better at giving advice to others than to ourselves. This session we harness that through identifying things we could use support for in different times in our lives and giving good advice and support to ourselves.

S15: Strengthening Empathy with Perspective-Taking

This session we revisit perspective-taking. This session we explore our own and others' opinions to broaden our understanding of ways we are both alike and different.

S16: Connecting Values & Friendship

This is the 1st of 3 sessions on values. In this session we explore our values through reflecting on influential people in our lives and the values they demonstrate.

S17: Giving Support to Friends

This is the 2nd of 3 sessions on values. In this session, we work to combine our personal values with what we have learned about social support to think further about ways we can support each other.

S18: Staying True to Your Values

This is the 3rd of 3 session on values. In this session we reflect on ways we may often fail to put our values into action to help us identify ways to focus on living our values more strongly.

Scope & Sequence

9th Grade

Belonging:

How can we create a place where everyone feels like they belong?

S19: Belonging in Action: Planning

This is the 1st of 3 sessions where we will work together in the same group to come up with ideas for our fellow students on how to put into practice our personal To Be words we have worked on identifying in previous sessions this year. In this session we form our groups, choose a To Be list word, define it and explain why it's important.

S20: Belonging in Action: Developing

This is the 2nd of 3 sessions where we will work together in the same group to come up with ideas for our fellow students on how to put into practice personal To Be words we have worked on identifying in previous sessions this year. In this session, we will come up with examples in our groups of ways To Be our chosen words and turn those into challenges to encourage other students.

S21: Belonging in Action: Executing

This is the 3rd of 3 sessions where we will work together in the same group to come up with ideas for our fellow students on how to put into practice our personal To Be words we have worked on identifying in previous sessions this year. In this session, we all get to present our work over the last two sessions to the class.

S22: Developing Goals

In this session, we utilize reflecting on our pasts to help us form goals for our futures

S23: Reflecting on the Year

This is the 1st of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have each done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

S24: Reflecting on the Year

This is the 2nd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have each done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

S25: Reflecting on the Year

This is the 3rd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for students to cement the learning we have done this year. During this process, students will identify what was most valuable, what they used or benefitted from, and what they'll keep trying to use

Scope & Sequence

10th Grade

Well-being:

How can I cultivate well-being in my life and the lives of others?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. The goal is to begin to develop relationships and start creating a sense of safety and community in our classroom.

S3: Building Community

This is the 2nd of 2 sessions about community building. It is focused on getting to know each other better by finding things we have in common. In the virtual version, there is an interactive scavenger hunt.

S4: Developing Community Agreements

This session is designed to develop Community Agreements. This process is meant to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are designed to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Understanding Mental Health

This is the 1st of 2 sessions about mental health and well-being. An important message of these sessions is that good mental health is more than the absence of mental illness. Well-being is possible even when struggling with mental health challenges. Working to boost our own and others’ well-being improves our lives even in the midst of mental health struggles and makes us less likely to suffer mental illness in the future.

S6: Understanding Well-Being

This is the 2nd of 2 sessions about mental health and well-being. Well-being is important even when we struggle with mental health challenges and increasing our well-being helps us thrive. In this session, we focus on understanding the different elements of well-being.

S7: Connecting Values & Well-Being

This is the 1st of 3 sessions related to values. This session opens up the conversation about our To Do List and our “To Be List.” Importantly, this session introduces the To Be List process - a way to put our values (and the session content) into action. After this session, nearly all sessions will include the To Be List process. Remember: These challenges are invitations, not demands! The power is in the conversation.

S8: Clarifying Values & Well-Being

This is the 2nd in a series of 3 sessions about “To Be Lists.” The concept was introduced last session. This session focuses on attaching the elements of well-being to our lists. As a reminder, the 3 elements of well-being are Mental, Social, and Emotional. Student feedback suggested we don’t over-define these elements.

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10th Grade

Well-being:

How can I cultivate well-being in my life and the lives of others?

S9: Practicing Values & Well-Being

This is the 3rd of 3 sessions related to "To Be Lists." In this session, we will continue to work on connecting our personal well-being ideas to our To Be lists and how we can get better at putting them into action.

S10: Setting Well-Being Goals

In this session, we continue to focus on putting our To Be lists into action by framing them into goals. We will work to make accomplishing those goals more likely by thinking of barriers we will encounter and ways we might overcome them.

S11: Building Well-Being Habits

In this session, we will continue discussing how to turn items on our To Be Lists into actions. One way that's proven to help us accomplish goals is through working to create goal-related habits. Today we work on a proven strategy called Habit Stacking where we connect the habit we want to make to one we already have to provide a good cue for us to engage in the new habit.

S12: Identifying Obstacles to Well-Being

This session focuses on well-being by raising awareness of messages we get from social media and society that can get in the way of our well-being, and practicing ways to counter them.

S13: Staying True to Our Goals

In this session we continue to focus on our well-being. The goal is to discuss solutions for how to handle common obstacles that are within our control which get in the way of our goals.

S14: Understanding Stress

This is the 1st of 2 sessions on Stress Coping. The goal is to discuss what we can control versus what we cannot control during stressful times (and what it means to manage that stress).

S15: Coping with Stress

This is the 2nd of 2 sessions on Stress Coping. The goal is to understand the difference between solving versus coping with stressors (and to discuss well-being practices that can help).

S16: Promoting Well-Being: Brainstorming

This is the 1st of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session, we form our groups, pick a specific type of well-being we want to focus on, and come up with an initial plan for how we will share our message with our peers.

S17: Promoting Well-Being: Planning

This is the 2nd of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session, we work in our groups to come up with a draft of the product we will produce and share with our peers.

S18: Promoting Well-Being: Developing

This is the 3rd of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session we share our ideas with other groups, get feedback and improve our products.

Scope & Sequence

10th Grade

Well-being:

How can I cultivate well-being in my life and the lives of others?

S19: Promoting Well-Being: Executing

This is the 4th of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session we present our final products to the rest of the class and take action to get them out to our peers.

S20: Promoting Well-Being: Evaluating

This is the 5th of 5 sessions where we will work together in the same group to come up with a plan to promote well-being among students at our school. In this session, we all work to examine our products and identify what we think was most effective and what we might have done better. Finally, we celebrate our successes.

S21: Creating Well-Being Habits

In this session, we reflect on To Be words we've worked on this year and come up with doable actions we can take to move us towards becoming more like those words.

S22: Improving Well-Being Habits

In this session, we work on coming up with ways to help ourselves be more like the To Be words we chose last session.

S23: Reflecting on the Year

This is the 1st of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning they have done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

S24: Reflecting on the Year

This is the 2nd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning they have done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

S25: Reflecting on the Year

This is the 3rd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning they have done this year. During this process, we will identify what was most valuable, what we used or benefitted from, and what we'll keep trying to use.

Scope & Sequence

11th Grade

Engagement:

What can I do to fully engage in my life now that prepares me for a meaningful life after high school?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. The goal is to begin to develop relationships and start creating a sense of safety and community in our classroom.

S3: Building Community

This is the 2nd of 2 sessions in our community building series. It is focused on discussing, in groups, ways to make school more engaging. In the virtual version, there is an interactive scavenger hunt.

S4: Developing Community Agreements

This session is designed to develop Community Agreements. This process is meant to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are designed to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Clarifying Values to Increase Engagement

This is the 1st of 2 sessions related to values. In this session we will explore how actions can reflect values. This session opens up the conversation about our To Do List and our “To Be List.” Importantly, this session introduces the To Be List process - a way to put our values (and the session content) into action. After this session, nearly all sessions will include the To Be List process. Remember: These challenges are invitations, not demands! The power is in the conversation.

S6: Practicing Values to Increase Engagement

This is the 2nd of 2 sessions focused on thinking about our values. In this session we share ideas with each other about how to put values into practice. It is the first time that we will experience the full To Be List process: 1st, reflect on the previous To Be List challenge, and 2nd, introduce the new challenge (both parts include some discussion). Remember: To Be List challenges are invitations, not demands! The power is in the conversation.

S7: Understanding Well-Being

This is the 1st of 2 sessions about mental health and well-being. The goal of these sessions is to for us to learn about mental health, normalize talking about the topic, and gain a greater understanding that we can work to improve well-being for ourselves and others.

S8: Examining Mental Health Myths

This is the 2nd of 2 sessions about mental health and well-being. In this session, we examine common myths about happiness that can negatively impact our mental health. Discussing and critiquing these myths helps us manage during times we are unhappy and stay focused on ways to improve our well-being.

Scope & Sequence

11th Grade

Engagement:

What can I do to fully engage in my life now that prepares me for a meaningful life after high school?

S9: Understanding Ourselves

This is the 1st of 4 sessions on Exploring & Sharing Stories that create a foundation for a block of sessions where we all work in teams to identify, analyze and create solutions for barriers to creating more belonging in our school. In this session, we begin this process by looking at ourselves and reflecting and sharing how we see ourselves and how others see us.

S10: Hearing Others' Stories

This is the 2nd of 4 sessions on Exploring & Sharing Stories that create a foundation for a block of sessions where we all work in teams to identify, analyze and create solutions for barriers to creating more belonging in our school. In this session, we turn to thinking about others and work to try to understand their stories.

S11: Connecting Through Story

This is the 3rd of 4 sessions on Exploring & Sharing Stories that create a foundation for a block of sessions where we all work in teams to identify, analyze and create solutions for barriers to creating more belonging in our school. In this session, we bridge exploring ourselves and others by sharing important things about ourselves with each other.

S12: Reflecting on Our Stories

This is the 4th of 4 sessions on Exploring & Sharing Stories that create a foundation for a block of sessions where we all work in teams to identify, analyze and create solutions for barriers to creating more belonging in our school. In this session, we take stock and reflect together on what we've learned over the last several sessions.

S13: Assessing Individual Barriers to Belonging

This is the 1st of 3 sessions on identifying Barriers to Belonging. The goal is to reflect on commonly heard advice about things that might help us increase our sense of belonging in high school and how well they do or don't apply to students.

S14: Assessing School Barriers to Belonging

This is the 2nd of 3 sessions on identifying Barriers to Belonging. The goal is to begin identifying school-wide barriers to belonging. We will have the opportunity to share some meaningful and challenging feedback today. Try to remember the Community Agreements if there are feelings of frustration, taking something personally, or not understanding a different perspective.

S15: Clarifying School Barriers to Belonging

This is the 3rd of 3 sessions on identifying Barriers to Belonging. The goal is to normalize asking for support by reflecting on other student's stories.

S16: Addressing Barriers to Belonging: Brainstorming

This is the 1st of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session we get into our groups, choose an aspect of Belonging we want to address, and draft our plan.

S17: Addressing Barriers to Belonging: Planning

This is the 2nd of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session, we continue to work on our plan to increase belonging at our school - we will critique and improve it.

Scope & Sequence

11th Grade

Engagement:

What can I do to fully engage in my life now that prepares me for a meaningful life after high school?

S18: Addressing Barriers to Belonging: Presenting

This is the 3rd of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session, we share our plans with other groups and give each other feedback.

S19: Addressing Barriers to Belonging: Executing

This is the 4th of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session, we work on revising and finalizing our plans.

S20: Addressing Barriers to Belonging: Evaluating

This is the 5th of 5 sessions where we will work together in the same group to explore and come up with solutions to barriers students face to having a sense of belonging at our school. In this session, we present our final plans to each other, finalize any last-minute changes and make a solid plan for getting our work out to our peers.

S21: Developing Habits for Belonging

In this session, we focus on a 4 stage model of skill development. We reflect on To Be words that are important to us and work to connect them with the skill development progression.

S22: Improving Well-Being Habits

In this session, we focus on identifying things we want to try to do less often in order to make room for things we have decided are more important. We all choose something to stop doing that we commonly do and something to add to our daily routines that we think is more important.

S23: Reflecting on the Year

This is the 1st of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for us to cement the learning we have done this year. In this session, we will reflect on things we've learned and share them with others.

S24: Reflecting on the Year

This is the 2nd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for students to cement the learning they have done this year. In this session, we will take that knowledge and put it, along with our hopes, into a letter for ourselves to read at the time of high school graduation.

S25: Reflecting on the Year

This is the 3rd of 3 sessions focused on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for students to cement the learning they have done this year. In this session, we will reflect and share something we learned this year that was meaningful to us.

Scope & Sequence

12th Grade

Leadership:

How can we work to build a better world through personal influence and effective teamwork?

S1: Welcome

Welcome to Session 1! This session helps set the stage for the “What”, the “How”, and the “Why” for this year. It helps create clarity for both the educator and students that sets the program up for success.

S2: Building Connections

This is the 1st of 2 sessions about building community. The goal is to begin to develop relationships and start creating a sense of safety and community in our classroom.

S3: Building Community

This is the 2nd of 2 sessions in our community building series. In this session, we begin to work together to reflect on our high school experience and ways we might help younger students have a positive experience at our school.

S4: Developing Community Agreements

This session is designed to develop Community Agreements. This process is meant to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how we want to treat each other. These agreements are designed to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines we can refer to throughout the year.

S5: Defining Leadership

This session is designed to set the stage for the theme of this year: “Leadership.” In this session, we begin to explore how we can all be positive leaders by influencing others.

S6: Connecting Values & Leadership

This is the 1st of 2 sessions related to values. In this session, we begin to explore our own and each others’ important values. Importantly, this session introduces the To Be List process - a way to put our values (and the session content) into action. After this session, nearly all sessions will include the To Be List process. Remember: These challenges are invitations, not demands! The power is in the conversation.

S7: Practicing Values as Leaders

This is the 2nd of 2 sessions talking about values and how we can understand and use our influence as older students. In this session, we explore together ways to put values into concrete actions that could make a difference in our school.

S8: Connecting Purpose to Academics

This is the 1st of 2 sessions on “purpose.” A sense of purpose is especially valuable for older adolescents. In this session, we start to work on defining a sense of purpose for ourselves.

S9: Connecting Purpose to Society

This is the 2nd of 2 sessions on “purpose.” In this session, we work to identify a sense of purpose that combines what we are good at and like to do with something that is needed in our community or world.

Scope & Sequence

12th Grade

Leadership:

How can we work to build a better world through personal influence and effective teamwork?

S10: Using My Influence for Personal Pursuits

This is the 1st of 2 sessions focused on our dreams for ourselves. In this session, we reflect on our dreams and explore ways they may connect to our sense of purpose.

S11: Using My Influence for Selfless Pursuits

This is the 2nd of 2 sessions focused on our dreams. In this session, we move from exploring our dreams for ourselves and employ perspective-taking skills to think about what we'd like to do to help others.

S12: Developing Well-Being Habits

This is the 1st of 2 sessions on habits. In this session, we start with thinking about small manageable changes we want to make in our lives and how to make those into habits.

S13: Practicing Well-Being Habits

This is the 2nd of 2 sessions on habits. The goal is to continue building habits and practices that increase well-being.

S14: Developing Leadership Habits

In this session, we focus on how we spend our time and ways we can make time for doing the things we value.

S15: Practicing Leadership Habits

This session is focused on identifying things we can improve in our school and actions we can take to make them better.

S16: Understanding Effective Empathy

This is the 1st of 3 sessions on Empathy and Perspective-Taking. We learn about the formula for "Effective Empathy" - what it takes to ensure empathy leads to positive action - and reflect on why each ingredient matters.

S17: Expanding Our Circle of Empathy

This is the 2nd of 3 Perspective-Taking sessions. In this session, we focus on "perspective-getting" - a phrase that highlights that effective perspective-taking is an active process that often involves asking questions rather than assuming we know what others are experiencing.

S18: Practicing Perspective-Taking

This is the 3rd of 3 Perspective-Taking sessions. The goal is to practice understanding new perspectives by listening with curiosity to other people's experiences.

S19: Leaving A Legacy: Brainstorming

This is the 1st of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified in the communities we are a part of. In this session, we will choose our problem to focus on, identify the audience we want to reach out to, and brainstorm ideas for our constructive response.

S20: Leaving A Legacy: Planning

This is the 2nd of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified. In this session, we will work in our groups to come up with a plan for our projects.

Scope & Sequence

12th Grade

Leadership:

How can we work to build a better world through personal influence and effective teamwork?

S21: Leaving A Legacy: Developing

This is the 3rd of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified. In this session, we will get to work on creating a draft of our project.

S22: Leaving A Legacy: Presenting

This is the 4th of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified. In this session, we will get feedback on our ideas and use them to create a final product.

S23: Leaving A Legacy: Executing

This is the 5th of 6 sessions we will spend working with the same group. Our goal has been to choose, analyze, and create a constructive response to a problem we have identified in our school, neighborhood, or the larger world. In this session, we present our products to each other and put them into action.

S24: Leaving A Legacy: Evaluating

This is the 6th of 6 sessions we will spend working with the same group. Our goal will be to choose, analyze, and create a constructive response to a problem we have identified in our school, neighborhood, or the larger world. In this session, we will reflect on our work, identify ways we think we might have done better and celebrate our successes.

S25: Reflections

This session focuses on thinking back and reflecting on things we've learned and ways we've grown this year. This reflection process is important for students to cement the learning they have done this year. In this session, we will reflect on important things we learned and how we can put them into action going forward.