

Educators will learn all concepts on TWO levels:

- 1) To better help support student SEL/mental health
- 2) Most importantly, to apply these concepts to their own wellbeing.

UNIT 1: My Unique Self

This unit is where all educators start the course. They reflect on their strengths, values, milestones, goals, and identities. Educators take a Starting Point Assessment that will be used to set goals throughout the course.

Lesson	Essential Learnings	CASEL Competencies	National Health Education Standards
1-Welcome!	Review EmpowerU's mission and program design.	Self-Awareness Self-Management Relationship Skills Responsible Decision-Making	1.12.1 Predict how healthy behaviors can affect health status. 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.3 Analyze how the environment and personal health are interrelated. 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. 6.12.1 Assess personal health practices and overall health status. 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
	Be introduced to curriculum overview.		
	Review logistics.		
2-Locus of Control	Differentiate between an external vs. internal locus of control and how it impacts hope and the ability to cope.		
	Identify if they have more of an internal or external locus of control.		
	Evaluate how developing an internal locus of control could help them meet goals in this course and in life.		
3-My Values	Identify core values.		
	Analyze how aligned they are to their values in day-to-day life.		
	Reflect on how to live more aligned with values.		
4-Your Strengths!	Analyze past experiences and the strengths used to get through struggles.		
	Complete a strengths assessment to identify personal core strengths.		
	Reflect on how strengths help them meet goals.		

5-Where I Want to Make Change	Take a Starting Point Quiz about different goal areas in life and determine personal satisfaction with aspects of each area.		
	Decide changes they want to make and goals they want to set.		

UNIT 2: Learning How to Make Effective Personal Change

This unit is about learning HOW to make effective personal change. Often, we don't know what it takes to change – and this unit is where the personalized learning begins. By learning about their habits and tendencies, we will help educators practice and customize strategies that will best help them to change.

Lesson	Essential Learnings	CASEL Competencies	National Health Education Standards		
1-Habits and Routines	Describe how positive habits can help meet goals and how negative habits can be obstacles.	Self-Awareness Social-Awareness Self-Management Responsible Decision-Making	7.12.1 Analyze the role of individual responsibility for enhancing health.		
	Identify one positive habit that will help them to meet a personal goal.				
	Identify one negative habit that is an obstacle that gets in the way of meeting personal goals.				
2-Small Steps for Change	Name the Five Phases of Change.		Self-Awareness Social-Awareness Self-Management Responsible Decision-Making	7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	
	Explain why making minor changes is sustainable.				
	Reflect on where to begin making a minor change.				
3-Expectations and Motivation	Describe inner and outer expectations.			Self-Awareness Social-Awareness Self-Management Responsible Decision-Making	7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
	Analyze how a dominant response to expectations will help increase motivation.				
	Apply strategies for the most successful change.				
4-Habit Change Strategies	Identify different habit change strategies.				Self-Awareness Social-Awareness Self-Management Responsible Decision-Making
	Apply a habit change strategy to the habit they either want to increase or decrease.				
	Analyze how all strategies can help meet goals better.				
5-Changing Habits	Identify strategies that will help overcome unwanted behaviors or temptations and help build healthy ones.	Self-Awareness Social-Awareness Self-Management Responsible Decision-Making			
	Choose strategies that can help support change.				

UNIT 3: The Power of Thoughts – Cultivating our Inner Coach

This unit is designed to help control negative or ruminating worried thoughts and anxiety. Educators will learn that they are in control of their thoughts and emotions. They will learn targeted and personal strategies to eliminate or reduce perseverating negative thoughts and replace them with positive and realistic thinking that will help them reach their goals.

Lesson	Essential Learnings	CASEL Competencies	National Health Education Standards
1-Your Thoughts Have Power	Explain the pathway of a thought.	<p>Self-Awareness</p> <p>Social-Awareness</p> <p>Self-Management</p> <p>Relationship Skills</p> <p>Responsible Decision-Making</p>	<p>5.12.1 Examine barriers that can hinder healthy decision making.</p> <p>5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>6.12.3 Implement strategies and monitor progress in achieving a personal health goal.</p>
	Define neuroplasticity and how it can help.		
	Describe how thoughts build in the brain.		
	Identify personal thought patterns.		
2-Subconscious Thoughts	Identify and detail the diverse types of thoughts and how they build.		
	Recognize the thoughts that they can change.		
	Describe why fear is present and recognize the ability to control responses to it.		
3-Thinking Traps	Understand how a negative subconscious distorts thoughts and beliefs over time.		
	Identify the diverse types of Thinking Traps.		
	Examine personal Thinking Traps as a way to start increasing the Inner Coach.		
4-Self-Empathy and Inner Coach	Identify specific strategies to access your Inner Coach.		
	Identify Inner Coach statements to develop a growth mindset		
	Explain the importance of self-empathy.		
	Begin to develop a personal growth mindset through application and practice.		
5-Thoughts and Emotions	Identify how emotions/fear responses can take over the brain and cut off access to the PFC or logical thinking.		
	Examine how using your Inner Coach to identify the emotion and talk back to it can help you keep personal control.		
6-Disrupting a Negative Cycle	Demonstrate the hand model and “Flip Your Lid.”		
	Examine how to disrupt a negative cycle when emotions are big.		
	Identify strategies to disrupt negative cycles.		
7-Realistic Thinking	Examine ways to change hurtful subconscious thought patterns.		
	Demonstrate the ability to utilize realistic thinking as a strategy using the 3 Cs to change hurtful thoughts to realistic thoughts that can help.		
8-Focusing on My Inner Coach	Identify your Inner Coach, even when it’s small.		
	Identify how even a small or realistic voice can be helpful.		
	Apply the use of your small Inner Coach voice to daily life.		

UNIT 4: Managing Stress in a Healthy Way

This unit is designed to help educators find ways to cope with stressful situations and negative emotions in a more balanced and less reactive manner.

Lesson	Essential Learnings	CASEL Competencies	National Health Education Standards
1-What is Stress?	Describe the response to stress.	Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision-Making	1.22. The student will analyze the impact of personal health behaviors on the functioning of body systems. 4.1. The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.
	Analyze how stress triggers a range of emotions.		
	Describe the unhealthy effects of unattended stress.		
2-Fight/Flight/Forget It	Distinguish between the Fight, Flight, Forget It modes in response to stress triggers.		
	Apply the Attend and Manage mode to address and manage stress.		
3-Pause and Check In	Explain the importance of recognizing early responses to stress.		
	Identify personally unique and early responses to stress building.		
	Examine personal levels of stress in response to different daily experiences.		
4-Controllable Stressors	Differentiate between the two types of stress: controllable vs. uncontrollable stress.		
	Identify the importance of the outcome.		
	Develop the Inner Coach to check in for controllable and the importance of the outcome.		
5-Self-Empathy and Stress	Demonstrate an understanding of using self-empathy and daily check-ins to manage stress.		
	Understand how action starts with self-empathy in order to create change.		
	Recognize the importance of processing thoughts and emotions frequently as a stress management strategy.		
6-Strategies to Manage Stress	Demonstrate an understanding of proactive and reactive stress management strategies.		
	Identify the personal current level of participation in these strategies.		
	Determine when to use strategies in relation to levels of stress.		
7-Big, Uncontrollable Stressors	Identify how to manage big, uncontrollable stressors through radical acceptance and recruiting the Inner Coach to process big emotions.		
	Practice the use of strategies for managing big, uncontrollable stressors.		
8-Mindfulness	Analyze mindfulness and how it can help to Attend and Manage stress.		
	Practice mindfulness strategies.		

UNIT 5: Meaningful Connections

This unit is designed to teach about meaningful social connections. It helps to build confidence and strategies to feel more belonging and more satisfaction through learning about the different levels of friendship.

Lesson	Essential Learnings	CASEL Competencies	National Health Education Standards
1-Belonging	Assess where they feel valued and included for who they are.	Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision-Making	4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message. 8.12.2 Demonstrate how to influence and support others to make positive health choices.
	Differentiate between belonging and fitting in.		
	Examine how feeling a sense of belonging is an important piece of community.		
2- Levels of Friendship	Examine personal friendships and supports.		
	Determine the value of Acquaintances and Circumstantial Friends and Supports.		
3-Close Friends and Supports	Apply understanding of what is expected of a friend at this level.		
	Discover what is important for people to move to Close Friends and Supports.		
	Evaluate relationships and whether to move them to the next friendship level.		
4- Best Friends and Supports	Analyze the changes necessary to move to the next level of friendship, including safe disclosure and reasonable expectations of self and others.		
	Determine the qualities necessary in Best Friends & Supports.		
	Apply reflection to understanding the behaviors of current friends and supports.		
5- Walls Up, Walls Down	Examine the changes entailed in moving to the next level of friendship, including safe disclosure and reasonable expectations of self and others.		
	Examine reciprocity (give and take) within friendships.		
	Analyze appropriate timing for personal disclosure.		
6-Friendship Changes	Identify mismatches in previous relationships that often lead to poor friendship maintenance.		
	Reflect on the various ways in which friendships change and why.		
	Learn strategies to help cope with friendship changes.		

UNIT 6: Motivation and Grit

This unit is designed to help create efficient and effective behaviors and habits surrounding goals. We all can struggle with time management and wellness in general. In this unit, educators will be in charge of setting goals and strategies that work for them, increasing efficiency and motivation. They will also learn about persistence and grit.

Lesson	Essential Learnings	CASEL Competencies	National Health Education Standards
1-My Future Self	Use the imagination to predict a personal future self.	Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision-Making	1.12.2 The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life. 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. 7.12.1 Analyze the role of individual responsibility for enhancing health. 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
	Plan how “right-now [you]” can become the best self and work toward “future [you].”		
2- Energy and Priorities	Identify how daily activities affect energy levels.		
	Identify how personal daily activities align (or do not align) with personal values/priorities.		
3-Managing My Energy	Identify any personal habits that may be comfort escapes.		
	Examine how energy-zapping tasks in personal daily routines may be leading to routinely falling into comfort escapes.		
	Identify different habits that may help decrease the onset of comfort escapes		
	Select strategies to successfully incorporate high-importance activities into the day.		
4- Procrastination	Identify if and how procrastination may be leading to unsuccessful habit change or goals.		
	Identify if and where procrastination may be part of personal routines.		
	Formulate a plan to self-motivate to participate in top-priority activities and decrease low-priority activities to work toward general goals.		
5- Life Balance	Devise ways to find new pockets of time to help create balance.		
	Identify meaningful activities and strategies to incorporate into personal routines.		

Course Wrap-Up

This course concludes with a final wrap-up lesson. Educators complete a Next Point Assessment (similar to the Starting Point Assessment from Unit 1), a comprehensive review of different wellness domains based upon the ASCA (academic/career, personal wellness, social/belonging, emotional/mental health). After completing the Next Point Assessment, they reflect on their growth throughout the course, gaining insight into their improvements based on the Stages of Change model (Prochaska & DiClemente, 1983). Then, educators identify strategies to use after the course is complete.

Essential Learnings	CASEL Competencies	National Health Education Standards
Take a Next Point Assessment similar to the Starting Point Assessment taken at the beginning of the course.	Self-Awareness Social Awareness Self-Management Relationship Skills Responsible Decision-Making	1.12.2 The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life.
Compare the Next Point Assessment to the Starting Point Assessment to determine what they want to work on after this course is complete.		7.12.1 Analyze the role of individual responsibility for enhancing health.
Identify strategies based on learning from this course to help be successful in meeting a goal/s after the course is complete.		7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
Finish by completing a course survey.		