



High School Scope & Sequence

Quarter 1 and 2

Q1 Quarter 1 establishes expectations and agreements for our group in an effort to build trust and safety: “1. Notice 2. Listen 3. Choose.” We then explain the “why” behind our programming; to connect with ourselves and others and accomplish growth through understanding and managing emotions. We teach the emotions from a scientific perspective to help the students effectively communicate with each other and reach their goals. Complex emotions are discussed to build vocabulary for understanding themselves and others. Mindfulness strategies are introduced for students to navigate emotions, decisions and goals clearly.

A1. 1.d Identify complex emotions as an indicator of personal state of well-being

A1. 3.d Utilize appropriate time, place, or support systems to reflect on personal emotions, independently, with a trusted adult or with peers

A1. 4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response

A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for postsecondary life

B1. 1.d Utilize self management strategies to regulate thoughts, emotions, and behaviors within the context of the situation

B1. 2.d Evaluate how emotions expressed in different settings impact the outcome of a situation

Q2 Quarter 2 helps students understand typical behaviors of oneself and others based on complex emotions. They learn ways to understand different perspectives and emotions while maintaining their own values and boundaries. Students are given a framework for validating the emotions and perspectives of others, whether they are the same or different from their own. Students develop an effective decision-making process when communicating with others and managing their emotions.

A1. 2.d Analyze ways emotions impact the social environment

A4. 3.d Demonstrate selfadvocacy in contextspecific situations

B1. 3.d Apply productive selfmonitoring strategies to process emotions & reframe thoughts & behaviors

C1. 1.d Evaluate verbal, behavioral, environmental, and situational cues that may influence the feelings of others

C1. 3.d Demonstrate empathy through compassion in self and encourage in others

C3. 1.d Examine and address explicit or implicit personal biases toward an individual or group

C3. 2.d Participate in crosscultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective

C4. 1.d Evaluate how societal and cultural norms influence personal interactions

C4. 2.d Respond to social cues that differ depending on the societal and cultural norms of the environment

D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on postsecondary goals

D2. 1.d Establish and actively participate in a healthy network of personal, school and community relationships

D2. 2.d Incorporate compassionate and inclusive practices in relationships

E1. 1.d Demonstrate critical thinking skills to select an appropriate decisionmaking process, recognizing there are multiple perspectives

E1. 2.d Implement a decision making process to solve complex situations including academic & social challenges

E2. 1.d Implement strategies for reducing influence of stressors that limit your ability to make the mostinformed decisions when at school, at home or in the community with peers

E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions

E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences

E4. 2.d Embrace productive struggle as an opportunity for personal growth



High School Scope & Sequence

Quarter 3 and 4

Q3

Quarter 3 continues to build skills to work well in groups. We practice conflict resolution through active listening skills to build and maintain healthy relationships. Avoiding violence through self-defense is covered so students respect their ability to defend themselves only when it is appropriate.

B3. 2.d Reframe a current challenge or setback, by reflecting on successes

C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ

C3. 3.d Analyze how one can build community that respects all human dignity virtually and in-person

C4. 3.d Use positive problemsolving skills to balance personal and group needs and foster respectful group interactions

D1. 1.d Actively engage in positive interactions to make connections with peers, adults, and community to support and achieve common goals

D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals

D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships

D3. 1.d Demonstrate ability to co-exist in civility in the face of differing perspectives to prevent conflict

D3. 2.d Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety

D3. 3.d Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength

E3. 2.d Engage in safe practices in my personal behavior choices and habits for self and toward others

Q4

Quarter 4 gives the students opportunities to deepen their interests and strengths. Students explore how their interests relate to their strengths and can guide them toward their goals in life. We take steps toward determining and reaching our goals while taking advantage of external support. Students exercise responsible decision making and community resources to reach a goal.

A2. 1.d Practice using personal strengths in pursuit of post-secondary goals

A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges

A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional, or health-related support

A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges, and build on personal strengths

A3. 3.d Access community resources and safety networks for self or others

A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges

B2. 1.d Develop a plan demonstrating understanding of how to set & reach goals contributing to lifelong success

B2. 2.d Utilize school, family and community or varied resources that may assist in achieving a goal

B2. 3.d Set a post-secondary life goal with action steps, timeframes, and criteria for evaluating achievement

B2. 4.d Evaluate progress toward achieving a specified goal & reevaluate or adapt the plan as needed

B3. 1.d Demonstrate the ability to persevere through challenges for long-term rewards or success

C2. 1.d Demonstrate an awareness of responsibilities as an involved citizen in a democratic society

C2. 2.d Engage in civic duties and opportunities within the broader community

C2. 3.d Implement a strategy to address a need in the broader community or world as change agents

C2. 4.d Evaluate the impact of personal involvement in an activity to improve school, home, community, & world

E2. 2.d Independently seek reliable adult mentors in various settings

E3. 3.d Seek and engage in civic-minded activities that contribute to the larger community

E4. 3.d Anticipate and plan for transitions in postsecondary life

Lesson 5

State Standards:

B1. 1.d Utilize selfmanagement strategies to regulate thoughts, emotions, and behaviors within the context of the situation

Materials: Clementines or other food for mindful eating

Location: Calm Room or Outdoor Classroom



What is Mindfulness & Why Practice It? (Mindful Breathing & Eating)

Opening:

Singing Bowl | Glitter Jar with 3 Deep Breaths | Affirmation Finger Tapping

Discussion

How would you describe mindfulness?

Mindfulness is the practice of focusing on whatever we are doing in any given moment. Whether we are focusing on the way we are feeling, an activity we are doing or our breath, we are practicing mindfulness. In our society, it is easy to get wrapped up in a fast pace of moving from one thing to the next. This habit of “rushing” can cause us to make impulsive decisions, rush through things and miss out on pleasant experiences.

Mindfulness is best practiced first with everyday activities like breathing, walking, eating. Then we gradually begin to practice mindfulness in more complex activities like conversations, solving problems and experiencing intense emotions.

Activity

Mindful Breathing

Since breathing is something we do everyday, all day, this is a great place to start practicing mindfulness. Let's practice focusing on the breath. First, let's just notice our breath. Big or small, take a breath in, and a breath out. One more time; take a breath in, and a breath out. Now, cup your hands over your ears and listen to the sound of your breath; one more time—take a breath in and a breath out.

Now, see if you can control your breath:

Inhale, 3, 2, 1 | Hold 3, 2, 1 | Exhale 3, 2, 1 | Hold 3, 2, 1

Mindful Eating

Slowly, pass around a clementine and hold it in your hand. Notice the texture, the smell and the color. What do you notice when you zoom in and look closely at the fruit? Now, hold the clementine up to your ear and start to peel it. Notice if you can hear a sound. Move veeeery slowly and then even more slowly. Notice if it is difficult to reduce the speed of this activity that we typically do so quickly. Eventually take your first bite of a piece of clementine—but only a small bite. Chew it for longer than you typically would. Continue to guide the students through a slow, sensory experience with the clementine and discuss the experience.

Discussion Continued

When we practice common activities like eating, walking and breathing more slowly, our habits will change and we will become more present, mindful and relaxed in our everyday lives.

Closing:

“The Goodness in Me Sees the Goodness in You.”

Lesson 7



State Standards:

- A1. 1.d Identify complex emotions as an indicator of personal state of well-being
- A4. 1.d Demonstrate internalization of personal responsibility and being accountable

Materials: Emotions Wheel, Journals

Location: Calm Room or Outdoor Classroom

Communicating Emotions: Indisputable Truths

Opening:

Singing Bowl | Glitter Jar with 3 Deep Breaths | Affirmation Finger Tapping

Discussion

We will always be around people and in relationships (whether professional or personal) so we will need skills to maintain interpersonal skills. It's important to develop and practice using our emotional vocabulary to better understand ourselves and communicate our needs with others and we can use an Emotions Wheel to deepen our language of communication. Remember, emotions can be complex, mixed together, and based on several factors, so this is just a simple tool to develop vocabulary.

Indisputable Truth Communication:

When you explain to someone how you are feeling, or what you are feeling in your body, this is something that can't be disputed, because YOU feel it. No one else can tell you what YOU feel, but YOU.

For example: Use "I feel, I need/will you" statements:

I am feeling agitated and my heart is racing and I'm getting hot. I need to go take a walk and cool off.

~First, notice if there are any needs that are not being met (ie. dehydration, hunger, overwhelm, lack of sleep)

Then, if needed, practice communication skills to explain ONLY how you feel, rather than what the other person did or how they feel.

Activity

Emotions Guessing Game: Pick an emotion on the wheel and make up a scenario where someone may feel that emotion. Give an example of an unhealthy response and a productive response using Indisputable Truth Communication.



Use the diagram to expand the conversation and refer to unwanted behaviors (in the sky/tree) that stem from certain emotions (in the roots). You may notice these things in yourself or others and this diagram can help you develop compassion and understanding.

Closing:

"The Goodness in Me Sees the Goodness in You."