

## UNIT 1: My Unique Self Strengths, Values, and Learning Where I Want to Make Change

*This unit is where all students start in the course. Students reflect on their strengths, values, milestones, dreams, and goals. They also take a Starting Point Assessment that will be used to set goals throughout the course.*

Essential Learnings	CASEL Competencies	National Health Education Standards
Students will understand the requirements of the course and the concept of investing time in themselves daily to build resilience.	<b>Self-Awareness</b>  <b>Responsible Decision-Making</b>	1.12.1 Predict how healthy behaviors can affect health status.
Students will understand the concept of internal versus external locus of control and increase an awareness to what type/degree of locus of control they have in different wellness domains in order to build resilience.		1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
Students will demonstrate understanding of a core value and be able to articulate their personal core values. They will develop strategies to live more in alignment with these values in different areas of their life.		1.12.3 Analyze how environment and personal health are interrelated.
Students will demonstrate an understanding of their personal strengths and how to use their strengths to meet goals.		2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
Students will complete a comprehensive review within different wellness domains based upon the ASCA (academic/career, personal wellness, social/belonging, emotional/mental health) based upon Stages of Change (Prochaska & DiClemente, 1983) and gain insight into the areas that would be most helpful for them to begin personal change.		6.12.1 Assess personal health practices and overall health status.
Students will assimilate their reflections in each domain and, based upon their review, set “smart” goals in four domains - personal wellness, emotional/mental health wellness, social wellness, and academic/career wellness to work toward throughout the EmpowerU units.		6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

## UNIT 2: Learning How to Make Effective Personal Change

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

Essential Learnings	CASEL Competencies	National Health Education Standards
Students will understand the importance of habits, specifically the importance of each <i>small</i> habit, as habits make up most of their day.	<p><b>Self-Awareness</b></p> <p><b>Social-Awareness</b></p> <p><b>Self-Management</b></p> <p><b>Responsible Decision-Making</b></p>	7.12.1 Analyze the role of individual responsibility for enhancing health.
Students will identify their positive and negative habits, recognize the negative habits getting in the way of their goals, and adjust their goal for the course accordingly.		7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
Students will demonstrate understanding of the Stages of Change and how to successfully walk through the stages to create movement and get “unstuck” in each stage. They will apply that knowledge to their goal and adjust their goal according to the Stage of Change that it is currently in.		7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
Students will complete proprietary assessments that give them knowledge and insight into how they personally best respond to expectations that they set for themselves as well as the expectations that others have of them. They will demonstrate understanding of the unique strategies that work best for them to manage expectations so they can apply them to and move forward with their goal.		
Students will complete proprietary assessments that give them knowledge and insight into how they can successfully eliminate or reduce problem behaviors that get in the way of effectively moving toward their goals. They will select and practice strategies that work best for them to eliminate or reduce these behaviors, applying them to their goal.		
Students will demonstrate mastery of the unit as they reflect on their unique strategies, learning how to set and meet goals specific to them and applying them to future goals.		

## UNIT 3: The Power of Thoughts Cultivating Our Inner Coach

*This unit is designed for students who struggle with negative or ruminating worried thoughts and anxiety. Students 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.*

Essential Learnings	CASEL Competencies	National Health Education Standards
Students will demonstrate understanding of the power of a thought and how it builds in the brain. They will understand how thoughts can create emotions and chemical and physical change in their brains in both helpful and hurtful ways.	<b>Self-Awareness</b>  <b>Self-Management</b>  <b>Responsible Decision-Making</b>  <b>Relationship Skills</b>	5.12.1 Examine barriers that can hinder healthy decision making.
Students will demonstrate understanding of how they can control their thoughts and emotions and identify practical strategies to create real, positive change within their brain structure, subsequently decreasing stress and anxiety.		
Students will identify a specific area of worry or anxiety that gets in their way of meeting goals and identify Thinking Traps (distorted thoughts) that promote this worry.		5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
Students will demonstrate understanding of the difference between a thought, a feeling, and a fact. They will demonstrate understanding of the different ways that feelings develop from thoughts and how they can process them effectively.		
Students will demonstrate knowledge of how to stop a hurtful thought in low and high stress situations, recruiting different strategies for each situation.		6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
Students will demonstrate mastery of a comprehensive CBT approach to change ingrained distorted thoughts into more realistic and encouraging thoughts through intentional personal practice.		
Students will demonstrate mastery of developing their personal Inner Coach to combat hurtful or worried thinking.		
Students will apply this “power of thought” learning to a specific goal from the assessment in Unit 1, using their strengths, values, and unique-to-them strategies to make forward progress. They will demonstrate application of learning throughout each lesson with guided instructor feedback, support, and encouragement.		

## UNIT 4: Coping with Stress and Anxiety in a Healthy Way

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

Essential Learnings	CASEL Competencies	National Health Education Standards
Students will demonstrate basic knowledge and understanding about what causes stress and the physiological and psychological effects of stress.		
Students will demonstrate a basic understanding about the negative effects of chronic and acute stress both in general and in their own life.		1.22. The student will analyze the impact of personal health behaviors on the functioning of body systems
Students will identify personal triggers for stress/anxiety in their own life and categorize them into controllable stressors and importance of outcome.	<b>Self-Awareness</b>	
Students will understand the importance of recognizing their early response to stress, understanding their unique early response to stress building.	<b>Social-Awareness</b>	
	<b>Self-Management</b>	
Students will identify and trial strategies, including mindfulness, that they would benefit from using on a daily basis to manage stress.	<b>Responsible Decision-Making</b>	
	<b>Relationship Skills</b>	
Students will build upon their Inner Coach from Unit 3, increasing their regular check-ins on their stress level in order to manage it more effectively and efficiently.		4.1. The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adult.
Students will set personal goals to work toward these positive changes around stress, using strategies from Units 1-3 as instructors support, encourage, and hold them responsible for these goals.		

## UNIT 5: Creating Connections and Meaningful Friendships

*This unit is designed for students who want more meaningful social connections or who currently struggle with making and/or keeping friends. This unit helps them build confidence and strategies to feel more belonging and more satisfaction with friendships.*

Essential Learnings	CASEL Competencies	National Health Education Standards
Students will understand how confidence in who they are as a person and a friend is the first step in building relationships and analyze their current level of confidence.	<p><b>Self-Awareness</b></p> <p><b>Social-Awareness</b></p> <p><b>Self-Management</b></p> <p><b>Responsible Decision-Making</b></p> <p><b>Relationship Skills</b></p>	4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health
Students will be able to discern between relationships with true belonging versus relationships where they are just fitting in. They will demonstrate understanding of areas of their life where they want to foster more belonging.		4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
Students will understand the difference between changing their values to fit in and changing small behaviors to connect with people at all levels, especially at the beginning of relationships.		4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
Students will be able to name the different levels of friendship and supports and demonstrate understanding of creating connections with people at all levels (Acquaintance, Circumstantial, Close, Best). They will use this framework to guide steps forward in their relationships and to provide language to their Inner Coach as well.		4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
Students will demonstrate their understanding of the levels of friendship by applying that knowledge to their own social network, building on their level of confidence and belonging.		8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
Students will demonstrate understanding of personal criteria for what they value in a relationship, using this to increase intentional reflections as friendships move through the levels and to strengthen their Inner Coach to accept people at different levels.		8.12.2 Demonstrate how to influence and support others to make positive health choices.
Students will demonstrate understanding by applying this schema of criteria and personal knowledge to their own friendships in an effort to create satisfaction and confidence socially.		
Students will identify appropriate behaviors to build connection in friendships, including safe disclosure and reasonable expectations of self and others to build friendships.		
Students will demonstrate understanding of friendship changes and incorporate strategies to deal with friendship changes throughout their life.		

## UNIT 6: Using Time and Energy to Meet Goals

*This unit is designed to help students become more efficient and effective in meeting their goals. Students struggle with time management and wellness in general. In this unit, they 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.*

Essential Learnings	CASEL Competencies	National Health Education Standards
Students will reflect on their life milestones and be able to articulate and identify their broad goals and hopes for their five-year self, determining steps they need to take now to get there.	<b>Self-Awareness</b>  <b>Social-Awareness</b>  <b>Self-Management</b>  <b>Responsible Decision-Making</b>  <b>Relationship Skills</b>	1.12.2 The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life.
Students will increase their awareness of how they spend their time, relating back to habits they identified in Unit 2.		1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
Students will identify how their daily activities affect their energy levels and how those intersect with their priorities.		7.12.1 Analyze the role of individual responsibility for enhancing health.
Relating back to Unit 2, students will identify any habits that lead to comfort escapes (spending too much time in a low-priority activity at the expense of a high-priority activity).		7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others
Students will identify how their energy levels may be leading to procrastination or comfort escapes, resulting in unmet goals.		7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
Students will learn strategies to increase persistence and grit, helping them manage their energy in order to successfully incorporate high-priority activities into their day.		
Students will learn how to incorporate meaningful activities into their current life through practical strategies.		
Students will complete the comprehensive review from Unit 1 of different wellness domains based upon the ASCA (academic/career, personal wellness, social/belonging, emotional/mental health) and gain insight into their improvements based on the Stages of Change (Prochaska & DiClemente, 1983).		
Students will assimilate their reflections in each domain and set 1-2 goals for further learning, applying learned strategies from the course to develop an action plan moving forward.		