

## EmpowerU's Educator Course Aligned with the 2024 California Standards for the Teaching Profession (CSTP)



EmpowerU Units	1: My Unique Self	2: Learning How to Make Effective Personal Change	3: The Power of Thoughts - Cultivating Our Inner Coach	4: Managing Stress in a Healthy Way	5: Meaningful Connections	6: Motivation and Grit	Course Wrap-Up
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### CSTP 1 : Engaging and Supporting All Students in Learning

Element 1A: Focus on Students		X	X		X		
Element 1B: Knowledge of Students	X	X	X		X		
Element 1C: Student Backgrounds and Family Engagement					X		
Element 1D: Diversity and Equity	X		X	X	X		

### CSTP 2 : Creating and Maintaining Effective Environments for Student Learning

Element 2A: Learning Environment	X	X			X		
Element 2B: Student Behavior	X		X	X			
Element 2C: Organizational and Resource Management		X				X	
Element 2D: Inclusive Environment	X				X		

### CSTP 3 : Understanding and Organizing Subject Matter for Student Learning

Element 3A: Knowledge of Subject Matter and Pedagogy				X			
Element 3B: Connecting Subject Matter to Real-World Contexts		X	X	X			
Element 3C: Curriculum and Resources for Specific Students and Student Groups	This course's instructional design empowers educators to comprehend their students' individual strengths and motivations, enabling them to foster each learner's growth. It prioritizes educators' self-identified areas for improvement while implicitly guiding them on integrating growth promotion into their interactions with students.						
Element 3D: Content and Skills across Subjects							

### CSTP 4 : Planning Instruction and Designing Learning Experiences for All Students

Element 4A: Planning Instruction for Student Learning	X	X					
Element 4B: Designing and Developing Instruction for Student Learning	X	X					
Element 4C: Facilitating Instruction for Student Learning	X		X				
Element 4D: Adapting Instruction for Student Learning	X						

### CSTP 5 : Assessing Students for Learning

Element 5A: Understanding and Using Assessments	X	X		X	X	X	X
Element 5B: Interpreting and Using Assessment Data to Inform Student Learning	X			X		X	X
Element 5C: Communication of Assessment and Data							
Element 5D: Assessment for Continuous Improvement		X			X	X	X

### CSTP 6 : Developing as a Professional Educator

Element 6A: Reflection on Practice	X	X		X		X	
Element 6B: Focused Professional Learning			X			X	
Element 6C: Collaboration with Colleagues					X	X	
Element 6D: Collaboration with Families, Guardians, and the Community	The instructional design of this course aims to equip educators with a shared language and strategies applicable both in-school and out-of-school settings. It fosters the development of professional decision-making skills, enabling educators to prioritize both their own and their students' well-being. Throughout the course, teaching examples are integrated implicitly, emphasizing integrity and fairness.						
Element 6E: Ethical Conduct and Professional Responsibilities							
Element 6F: Activating Access and Equity				X		X	
Element 6G: Personal Growth and Well-Being	X			X	X	X	X

See below for full scope and sequence.

**Educators will learn all concepts on TWO levels:**

- 1) To better help support student 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	2024 CSTP Alignment	
1- Welcome!	Review EmpowerU’s mission and program design.	<b>Self-Awareness</b>	1.12.1 Predict how healthy behaviors can affect health status.	<b>1B: Knowledge of Students</b>	
	Be introduced to curriculum overview.				<b>1D: Diversity and Equity</b>
	Review logistics.				<b>2A: Learning Environment</b>
2-Locus of Control	Differentiate between an external vs. internal locus of control and how it impacts hope and the ability to cope.	<b>Self-Management</b>	1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.	<b>2B: Student Behavior</b>	
	Identify if they have more of an internal or external locus of control.				<b>2D: Inclusive Environment</b>
	Evaluate how developing an internal locus of control could help them meet goals in this course and in life.				<b>4A: Planning Instruction for Student Learning</b>
3-My Values	Identify core values.	<b>Relationship Skills</b>	1.12.3 Analyze how the environment and personal health are interrelated.	<b>4B: Designing and Developing Instruction for Student Learning</b>	
	Analyze how aligned they are to their values in day-to-day life.				<b>4C: Facilitating Instruction for Student Learning</b>
	Reflect on how to live more aligned with values.				<b>4D: Adapting Instruction for Student Learning</b>
4-Your Strengths!	Analyze past experiences and the strengths used to get through struggles.	<b>Responsible Decision-Making</b>	2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.	<b>5A: Understanding and Using Assessments</b>	
	Complete a strengths assessment to identify personal core strengths.				<b>5B: Interpreting and Using Assessment Data to Inform Student Learning</b>
	Reflect on how strengths help them meet goals.				<b>6A: Reflection on Practice</b>
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.	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.	<b>6G: Personal Growth and Well-Being</b>	
	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	2024 CSTP Alignment
1-Habits and Routines	Describe how positive habits can help meet goals and how negative habits can be obstacles.	<b>Self-Awareness</b>  <b>Social-Awareness</b>  <b>Self-Management</b>  <b>Responsible Decision-Making</b>	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.	<b>1A: Focus on Students</b>  <b>1B: Knowledge of Students</b>  <b>2A: Learning Environment</b>  <b>3B: Connecting Subject Matter to Real-World Contexts</b>  <b>4A: Planning Instruction for Student Learning</b>  <b>4B: Designing and Developing Instruction for Student Learning</b>  <b>5A: Understanding and Using Assessments</b>  <b>5D: Assessment for Continuous Improvement</b>  <b>6A: Reflection on Practice</b>
	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.			
	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.			
	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.			
	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.			
	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	2024 CSTP Alignment
1-Your Thoughts Have Power	Explain the pathway of a thought.	<b>Self-Awareness</b>  <b>Social-Awareness</b>  <b>Self-Management</b>  <b>Relationship Skills</b>  <b>Responsible Decision-Making</b>	5.12.1 Examine barriers that can hinder healthy decision making.  5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.  6.12.3 Implement strategies and monitor progress in achieving a personal health goal.	<b>1A: Focus on Students</b>  <b>1B: Knowledge of Students</b>  <b>1D: Diversity and Equity</b>  <b>2B: Student Behavior</b>  <b>3B: Connecting Subject Matter to Real-World Contexts</b>  <b>4C: Facilitating Instruction for Student Learning</b>  <b>6B: Focused Professional Learning</b>
	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	2024 CSTP Alignment	
1-What is Stress?	Describe the response to stress.	<b>Self-Awareness</b>	1.22. The student will analyze the impact of personal health behaviors on the functioning of body systems.	<b>1D: Diversity and Equity</b>	
	Analyze how stress triggers a range of emotions.				<b>Social Awareness</b>
	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.	<b>Self-Management</b>	4.1. The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.	<b>2B: Student Behavior</b>	
	Apply the Attend and Manage mode to address and manage stress.	<b>Relationship Skills</b>			
3-Pause and Check In	Explain the importance of recognizing early responses to stress.	<b>Responsible Decision-Making</b>		<b>3A: Knowledge of Subject Matter and Pedagogy</b>	
	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.			<b>3B: Connecting Subject Matter to Real-World Contexts</b>	
	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.			<b>5A: Understanding and Using Assessments</b>	
	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.			<b>5B: Interpreting and Using Assessment Data to Inform Student Learning</b>	
	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.			<b>6A: Reflection on Practice</b>	
	Practice the use of strategies for managing big, uncontrollable stressors.				
8-Mindfulness	Analyze mindfulness and how it can help to Attend and Manage stress.			<b>6F: Activating Access and Equity</b>	
	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	2024 CSTP Alignment
1- Belonging	Assess where they feel valued and included for who they are.	<b>Self-Awareness</b>	4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.	<b>1A: Focus on Students</b>  <b>1B: Knowledge of Students</b>
	Differentiate between belonging and fitting in.	<b>Social Awareness</b>		
	Examine how feeling a sense of belonging is an important piece of community.	<b>Self-Management</b>		
2- Levels of Friendship	Examine personal friendships and supports.	<b>Relationship Skills</b>	4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	<b>1C: Student Backgrounds and Family Engagement</b>
	Determine the value of Acquaintances and Circumstantial Friends and Supports.			
	Apply understanding of what is expected of a friend at this level.			
3-Close Friends and Supports	Discover what is important for people to move to Close Friends and Supports.	<b>Responsible Decision-Making</b>	4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	<b>1D: Diversity and Equity</b>
	Evaluate relationships and whether to move them to the next friendship level.			
	Analyze the changes necessary to move to the next level of friendship, including safe disclosure and reasonable expectations of self and others.			
4- Best Friends and Supports	Determine the qualities necessary in Best Friends & Supports.	8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.	4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.	<b>2A: Learning Environment</b>
	Apply reflection to understanding the behaviors of current friends and supports.			
	Examine the changes entailed in moving to the next level of friendship, including safe disclosure and reasonable expectations of self and others.			
5- Walls Up, Walls Down	Examine reciprocity (give and take) within friendships.	8.12.2 Demonstrate how to influence and support others to make positive health choices.		<b>2D: Inclusive Environment</b>
	Analyze appropriate timing for personal disclosure.			
	Identify mismatches in previous relationships that often lead to poor friendship maintenance.			
6- Friendship Changes	Reflect on the various ways in which friendships change and why.			<b>5A: Understanding and Using Assessments</b>
	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	2024 CSTP Alignment
1-My Future Self	Use the imagination to predict a personal future self.	<b>Self-Awareness</b>	1.12.2 The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life.	<b>5A: Understanding and Using Assessments</b>
	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.	<b>Social Awareness</b>	1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	<b>5B: Interpreting and Using Assessment Data to Inform Student Learning</b>
	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.	<b>Self-Management</b>	7.12.1 Analyze the role of individual responsibility for enhancing health.	<b>5D: Assessment for Continuous Improvement</b>
	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.	<b>Relationship Skills</b>	7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others	<b>6A: Reflection on Practice</b>
	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.	<b>Responsible Decision-Making</b>	7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	<b>6B: Focused Professional Learning</b>
	Identify meaningful activities and strategies to incorporate into personal routines.			
				<b>6C: Collaboration with Colleagues</b>
				<b>6E: Ethical Conduct and Professional Responsibilities</b>
				<b>6F: Activating Access and Equity</b>
				<b>6G: Personal Growth and Well-Being</b>

## 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	2024 CSTP Alignment
Take a Next Point Assessment similar to the Starting Point Assessment taken at the beginning of the course.	<b>Self-Awareness</b>	1.12.2 The student will analyze the interrelationships of mental, emotional, social, and physical health throughout life.	<b>5A: Understanding and Using Assessments</b>
Compare the Next Point Assessment to the Starting Point Assessment to determine what they want to work on after this course is complete.	<b>Social Awareness</b>	7.12.1 Analyze the role of individual responsibility for enhancing health.	<b>5B: Interpreting and Using Assessment Data to Inform Student Learning</b>
Identify strategies based on learning from this course to help be successful in meeting a goal/s after the course is complete.	<b>Self-Management</b>	7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	<b>5D: Assessment for Continuous Improvement</b>
Finish by completing a course survey.	<b>Relationship Skills</b>		<b>6G: Personal Growth and Well-Being</b>
	<b>Responsible Decision-Making</b>		