

25 SESSIONS **9th Grade** Scope & Sequence

Belonging:

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

Abstract: The 25-Session Scope and Sequence offers extensive coverage of the main ingredients comprising the curriculum. These ingredients support 3 essential outcomes: well-being, belonging, and engagement. 9th grade is often a transitional year with students moving to new schools, so we place special emphasis on creating a sense of belonging. Our essential question is: *How do we create a place where everyone feels like they belong?* **Below, you will find how the 5 ingredients featured in this version are covered, followed by the complete sequential scope and sequence with abstracts.**

Foundation - Setting the Stage

- S00: Bullying 101 
- S1: Welcome
- S2: Building Community
- S3: Developing Community Agreements 
- S4: From Bystander to Advocate 
- S5: To Be Lists, pt 1

Values & Purpose

- S6: To Be Lists, pt 2
- S16: Connecting Values & Friendship
- S17: Giving Support to Friends
- S22: Honesty in Relationships, pt 1
- S23: Honesty in Relationships, pt 2

Emotion Understanding & Regulation

- S8: Worries & Wonders: Belonging
- S9: Worries & Wonders: Tests
- S10: Stress & Coping
- S19: Self-Awareness 

Empathy & Compassion

- S11: Introducing Perspective-Taking 
- S12: Practicing Perspective-Taking
- S13: Helpful Helping 
- S15: Social Belonging
- S20: Deep Kindness, pt 1
- S21: Deep Kindness, pt 2

Goals & Habits

- S7: To Be Lists, pt 3
- S14: Helpful Supports 
- S18: Staying True to You
- S24: Developing Future Plans

Leadership & Teamwork

Access project-based learning sessions in the Group Projects section of the Campus Resources menu

Reflections

- S25: Reflections



Bullying Prevention
Session or Touchpoint



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Belonging:

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

S00: Bullying 101

This 45-60 minute session offers schools flexibility outside the regular curriculum to cover a wide range of bullying standards. It aims to understand and address bullying behavior by identifying key components, types, and impacts of bullying, distinguishing it from negative behavior, and recognizing response strategies. Students will learn about school rules, expectations, and how to respond to and report bullying. By achieving these objectives, we'll develop a deeper understanding of bullying dynamics and acquire essential skills to prevent it in our school community.

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 which sets the program up for success.

S2: Building Community

This session is 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.

S3: Developing Community Agreements

This session is dedicated to developing Community Agreements. These Agreements are meant to help the class become a safe place where people can be genuine without fear of mistreatment, where we listen to one another and speak about our needs allowing us to create anti-bullying environments proactively. The Agreements will serve as guidelines we can refer to throughout the year.

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S4: From Bystander to Advocate

The goal of this session is to identify ways we can support others who are experiencing disrespect or bullying. We will learn about the role power plays in bullying behavior and how to shift that power to the person experiencing bullying. We will discuss what it means to move from being a bystander to an effective advocate for others, equipped with strategies to stop bullying, support those experiencing it, and report bullying incidents, thus fostering a safer and more supportive environment.

S5: To Be Lists, pt 1

This is the 1st of 3 sessions related to values. Thinking about and identifying our personal values can help us make better decisions and guide our actions towards positive directions. During this session, we will explore the difference between our To-Do List and our 'To Be' List. Importantly, we will introduce the 'To Be Challenge,' which provides a way to put our values into action. Each grade level will receive the same challenge corresponding to this week's session, enabling schools to easily communicate and highlight the challenge, resulting in the greatest positive impact on the school community. Starting from this session, all subsequent sessions will include the To Be Challenge process. Remember, these challenges are invitations, not demands! The power lies within the conversation.

S6: To Be Lists, pt 2

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. Students will identify one word that will become their To Be List Goal for the year. In this session it is the first time that we will experience the full To Be Challenge process: 1st, reflect on the previous To Be Challenge, and 2nd, introduce the new challenge (both parts include some discussion). Remember: To Be Challenges are invitations, not demands! The power is in the conversation.

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S7: To Be Lists, pt 3

This is the 3rd of 3 sessions related to clarifying our personal values. This session brings the 3 sessions together with a focus on how anticipating challenge can help us meet our goals.

S8: Worries & Wonders: Belonging

This Session utilizes videos that bring student voices forward with the goal of helping quell worries our students might have at the beginning of high school. This session focuses on Belonging.

S9: Worries & Wonders: Tests

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

S10: Stress & Coping

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: Introducing Perspective-Taking 🖐️

This is the 1st of 2 sessions on perspective-taking. Perspective-taking, vital for empathy and conflict resolution, will be honed through discussion and practice, aiming to deepen empathy and broaden perspectives. We'll explore diverse viewpoints, including a bullying scenario, enabling students to empathize with others' experiences, fostering understanding.

S12: Practicing Perspective-Taking

This is the 2nd of 2 sessions on perspective-taking. In this session, we explore our own and others' opinions to broaden our understanding of ways we are both alike and different.

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S13: Helpful Helping 🖐️

While seeking support is essential, focusing solely on problems can be counterproductive. In this session, we'll explore how to offer genuinely helpful support. We will apply this to brief scenarios, including one where students reflect on helpful ways to respond when they observe someone else experiencing bullying. Additionally, we will discuss effective ways to support others without worsening their situation.

S14: Helpful Supports 🖐️

We explore the importance of social support, including how to ask for help and overcome barriers. We read short reflections from other students on navigating help-seeking, including one student who reminds us that seeking help when bullied, especially from a trusted adult, is difficult but necessary.

S15: Social Belonging

A powerful way we can all cope with challenges in life is by getting support from others. We are often better at giving advice to others than to ourselves. In this session, we harness that through identifying things we could use support for at different times in our lives and giving good advice and support to ourselves.

S16: Connecting Values & Friendship

This is the 1st of 3 sessions on values. In this session, we explore our values by 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.

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

S18: Staying True to You

This is the 3rd of 3 sessions 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.

S19: Self-Awareness

In this session, we will learn about and practice self-awareness by reflecting on how we manifest our values in various aspects of life. Students will focus on their online presence as one area of reflection. They'll apply their identified personal values to their presence on social media.

S20: Deep Kindness, pt 1

This is the 1st of 2 sessions related to kindness. In this session, we spend time distinguishing words that are often confused for one another like sympathy and empathy or niceness and kindness.

S21: Deep Kindness, pt 2

This is the 2nd of 2 sessions related to kindness. This session focuses on the power of specificity when it comes to showing care and provides an opportunity for students to design a unique and powerful act of kindness.

S22: Honesty in Relationships, pt 1

This is the 1st of 2 sessions related to honesty. This session introduces the trait of honesty, what it means, and how talking about honesty can help us develop our own unique connection to truthfulness. This, in turn, can allow us to put honesty into action more consistently.

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9th Grade Scope & Sequence

Belonging:

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

S23: Honesty in Relationships, pt 2

This is the 2nd of 2 sessions related to honesty, where we will look at the impact of honesty in building trusting relationships. During this session, we will also share ways we can practice honesty more consistently in our lives.

S24: Developing Future Plans

This is a review session where we utilize reflecting on our pasts to help us form goals for our futures. We will look back at our To Be List words students have focused on this year and identify one area they want to narrow their focus on as they prepare for the end of the year and next year.

S25: Reflections

This is a review session 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 through a process called a Sankofa Session. During this process, students will identify what was most valuable, what they used or benefitted from, and what they'll keep trying to use.

25 SESSIONS **10th Grade** Scope & Sequence

Well-being:

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

Abstract: The 25-Session Scope and Sequence offers extensive coverage of the main ingredients comprising the curriculum. These ingredients support 3 essential outcomes: well-being, belonging, and engagement. In 10th grade, we place special emphasis on well-being. Our essential question is: *How can I cultivate well-being in my life and the lives of others?* **Below, you will find how the 5 ingredients featured in this version are covered, followed by the complete sequential scope and sequence with abstracts.**

Foundation - Setting the Stage

- S00: Bullying 101 
- S1: Welcome
- S2: Building Connections
- S3: Developing Community Agreements 
- S4: From Bystander to Advocate 
- S5: To Be Lists

Values & Purpose

- S8: Values & Well-Being
- S13: Value Mapping 
- S23: Staying True to Your Values 
- S24: Value Reflections

Emotion Understanding & Regulation

- S6: Mental Health Foundations, pt 1
- S7: Mental Health Foundations, pt 2
- S12: Society & Well-Being 
- S14: Stress & Coping, pt 1
- S15: Stress & Coping, pt 2

Empathy & Compassion

- S17: Practicing Forgiveness, pt 1
- S18: Practicing Forgiveness, pt 2
- S19: Building Empathy, pt 1
- S20: Building Empathy, pt 2

Goals & Habits

- S9: To Be Goal, pt 1
- S10: To Be Goal, pt 2
- S11: To Be Goal, pt 3
- S16: Growth Mindset
- S21: Creating Well-Being Habits, pt 1
- S22: Creating Well-Being Habits, pt 2

Leadership & Teamwork

Access additional project-based learning sessions in the Group Projects section of the Campus Resources menu

Reflections

- S25: Compliments & Celebrations



Bullying Prevention
Session or Touchpoint



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10th Grade Scope & Sequence

Well-being:

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

S00: Bullying 101

This 45-60 minute session offers schools flexibility outside the regular curriculum to cover a wide range of bullying standards. It aims to understand and address bullying behavior by identifying key components, types, and impacts of bullying, distinguishing it from negative behavior, and recognizing response strategies. Students will learn about school rules, expectations, and how to respond to and report bullying. By achieving these objectives, we'll develop a deeper understanding of bullying dynamics and acquire essential skills to prevent it in our school community.

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 which sets the program up for success.

S2: Building Connections

The goal of this session is to begin to develop relationships and start creating a sense of safety and community in our classroom.

S3: Developing Community Agreements

This session is dedicated to developing Community Agreements. These Agreements are meant to help the class become a safe place where people can be genuine without fear of mistreatment, where we listen to one another and speak about our needs allowing us to create anti-bullying environments proactively. The Agreements will serve as guidelines we can refer to throughout the year.

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10th Grade Scope & Sequence

Well-being:

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

S4: From Bystander to Advocate

The goal of this session is to identify ways we can support others who are experiencing disrespect or bullying. We will learn about the role power plays in bullying behavior and how to shift that power to the person experiencing bullying. We will discuss what it means to move from being a bystander to an effective advocate for others, equipped with strategies to stop bullying, support those experiencing it, and report bullying incidents, thus fostering a safer and more supportive environment.

S5: To Be Lists

This session introduces the importance of identifying our values through the concept of a 'To Be' List, which differs from a typical to-do list. Additionally, this session presents the 'To Be Challenge,' which provides a way to put our values into action. Each grade level will receive the same challenge corresponding to this week's session, enabling schools to easily communicate and highlight the challenge, resulting in a greater positive impact on the school community. From here on out, all sessions will include the To Be Challenge process. Remember, these challenges are invitations, not demands! The power lies within the conversation.

S6: Mental Health Foundations, pt 1

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.

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Well-being:

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

S7: Mental Health Foundations, pt 2

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.

S8: Values & Well-Being

We learned earlier about the concept of a To Be List and we've learned about well-being. This session focuses on attaching the elements of well-being to different To Be words. As a reminder, the 3 elements of well-being are Mental, Social, and Emotional. Student feedback suggested we don't over-define these elements.

S9: To Be Goal, pt 1

This is the 1st of 3 sessions related to "To Be List" goals. During this session, our objective is to further explore our personal well-being ideas by identifying and discussing 1 personal value that each of us would like to prioritize throughout the year.

S10: To Be Goal, pt 2

This is the 2nd of 3 sessions related to "To Be List" goals. In this session, our focus remains on strengthening our well-being by identifying actionable steps we can take to improve how we demonstrate our chosen To Be (value) word from the previous session.

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Well-being:

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

S11: To Be Goal, pt 3

This is the 3rd of 3 sessions related to “To Be List” goals. In this culminating session, we will formally write our To Be goal that we have been building up to in the previous two sessions. This goal will serve as a focal point for us throughout the year. One effective approach to achieving goals is by cultivating goal-related habits. Therefore, for each identified To Be value word, we will not only articulate actions to practice it, but also identify potential barriers and create an ‘And Then’ plan to help us habit stack. Habit stacking is a proven strategy where one connects a desired habit to an existing habit, providing a reliable cue to engage in the new routine.

S12: Society & Well-Being

This session focuses on well-being by raising awareness of messages we receive from social media that may hinder our well-being, and practicing ways to counter them. Students will explore various online challenges, including cyberbullying, and learn strategies to mitigate harmful interactions and messages that impact their well-being.

S13: Value Mapping

In this session, students will learn about respect and its application in different school settings. They will identify areas on campus where more respect is needed, such as places affected by issues like disrespect or bullying, and then create plans to encourage respectful behavior.

S14: Stress & Coping, pt 1

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: Stress & Coping, pt 2

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).

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Well-being:

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

S16: Growth Mindset

In this session, we will strengthen our growth mindset by practicing reframing what it means to fail. Then we will reflect on our own failures and brainstorm learning that can come from it.

S17: Practicing Forgiveness, pt 1

This is the 1st of 2 sessions focused on the trait of forgiveness. We will explore a video, quotes, and Research about forgiveness then summarize what we learned.

S18: Practicing Forgiveness, pt 2

This is the 2nd of 2 sessions focused on forgiveness. We use word banks to increase our understanding of forgiveness and then put it into practice by writing a letter to ourselves, an event, or another person.

S19: Building Empathy, pt 1

This is the 1st of 2 sessions designed to practice empathy. We will take on new perspectives by responding to a series of prompts anonymously and then exercise empathy by asking meaningful questions and seeking to understand the reasons behind the responses.

S20: Building Empathy, pt 2

This is the 2nd of 2 sessions designed to practice empathy. By providing a series of situations where people could experience increased or decreased well-being, we will exercise perspective-taking by listening to different points of view.

S21: Creating Well-Being Habits, pt 1

This is the 1st of 2 sessions about forming 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.

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10th Grade Scope & Sequence

Well-being:

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

S22: Creating Well-Being Habits, pt 2

This is the 2nd of 2 sessions about forming habits. In this session, we work on coming up with ways to help ourselves improve to be more like the To Be words we chose last session.

S23: Staying True to Your Values

In this session, we continue to focus on enhancing our well-being. Our objective is to explore the significance of values and deliberate planning in overcoming obstacles that impede our progress. We will learn and apply the If-Then plan strategy to anticipate our responses to scenarios involving bullying or disrespect, aligning them with our values.

S24: Value 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 us to cement the learning they have done this year. During this session, we will review content related to values and habits. We will reflect on our To Be Goal for the year.

S25: Compliments & Celebrations

This is a review 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 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.

25 SESSIONS **11th Grade** Scope & Sequence

Engagement:

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

Abstract: The 25-Session Scope and Sequence offers extensive coverage of the main ingredients comprising the curriculum. These ingredients support 3 essential outcomes: well-being, belonging, and engagement. In 11th grade, we place special emphasis on engagement. Our essential question is: *What can I do to fully engage in my life now that prepares me for a meaningful life after high school?* **Below, you will find how the 5 ingredients featured in this version are covered, followed by the complete sequential scope and sequence with abstracts.**

Foundation - Setting the Stage

- S00: Bullying 101 
- S1: Welcome
- S2: Building Community
- S3: Developing Community Agreements 
- S4: From Bystander to Advocate 
- S5: To Be Lists, pt 1

Values & Purpose

- S6: To Be Lists, pt 2
- S17: Growing Patience, pt 1
- S18: Growing Patience, pt 2
- S23: Purposeful Happiness
- S24: Letter to Self

Emotion Understanding & Regulation

- S7: Mental Health & Well-being, pt 1
- S8: Mental Health & Well-being, pt 2
- S19: Self-Awareness
- S22: The Power of Gratitude

Empathy & Compassion

- S13: Barriers to Belonging, pt 1
- S14: Belonging, pt 2
- S15: Barriers to Belonging, pt 3 
- S16: Barriers to Belonging, pt 4

Goals & Habits

- S20: Skill Development
- S21: Improving Habits

Leadership & Teamwork

- S9: Understanding Ourselves
- S10: Hearing Others' Stories 
- S11: Connecting Through Story
- S12: Reflecting on Our Stories 

NOTE: Access additional teamwork and project-based learning sessions in the Group Projects section of the Campus Resources menu

Reflections

- S25: Reflections



Bullying Prevention
Session or Touchpoint



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11th Grade Scope & Sequence

Engagement:

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

S00: Bullying 101

This 45-60 minute session offers schools flexibility outside the regular curriculum to cover a wide range of bullying standards. It aims to understand and address bullying behavior by identifying key components, types, and impacts of bullying, distinguishing it from negative behavior, and recognizing response strategies. Students will learn about school rules, expectations, and how to respond to and report bullying. By achieving these objectives, we'll develop a deeper understanding of bullying dynamics and acquire essential skills to prevent it in our school community.

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 which sets the program up for success.

S2: Building Community

The goal of this session is to begin to develop relationships and start creating a sense of safety and community in our classroom.

S3: 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.

25 SESSIONS

11th Grade Scope & Sequence

Engagement:

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

S4: From Bystander to Advocate

The goal of this session is to identify ways we can support others who are experiencing disrespect or bullying. We will learn about the role power plays in bullying behavior and how to shift that power to the person experiencing bullying. We will discuss what it means to move from being a bystander to an effective advocate for others, equipped with strategies to stop bullying, support those experiencing it, and report bullying incidents, thus fostering a safer and more supportive environment.

S5: To Be Lists, pt 1

This is the 1st of 2 sessions related to values. During this session, we will explore how our actions can reflect our values and begin a conversation about the difference between our To-Do List and our 'To Be' List. Additionally, this session will introduce the 'To Be Challenge,' which provides a way to put our values into action. Each grade level will receive the same challenge corresponding to this week's session, enabling schools to easily communicate and highlight the challenge, resulting in the greatest positive impact on the school community. From here on out, sessions will include the To Be Challenge process. Remember, these challenges are invitations, not demands! The power lies within the conversation.

S6: To Be Lists, pt 2

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 Challenge process: 1st, reflect on the previous To Be Challenge, and 2nd, introduce the new challenge (both parts include some discussion). Remember: To Be Challenges are invitations, not demands! The power is in the conversation.

25 SESSIONS

11th Grade Scope & Sequence

Engagement:

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

S7: Mental Health & Well-being, pt 1

This is the 1st of 2 sessions about mental health and well-being. The goal is 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: Mental Health & Well-being, pt 2

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.

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 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, where we identify, analyze, and create solutions for barriers to fostering greater belonging in our school. Students engage in meaningful, personal discussions, a key factor in building respectful environments free of bullying behavior. In this session, we focus on considering others' perspectives and striving to understand their stories, including the challenges they may have overcome.

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Engagement:

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

S11: Connecting Through Story

This is the 3rd of 4 sessions on Exploring & Sharing Stories, where we identify, analyze, and create solutions for barriers to fostering greater belonging in our school. In this session, we bridge the exploration of ourselves and others by sharing important aspects of ourselves with each other.

S12: Reflecting on Our Stories

This is the 4th of 4 sessions on Exploring & Sharing Stories, where we identify, analyze, and create solutions for barriers to fostering greater belonging in our school. In this session, we will reflect together on how learning about other people leads to a more inclusive environment free of disrespect and bullying behaviors.

S13: Barriers to Belonging, pt 1

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: Barriers to Belonging, pt 2

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: Barriers to Belonging, pt 3

This is the 3rd of 3 sessions on identifying Barriers to Belonging. The goal is to normalize asking for support by reflecting on other students' stories. One student shares about a bullying situation and expresses his fear of asking for help.

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11th Grade Scope & Sequence

Engagement:

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

S16: Barriers to Belonging, pt 4

This is the 4th of 4 sessions about Barriers to Belonging. In this session, we transition from naming barriers to identifying how we can overcome them.

S17: Growing Patience, pt 1

This is the 1st of 2 sessions on patience. This session introduces the trait of patience, what it means, and how focusing on our values can help manage our impulses.

S18: Growing Patience, pt 2

This is the 2nd of 2 sessions on patience. In this session, students will discuss the belief-to-behavior connection that influences patience. Then they brainstorm beliefs that can inspire them to practice patience more in their day-to-day lives.

S19: Self-Awareness

This session will introduce us to 'The 4 Big Lies' that can prevent us from being our best selves. During this session we will collaborate to brainstorm ways to disprove these lies, thereby increasing their self-awareness and authenticity.

S20: Skill Development

This is part 1 of a 2-part series on skill development. In this session, we make the connection that our 'value To-Be' words are much like skills that we can improve. We will look at a 4-stage model of skill development, and reflect on values that are important to us, working to connect them with the skill development progression.

25 SESSIONS

11th Grade Scope & Sequence

Engagement:

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

S21: Improving Habits

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: The Power of Gratitude

In this session, we will be introduced to the concept of gratitude, including what it is and how it can improve our moods. Following this introduction, we will respond to a series of gratitude prompts at varying speeds and measure the impact on our moods.

S23: Purposeful Happiness

In this session, we will explore the concept of finding purpose by learning about the '4 Levels of Happiness.' Through this discussion, we will gain a better understanding of how happiness and purpose are connected and can support our well-being.

S24: A Letter to Self

This is a review session 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: Reflections

This is a review session 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 through a process called a Sankofa Session. In this session, we will reflect and share something we learned this year that was meaningful to us.

25 SESSIONS **12th Grade** Scope & Sequence

Leadership:

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

Abstract: The 25-Session Scope and Sequence offers extensive coverage of the main ingredients comprising the curriculum. These ingredients support 3 essential outcomes: well-being, belonging, and engagement. In 12th grade, we place special emphasis on leadership. Our essential question is: *How can we work to build a better world through personal influence and effective teamwork?* **Below, you will find how the 5 ingredients featured in this version are covered, followed by the complete sequential scope and sequence with abstracts.**

Foundation - Setting the Stage

- S00: Bullying 101 
- S1: Welcome
- S2: Building Connections
- S3: Developing Community Agreements 
- S4: From Bystander to Advocate 
- S5: To Be Lists

Values & Purpose

- S6: Power & Influence 
- S8: Living with Purpose
- S9: Pursuing Purpose
- S10: Dream Discussions
- S14: Making Time

Empathy & Compassion

- S11: Selfless Pursuits
- S16: Effective Empathy
- S17: Expanding Empathy
- S21: Developing Selflessness, pt 1
- S22: Developing Selflessness, pt 2 
- S23: Deep Kindness

Emotion Understanding & Regulation

- S24: Meaningful Gratitude

Goals & Habits

- S12: Well-Being Habits, pt 1
- S13: Well-Being Habits, pt 2

Leadership & Teamwork

- S7: What Does It Mean to Lead? 
- S15: Practicing Leadership 
- S18: Practicing Perspective-Getting
- S19: Expanding Social Awareness
- S20: Real Life Commitment

NOTE: Access additional teamwork and project-based learning sessions in the Group Projects section of the Campus Resources menu

Reflections

- S25: Reflections



Bullying Prevention
Session or Touchpoint



25 SESSIONS

12th Grade Scope & Sequence

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S00: Bullying 101

This 45-60 minute session offers schools flexibility outside the regular curriculum to cover a wide range of bullying standards. It aims to understand and address bullying behavior by identifying key components, types, and impacts of bullying, distinguishing it from negative behavior, and recognizing response strategies. Students will learn about school rules, expectations, and how to respond to and report bullying. By achieving these objectives, we'll develop a deeper understanding of bullying dynamics and acquire essential skills to prevent it in our school community.

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 which sets the program up for success.

S2: Building Connections

The goal of this session is to begin to develop relationships and start creating a sense of safety and community in our classroom.

S3: Developing Community Agreements

This session is dedicated to developing Community Agreements. These Agreements are meant to help the class become a safe place where people can be genuine without fear of mistreatment, where we listen to one another and speak about our needs allowing us to create anti-bullying environments proactively. The Agreements will serve as guidelines we can refer to throughout the year.

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S4: From Bystander to Advocate

The goal of this session is to identify ways we can support others who are experiencing disrespect or bullying. We will learn about the role power plays in bullying behavior and how to shift that power to the person experiencing bullying. We will discuss what it means to move from being a bystander to an effective advocate for others, equipped with strategies to stop bullying, support those experiencing it, and report bullying incidents, thus fostering a safer and more supportive environment.

S5: To Be Lists

This is the 1st of 2 sessions related to values. In this session, we will explore how actions can reflect values and begin the conversation about To Do List versus a "To Be List." Importantly, this session introduces the To Be Challenge - a way to put our values into action. Every grade level has the same challenge corresponding to this week's session, allowing schools to highlight and easily communicate the challenge, which can result in the greatest positive impact on the school community. After this session, all sessions will include the To Be Challenge process. Remember: These challenges are invitations, not demands! The power is in the conversation.

S6: Power & Influence

In this session, we continue to explore the nature of power and influence. We identify different opportunities to put values into action, including an opportunity to create safe anti-bullying spaces. It is the first time that we will experience the full To Be Challenge process: first, reflect on the previous To Be Challenge, and second, introduce the new challenge (both parts include some discussion). Remember: To Be Challenges are invitations, not demands! The power is in the conversation.

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S7: What Does it Mean to Lead? 🖐️

This session is designed to set the stage for this year's theme: 'Leadership.' We continue to explore how we can use our power to influence others and make the connection that leadership is influence.

S8: Living with Purpose

This session delves into the theme of aligning one's life with purpose, prompting students to reflect on the impact of living authentically and in alignment with their passions. It encourages individuals to prioritize authenticity and fulfillment in their pursuits, setting the stage for the next session, which will introduce the Japanese concept of Ikigai— a Japanese concept that refers to the intersection of what you love, what you are good at, what the world needs, and what you can be paid for.

S9: Pursuing 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.

S10: Dream Discussions

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.

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S11: 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: Well-Being Habits, pt 1

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

S13: Well-Being Habits, pt 2

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

S14: Making Time

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

This session is focused on identifying things we can improve in our school and actions we can take to make them better. Students reflect on how they can apply the See, Be, Three strategy: when they "see" someone who needs support, how they will "be" through their daily actions, and "three" ideas they can implement this year.

S16: Effective Empathy

This is a session 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.

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S17: Expanding Empathy

In this session, we focus on "perspective-getting" - a phrase that highlights that affective perspective-taking is an active process that often involves asking questions rather than assuming we know what others are experiencing.

S18: Practicing Perspective-Getting

The goal of this session is to practice understanding new perspectives by listening with curiosity to other people's experiences.

S19: Expanding Social Awareness

In this session we will explore the concept of social awareness. Students will reflect on 3 questions, share with others, and discuss the implications of perspective-taking at school.

S20: Real Life Commitment

In this session, we will explore the meaning and impact of commitment on relationships, teamwork, and leadership. We will also develop an awareness of their responsibility towards others and learn how to demonstrate commitment in our own lives by applying it to real-life situations and ethical dilemmas.

S21: Developing Selflessness, pt 1

This is the 1st of 2 sessions on selflessness. This session introduces the trait of selflessness and asks us to share stories of selfless acts that we have seen or experienced.

S22: Developing Selflessness, pt 2

This is the 2nd of 2 sessions on selflessness. Using a shared definition of selflessness as a starting point, we will brainstorm small, medium, and large selfless acts we can practice at school and identify people whom we can advocate for and support.

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S23: Deep Kindness

This session focuses on challenging older students to make kindness more normal in our world. We will reflect on what makes kindness challenging and create a piece of writing that either exercises compassion or clarifies their own feelings towards it.

S24: Meaningful Gratitude

In this session, we learn about the power of 'specific gratitude' and how it can boost our well-being. We also have opportunities to practice specific gratitude and measure its impact on their mood.

S25: Reflections

This session focuses on thinking back and reflecting on things we've learned and ways we've grown this year through a process called a Sankofa Session. 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.