

PATHWAYS: BE - Scope & Sequence

*Days labeled **(a)** consist of video-based **teaching**, a group exercise with **discussion**, and a personal reflection **prompt**

*Days labeled **(b)** consist of a short video-based teaching **recap** with instructions for a (scenario-based) **classroom activity**

U	L	MAIN IDEA	ESSENTIAL QUESTIONS	OBJECTIVES	CASEL STANDARDS
1 - GET FOCUSED	1	<p>VISION (a) <i>What do I want?</i></p> <hr/> <p>Casting a vision for the kinds of relationships and reputations we want to have helps us focus on what matters most.</p>	<ul style="list-style-type: none"> • What are the qualities of a good friend? • What do I hope my social life will look like in 6th grade? • What kind of friends do I want to <u>have</u> (relationships)? • What kind of friend do I want to <u>be</u> (reputation)? 	<p>Students will:</p> <ul style="list-style-type: none"> • Define the qualities of a good friend • Name their desires in regards to friendships and reputation • List their goals for their reputation (the kind of friend they want to be) • List their goals for relationships (the kind of friendships they want to have) 	<p><u>Self Awareness</u> <i>Identifying Emotions</i></p> <p><u>Self Management</u> <i>Goal Setting</i></p>
	2	<p>AGENCY (a) <i>What can I control?</i></p> <hr/> <p>Fault focuses on what we CAN'T do. Focusing on fault leaves us powerless.</p> <p>Responsibility focuses on what we CAN do. Taking responsibility gives us back our power.</p>	<ul style="list-style-type: none"> • Does fault matter? • What does it mean to “take responsibility”? • What is the difference between fault and responsibility? • What part of my social life is in my control? 	<p>Students will:</p> <ul style="list-style-type: none"> • Define, compare, and contrast “fault” and “responsibility” • Identify what is in their control and what is not regarding relationships • Consider a shift of thinking from “It’s not my fault!” to “What can I do?” • Use the “Circle of Responsibility” to analyze a personal experience and identify what they can do 	<p><u>Responsible Decision Making</u> <i>Identifying Problems</i> <i>Analyzing Situations</i> <i>Solving Problems</i> <i>Evaluating</i> <i>Reflecting</i> <i>Responsibility</i></p> <p><u>Self Management</u> <i>Impulse Control</i> <i>Stress Management</i></p>
2 - GET CURIOUS	3	<p>CURIOUS ABOUT MYSELF (a) <i>What am I feeling?</i></p> <hr/> <p>When we pause to notice and name our emotions, we can choose actions that might lead to a different reality.</p>	<ul style="list-style-type: none"> • What does it mean to be curious about myself? • What is the value in noticing and naming my emotions? • How do I experience emotions? • Is it possible to control my emotions? • What can I do when I’m feeling difficult emotions? 	<p>Students will:</p> <ul style="list-style-type: none"> • Assess the value of emotions • Define “emotions” and “curiosity” • Build an emotional vocabulary list • Identify what is (<i>what I do</i>) and what is not (<i>what I feel</i>) in their control • Establish the benefit of 	<p><u>Self Awareness</u> <i>Identifying Emotions</i> <i>Accurate Self-Perception</i> <i>Recognising Strengths</i> <i>Self Confidence</i> <i>Self Efficacy</i></p> <p><u>Self Management</u> <i>Impulse Control</i> <i>Stress Management</i></p>

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U	L	MAIN IDEA	ESSENTIAL QUESTIONS	OBJECTIVES	CASEL STANDARDS
FOCUS			<ul style="list-style-type: none"> What can I do if an emotion feels too big to manage on my own? 	pausing between feeling and doing <ul style="list-style-type: none"> Apply the “Notice & Name” method 	
	4	CURIOUS ABOUT MYSELF (b) <i>What am I feeling?</i> <hr/> When we pause to notice & name difficult emotions, we create space to discern & decide on a path forward.	<ul style="list-style-type: none"> What happens in my body, thoughts, and actions when I pause to process an emotion? Is it possible to change my emotions? Is it possible to change the effect or outcome when I feel an uncomfortable emotion? 	Students will: <ul style="list-style-type: none"> Identify and name emotions they might feel in certain scenarios Analyze scenarios to determine what is and is not in their control Determine possible actions to take when faced with a difficult emotion Evaluate the benefits of pausing to process difficult emotions 	<u>Self Awareness</u> <i>Identifying Emotions</i> <i>Accurate Self-Perception</i> <i>Recognising Strengths</i> <i>Self Confidence</i> <i>Self Efficacy</i> <u>Responsible Decision Making</u> <i>Identifying Problems</i> <i>Analyzing Situations</i> <i>Solving Problems</i> <i>Evaluating</i> <i>Reflecting</i> <i>Responsibility</i>
	5	CURIOUS ABOUT OTHERS (a) <i>What are they feeling?</i> <hr/> We can't see what is going on inside another person, but we can notice and wonder with empathy.	<ul style="list-style-type: none"> What does it mean to be curious about someone else? How can I know what someone else is feeling? Why should I choose curiosity or wonder rather than judgment? 	Students will: <ul style="list-style-type: none"> Define “self-awareness” and “empathy” Contrast curiosity and judgment Consider the “Iceberg” analogy (what we can see is not all that is there) Assess the benefits of choosing wonder over judgment Analyze scenarios to complete a series of “I wonder” statements 	<u>Social Awareness</u> <i>Perspective Taking</i> <i>Empathy</i> <i>Appreciating Diversity</i> <i>Respect for Others</i>
	6	CURIOUS ABOUT OTHERS (b)	<ul style="list-style-type: none"> How can I know what someone else is feeling? 	Students will: <ul style="list-style-type: none"> Analyze images and scenarios 	<u>Social Awareness</u> <i>Perspective Taking</i>

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		<p><i>What are they feeling?</i></p> <hr/> <p>Shifting from judgment to wonder allows us to assume the best about others.</p>	<ul style="list-style-type: none"> Why should I choose curiosity or wonder rather than judgment? When can judgment be helpful, and when is it harmful? 	<p>to complete a series of “I wonder” statements</p> <ul style="list-style-type: none"> Assess the benefits of choosing wonder over judgment Analyze and determine appropriate and inappropriate uses of judgment 	<p><i>Empathy</i> <i>Appreciating Diversity</i> <i>Respect for Others</i></p>
	7	<p>CURIOUS ABOUT MY ENVIRONMENT <i>What’s going on here? (a)</i></p> <hr/> <p>Every environment has a different tone. Sometimes we need to change our behavior to match the tone of the environment.</p>	<ul style="list-style-type: none"> What does it mean to be curious about my environment? What is situational awareness? How should I behave in certain environments? How can I enter a new environment with confidence? 	<p>Students will:</p> <ul style="list-style-type: none"> Define “perspective” and “situational awareness” Recall the PAUSE & NOTICE method (notice & name my own emotions, notice & wonder about others’ emotions) Analyze a series of environment changes and assess possible behaviors for those environments 	<p><u>Social Awareness</u> <i>Perspective Taking</i> <i>Empathy</i> <i>Appreciating Diversity</i> <i>Respect for Others</i></p> <p><u>Self Management</u> <i>Impulse Control</i> <i>Stress Management</i></p>
	8	<p>SITUATIONAL AWARENESS (a) <i>Did I miss something?</i></p> <hr/> <p>Every situation contains good and bad; you can choose which you want to see more or less.</p>	<ul style="list-style-type: none"> How do I explore my environment with curiosity? What does it mean to have a negativity bias? How can I combat this bias? Is it possible to change my perspective about a situation? 	<p>Students will:</p> <ul style="list-style-type: none"> Recall the definition of situational awareness Define “negativity bias” Analyze scenarios to identify threats and opportunities Explore daily gratitude (the 3-3-3 challenge) as a means to hone your positivity filter 	<p><u>Social Awareness</u> <i>Perspective Taking</i> <i>Empathy</i> <i>Appreciating Diversity</i> <i>Respect for Others</i></p> <p><u>Self Management</u> <i>Impulse Control</i> <i>Stress Management</i></p>
	9	<p>INDIVIDUAL AWARENESS (a) <i>Friend or Foe?</i></p>	<ul style="list-style-type: none"> How do I know if someone is friendly or approachable? Can I trust someone’s body language to tell the truth about what they are feeling or 	<p>Students will:</p> <ul style="list-style-type: none"> Develop a lexicon of body language Analyze examples of body language to make conclusions 	<p><u>Social Awareness</u> <i>Perspective Taking</i> <i>Empathy</i> <i>Respect for Others</i></p>

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U	L	MAIN IDEA	ESSENTIAL QUESTIONS	OBJECTIVES	CASEL STANDARDS
		Our body language sends out signals to others whether we realize it or not; we can learn to read these signals.	thinking?	about approachability	<u>Self Awareness</u> <i>Identifying Emotions</i> <i>Accurate Self-Perception</i>
	10	<p>INDIVIDUAL AWARENESS (b) <i>Friend or Foe?</i></p> <p>Sometimes our signals are confusing to others, but we can learn to adjust them at the right times to make things clear.</p>	<ul style="list-style-type: none"> How do others know if I am friendly or approachable? Can I change the signals I am giving off? 	<p>Students will:</p> <ul style="list-style-type: none"> Examine facial expressions and body language in a “charades” style group game Make conclusions about their body language, and explore ways to adjust it for clarity 	<p><u>Self Awareness</u> <i>Identifying Emotions</i> <i>Accurate Self-Perception</i></p> <p><u>Social Awareness</u> <i>Perspective Taking</i> <i>Empathy</i> <i>Respect for Others</i></p>
	11	<p>FINDING CLUES (a) <i>Wearing & Carrying</i></p> <p>The things people are wearing and carrying provide clues for topics to talk about.</p>	<ul style="list-style-type: none"> If I think someone is approachable, how should I approach them? If I wanted to start a conversation with someone, how would I begin? Where do I find things to talk about? 	<p>Students will:</p> <ul style="list-style-type: none"> Consider the unique items others are wearing and carrying with curiosity Create a list of “I wonder…” questions based on what someone is wearing or carrying 	<p><u>Social Awareness</u> <i>Perspective Taking</i> <i>Empathy</i> <i>Appreciating Diversity</i> <i>Respect for Others</i></p> <p><u>Relationship Skills</u> <i>Social Engagement</i></p>
	12	<p>FINDING CLUES (b) <i>Wearing & Carrying</i></p> <p>Curiosity allows us to find the things we have in common, and to wonder about the things we don’t yet know about someone.</p>	<ul style="list-style-type: none"> How do I find things to say that we both care about? How do I offer clues about what’s important to me? 	<p>Students will:</p> <ul style="list-style-type: none"> Analyze & identify what might be important to someone based on their appearance Practice observing then forming and asking curious, open-ended questions around an article of clothing or accessory Create an avatar for themselves to invite interesting conversation 	<p><u>Self Awareness</u> <i>Accurate Self-Perception</i> <i>Recognising Strengths</i> <i>Self Confidence</i></p> <p><u>Social Awareness</u> <i>Perspective Taking</i> <i>Empathy</i> <i>Appreciating Diversity</i> <i>Respect for Others</i></p> <p><u>Relationship Skills</u> <i>Social Engagement</i></p>

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3 - CHOOSE KINDNESS	13	<p>KINDNESS (a) <i>...is the filter</i></p> <hr/> <p>When you aren't sure of your next move, choose to move in kindness.</p>	<ul style="list-style-type: none"> Are there any "bad" questions or things I can't ask about? What is kindness? Why does kindness matter? 	<p>Students will:</p> <ul style="list-style-type: none"> Define "kindness" and "cruelty" Compare & Contrast kindness and cruelty Identify examples of kindness and cruelty Develop a lexicon of kindness 	<p><u>Relationship Skills</u> <i>Social Engagement</i> <i>Relationship Building</i></p> <p><u>Social Awareness</u> <i>Perspective Taking</i> <i>Empathy</i> <i>Respect for Others</i></p>
	14	<p>KINDNESS (b) <i>...is the filter</i></p> <hr/> <p>Every interaction is an opportunity to build someone up, or to tear them down.</p>	<ul style="list-style-type: none"> What does kindness look like in action? How do I know if something I say or do is actually cruel? 	<p>Students will:</p> <ul style="list-style-type: none"> Evaluate and determine "What Would Kindness Do?" in a series of scenarios Reflect upon times they have been the giver or recipient of kindness or cruelty and identify the impact or consequences 	<p><u>Relationship Skills</u> <i>Social Engagement</i> <i>Relationship Building</i></p> <p><u>Social Awareness</u> <i>Perspective Taking</i> <i>Empathy</i> <i>Respect for Others</i></p> <p><u>Self Awareness</u> <i>Identifying Emotions</i> <i>Accurate Self-Perception</i></p>
4 - CHOOSE COURAGE	15	<p>COURAGE (a) <i>...is the bridge</i></p> <hr/> <p>Fear can stop us from getting what we actually want.</p>	<ul style="list-style-type: none"> What if I want to make friends, but I'm afraid to approach new people or talk to them? Is fear always a bad thing? What is the purpose of fear? 	<p>Students will:</p> <ul style="list-style-type: none"> Define "courage" and identify its characteristics Analyze examples to identify opportunities hindered by fear (risk/reward analysis) 	<p><u>Self Awareness</u> <i>Identifying Emotions</i> <i>Recognising Strengths</i> <i>Self Confidence</i> <i>Self Efficacy</i></p>
	16	<p>COURAGE (b) <i>...is the bridge</i></p> <hr/> <p>Courage is telling fear NO to obtain what we really want.</p>	<ul style="list-style-type: none"> How do I push through fear? Are there ever times when I shouldn't push through my fear? 	<p>Students will:</p> <ul style="list-style-type: none"> Develop strategies to overcome fear and take courageous action Analyze and determine courageous actions in various scenarios 	<p><u>Self Awareness</u> <i>Identifying Emotions</i> <i>Recognising Strengths</i> <i>Self Confidence</i> <i>Self Efficacy</i></p>

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GE				<ul style="list-style-type: none"> Analyze examples and identify appropriate times to choose safety as the best response 	
	*	OPTIONAL: MidTerm Formal Review & Assessment			
5 - G E T T A L K I N G	17	CONVERSATIONS <i>What are they? (a)</i> <hr/> We cannot make true friends without conversation.	<ul style="list-style-type: none"> Why are conversations important? What does it feel like to participate in a good conversation? What is the difference between an interaction and a conversation? 	Students will: <ul style="list-style-type: none"> Define conversation Compare positive and negative experiences they have had in conversations Identify the qualities of a good conversation Compare the qualities of a conversation to an interaction 	<u>Relationship Skills</u> Communication Social Engagement Relationship Building
	18	CONVERSATIONS <i>What are they? (b)</i> <hr/> Good conversations are kind and curious.	<ul style="list-style-type: none"> What does a good conversation look like? How do I know if something I say is perceived as awkward? 	Students will: <ul style="list-style-type: none"> Practice identifying and responding to specific conversational behaviors by acting out scenarios Analyze their own conversational behaviors to identify strengths and weaknesses 	<u>Relationship Skills</u> Communication Social Engagement Relationship Building
	19	QUESTIONS (a) <i>How do I start?</i> <hr/> We can invite curious, kind, and courageous conversations by noticing, sharing, and asking questions.	<ul style="list-style-type: none"> How do I start a conversation with someone? Are there things I shouldn't say when starting a conversation? 	Students will: <ul style="list-style-type: none"> Identify, compare, and contrast things that can drain a conversation and things that can fuel it Practice the notice, share, ask framework in a group "Speed Dating" style activity 	<u>Relationship Skills</u> Communication Social Engagement Relationship Building
	20	MORE QUESTIONS (a) <i>Focus In & Open Up</i>	<ul style="list-style-type: none"> What makes some questions feel better than others? 	Students will: <ul style="list-style-type: none"> Explore tools for asking 	<u>Relationship Skills</u> Communication

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		<p>_____</p> <p>“Why” questions require a defense, but “how” or “what” questions invite a story.</p>	<ul style="list-style-type: none"> • What’s the problem with most WHY questions? • How do I turn a WHY into a HOW or WHAT question? 	<p>curious questions that invite a response and not a defense</p>	<p><i>Social Engagement</i> <i>Relationship Building</i></p>
	21	<p>GIVING CLUES (a) <i>How do I keep it going?</i></p> <p>_____</p> <p>Putting good clues in our answers provides an opportunity for others to notice and wonder about us.</p>	<ul style="list-style-type: none"> • How do I keep a conversation from being one sided? • How do I invite others to ask me questions about the things I like? 	<p>Students will:</p> <ul style="list-style-type: none"> • Explore the tools of elaboration and emphasis • Develop a bank of clues they can offer when responding to commonly asked questions 	<p><u><i>Relationship Skills</i></u> <i>Communication</i> <i>Social Engagement</i> <i>Relationship Building</i></p>
	22	<p>GIVING CLUES (b) <i>How do I keep it going?</i></p> <p>_____</p> <p>We can achieve a balance of asking and responding by offering clues for others to follow.</p>	<ul style="list-style-type: none"> • How do I change the subject in a conversation? • How do I transition naturally to topics I enjoy talking about? 	<p>Students will:</p> <ul style="list-style-type: none"> • Practice inserting clues for new topics in their responses • Practice identifying clues and generating new questions to explore further 	<p><u><i>Relationship Skills</i></u> <i>Communication</i> <i>Social Engagement</i> <i>Relationship Building</i></p>
	23	<p>GROUP CONVERSATIONS (a) <i>What if there are more than two of us?</i></p> <p>_____</p> <p>The basic principles of conversation are the same, no matter the size of the group, but the pacing and balance of your contributions will look different.</p>	<ul style="list-style-type: none"> • How do I engage in a group conversation? • How is it the same as a one-on-one conversation? • How is it different? 	<p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast the principles and tools of individual conversations with group conversations • Practice entering and engaging in group conversations 	<p><u><i>Relationship Skills</i></u> <i>Communication</i> <i>Social Engagement</i> <i>Relationship Building</i> <i>Teamwork</i></p>
	24	<p>DIGITAL CONVERSATIONS (a) <i>Does this work on my</i></p>	<ul style="list-style-type: none"> • Does this work the same way in text conversations? • Is it ever a bad idea to text or 	<p>Students will:</p> <ul style="list-style-type: none"> • Compare the principles of individual conversations with 	<p><u><i>Relationship Skills</i></u> <i>Communication</i> <i>Social Engagement</i></p>

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		<p><i>phone?</i></p> <hr/> <p>Conversations can take different forms for different goals.</p>	video chat?	<p>digital conversations</p> <ul style="list-style-type: none"> Define and identify content v. context Analyze various conversation goals to choose the best mode 	<i>Relationship Building</i>
	25	<p>SOCIAL MEDIA (a) <i>The Great Debate</i></p> <hr/> <p>A good conversation should leave us feeling more connected, not less.</p>	<ul style="list-style-type: none"> Does social media help us feel more connected or less connected to others? Is social media more helpful or more harmful to society? How do I know when to take the conversation offline? 	<p>Students will:</p> <ul style="list-style-type: none"> Examine the capacity of social media to make us feel more or less connected to others Define the purpose and explore the tools of debate Defend a pro or con position in a classroom debate 	<p><u>Responsible Decision Making</u> <i>Identifying Problems</i> <i>Analyzing Situations</i> <i>Evaluating</i> <i>Reflecting</i> <i>Responsibility</i></p>
	26	<p>SOCIAL MEDIA (b) <i>Influenced or Influencer?</i></p> <hr/> <p>Healthy social media use requires a balance of active participation and elimination.</p>	<ul style="list-style-type: none"> Are there healthy ways to use social media? How much is too much? How can we experience more of the benefits and less of the negative outcomes? Can we control what shows up in our social media feed? 	<p>Students will:</p> <ul style="list-style-type: none"> Analyze and identify the ways social media can be used to influence us and others both positively and negatively Consider the type of “Influencer” they want to be and what it might look like in action Consider the influences they want to eliminate and time limits they may need to set 	<p><u>Self Awareness</u> <u>Self Management</u> <u>Social Awareness</u> <u>Relationship Skills</u> <u>Responsible Decision Making</u></p>
6 - W H A T I F	27	<p>DOES IT NEED TO BE SAID (a) <i>...at all?</i> <i>...by me?</i> <i>...right now?</i></p> <hr/> <p>Not everything needs to be said, I am not always the best person to say it, and</p>	<ul style="list-style-type: none"> Are all topics ok to discuss? How do I know when something is off limits in conversation? How do I know if I’m the right person to say something? How do I know if it’s a bad time to say something? 	<p>Students will:</p> <ul style="list-style-type: none"> Analyze and identify when to speak up, when to be silent, and when to tell an adult Students will evaluate the relationship between honesty and kindness Create and apply a flowchart to determine if something 	<p><u>Relationship Skills</u> <i>Communication</i> <i>Social Engagement</i> <i>Relationship Building</i></p> <p><u>Self Awareness</u> <i>Identifying Emotions</i> <i>Self Efficacy</i></p>

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?		now is not always the best time.		needs to be said in various scenarios	<u>Self Management</u> <u>Impulse Control</u> <u>Self Discipline</u>
	28	FROM “HINT” TO “HEY STOP!” (a) <i>How do I say THAT?</i> <hr/> Sometimes we need to change the way we are communicating in order to be understood.	<ul style="list-style-type: none"> • What if it feels like I’m not being heard? • How do I make it clear that something is not ok? • How do I know when to give a hint and when to be direct? 	Students will: <ul style="list-style-type: none"> • Analyze scenarios to determine if sharing the whole truth creates more harm than good, and explore alternate ways to gently communicate the necessary details • Analyze examples to identify specific levels of directness in confrontation 	<u>Social Awareness</u> <u>Perspective Taking</u> <u>Empathy</u> <u>Respect for Others</u> <u>Relationship Skills</u> <u>Communication</u> <u>Social Engagement</u> <u>Relationship Building</u>
	29	FROM THE TOP <i>Course Review</i> <hr/> Having a clear map of the journey makes it easier to take a step in the right direction.	<ul style="list-style-type: none"> • How does all of this work together? • What are all the tools we’ve collected? 	Students will: <ul style="list-style-type: none"> • Review the principles and tools of this course by playing an interactive board game • Create a “Trail Map” to represent the journey from <i>wanting</i> to <i>having</i> better conversations and deeper friendships 	<u>Self Awareness</u> <u>Self Management</u> <u>Social Awareness</u> <u>Relationship Skills</u> <u>Responsible Decision Making</u>
7 - GET GOING	30	NOW YOU TRY (a) <i>Practice. Practice. Practice.</i> <hr/> Practicing conversations in a simulated environment helps build confidence and adaptability in real-world interactions.	<ul style="list-style-type: none"> • How do I know if I’m ready to use these new skills and tools in my everyday life? • How do I assess and improve my conversation skills? 	Students will: <ul style="list-style-type: none"> • Develop an avatar with distinct wants, reputations, and unseen conflicts • Construct a realistic conversational scenario where these avatars will interact • Identify relevant conversational tools to navigate the situation • Define success criteria for effective conversation 	<u>Self Awareness</u> <u>Social Awareness</u> <u>Self Management</u> <u>Relationship Skills</u> <u>Responsible Decision Making</u>

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U	L	MAIN IDEA	ESSENTIAL QUESTIONS	OBJECTIVES	CASEL STANDARDS
	31	<p>NOW YOU TRY (b) <i>Practice. Practice. Practice.</i></p> <hr/> <p>Practicing conversations in a simulated environment helps build confidence and adaptability in real-world interactions.</p>	<ul style="list-style-type: none"> • How can I apply these conversational tools in different scenarios? • What choices lead to successful conversations? 	<p>Students will:</p> <ul style="list-style-type: none"> • Engage in a simulated conversation using student-created avatars and scenarios • Apply conversational tools to navigate the interaction • Analyze and assess conversations using a rubric • Reflect on strengths and areas for improvement 	<p><u>Self Awareness</u> <u>Social Awareness</u> <u>Self Management</u> <u>Relationship Skills</u> <u>Responsible Decision Making</u></p>
	32	<p>YOU'VE GOT THIS (a) <i>Encouragement for the journey.</i></p> <hr/> <p>Curiosity, kindness, courage, and conversation help us build meaningful connections that bring happiness and make the world better for all of us.</p>	<ul style="list-style-type: none"> • How have I grown in my relationship skills since beginning this course? • Which tools have been the most helpful to me? 	<p>Students will:</p> <ul style="list-style-type: none"> • Reflect on the skills and tools they've acquired throughout the course • Identify and celebrate the ways they have grown in their conversations and relationships since beginning the course 	<p><u>Self Awareness</u> <i>Identifying Emotions</i> <i>Accurate Self-Perception</i> <i>Recognizing Strengths</i> <i>Self Confidence</i> <i>Self Efficacy</i></p> <p><u>Responsible Decision Making</u> <i>Evaluating</i> <i>Reflecting</i> <i>Ethical Responsibility</i></p>
	*	OPTIONAL: Final Formal Review & Assessment			