School-Connect®

Optimizing the High School Experience

Teacher's Guide

A Curriculum for Boosting Social, Emotional and Academic Skills

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Teacher's Guide
Modules 1–4

Third Edition

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Program Overview

What is School-Connect?

School–Connect®: Optimizing the High School Experience is a teacher-facilitated curriculum designed to improve the social, emotional, and academic skills of high school students and create supportive relationships among students and between students and their teachers. The curriculum is built upon five social and emotional competency areas: social awareness, self-awareness, self-management, relationship skills, and responsible decision-making. These competencies are identified by research as critical to the healthy development of children and adolescents and their success in school (Durlak et al., 2011).

First published in 2006, revised in 2009 and 2015, and expanded in 2017, School-Connect® is implemented in 50 states and in a variety of ways, including: freshman seminars, grade level advisories, academic courses, special education classes, alternative education programs, college and career-readiness courses, and youth development initiatives. This is the third edition of the curriculum and the first edition that is multi-media.

School-Connect lessons are distributed over four curriculum modules: 1) Creating a Supportive Learning Community, 2) Developing Self-Awareness and Self-Management, 3) Building Relationships and Resolving Conflicts, and 4) Preparing for College and the Workforce. Each module contains 20 Lessons and PowerPoints (80 in total) that include research-based content and strategies, interactive activities that foster student engagement, opportunities for reflection and application, and embedded videos. Lessons are timed for 40 minutes but can be expanded or contracted as needed. For a complete list of lessons see the Appendix.

Box 1

Module 1: Creating a Supportive Learning Community
Familiarizes students with learning strategies (think–pair–share, class discussions, role plays, and active listening), creates awareness of what affects the social functioning of groups, fosters supportive working relationships, explores the value of an education, and introduces mental frameworks and organizational and study skills important to academic success.

Module 2: Developing Self-Awareness and Self-Management
Explores the effects of automatic thoughts on emotions and behavior and helps students to reduce the habit of negative thinking, develop emotional management and coping strategies, identify their strengths and interests, explore careers and colleges, set and achieve goals, and continue to develop mental frameworks and study skills that contribute to student success.

Module 3: Building Relationships and Resolving Conflicts
Helps students establish and maintain healthy relationships, develop perspective-taking skills, empathize with and help others, evaluate conflict response styles, apply a problem-solving strategy, make responsible decisions, address and prevent bullying, make sincere apologies, understand the power of forgiving, and adopt ealthy dating guidelines.

Module 4: Preparing for College and the Workforce
Helps upper classmen set goals, identify "best fit" colleges, write compelling college essays, learn from feedback to improve performance, develop 21st Century workplace skills, manage stress, develop financial literacy, and prepare for independent living.

Learning can be extended through Culminating Projects and Lesson Extensions provided in each module. Support materials include this Teacher's Guide, Notes to Teacher for each module, posters of key curriculum strategies and on the iPortal only: PLC Notes and videos of classroom demonstrations and TIPS from S-C Teachers. Most curricular pieces can be accessed through the School-Connect online iPortal. The section "How to Use this Curriculum" in this Teacher's Guide provides detailed information on curricular components and implementation.

What is the Need?

Adolescence is a challenging time.

Teens go through dramatic changes in physical appearance, cognitive abilities, and social and emotional development. As young people move from the relative simplicity and security of childhood to the complexity and uncertainties of adulthood, they go through a process of identity development and seek peers, role models, and social ideals as guides. Most adolescents experience some difficulty and confusion during this transition. While brain development goes through tremendous growth during adolescence, at times it can lag behind through a maturational mismatch and be at odds with healthy and responsible decision-making. As a result, adolescents are at greater risk than children for depression, anxiety, substance abuse, violence, self-injurious behavior, and academic failure (Jensen & Nutt, 2015).

> **In transitioning from middle school to high school, adolescents encounter a much larger student body, a more impersonal environment, increased academic rigor and expectations, and fewer emotional supports.**

Ninth grade is a watershed year for students.

In transitioning from middle school to high school, adolescents encounter a much larger student body, a more impersonal environment, increased academic rigor and expectations, and fewer emotional supports. For the first time, their grades and discipline record will have a direct impact on their post-high-school options. Many freshmen are ill-prepared for these challenges and fail to earn the credits necessary for promotion to the next grade level, thereby swelling the ranks of the ninth-grade class, most notably in large urban schools (McCallumore & Sparapani, 2010). In one study, up to 40% of ninth-grade students in cities with the highest dropout rates repeat the ninth grade, but only 10% to 15% of those repeaters go on to graduate (Kennelly & Monrad, 2007). Nationally, 12% of Caucasian youth, 22% of Hispanic youth, and 25% of African-American youth fail to graduate high school in four years (U.S. Department of Education, 2015).

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Many young people lack sufficient skills for success in college and the workplace.

Students who survive the critical ninth grade juncture and go on to graduate from high school face additional hurdles. Approximately 20 percent of entering college freshman will need to take remedial courses (U.S. Department of Education, 2014), and many will not graduate. Over 40 percent of students who entered a four-year college or university in 2006 did not earn a degree within six years. Yet studies suggest that 50 percent or more of all new jobs in the next decade will require postsecondary education (Balfanz et al., 2014).

Young people need more than diplomas to land and keep a job. In a national survey employers reported the top skills needed to be successful in the 21st Century business world are "applied" skills — professionalism and work ethic, teamwork, oral communication, ethics and social responsibility, and critical thinking — rather than content knowledge. While they found that new entrants to the workforce from every education level lack some important skills, the greatest deficiencies were at the high school level where 42.4 percent of graduates lacked overall preparation for on-the-job success. Survey respondents added a plea to high schools to develop these applied skills in students before they enter the workforce, as the lack of these skills is the main reason employees underperform or are fired from their jobs (Casner-Lotto, & Barrington, 2006).

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Skills for success need context specific modeling and practice.

No one ever questions having a formal curriculum in algebra or geometry. We all know that developing and applying mathematical concepts requires instruction, practice, and a supportive environment. Developing interpersonal skills such as perspective taking and problem solving, and intrapersonal skills such as managing emotions and setting goals, also requires attention and rigor. While many students learn these skills at home, others do not, and it is important to practice and apply them in a school environment, which is in itself a "work" environment. Students spend a large portion of their weekdays either in school attending classes or at home doing homework; in order to apply these skills to academic work and interactions with peers and teachers, they need context-specific practice. With so much riding on school outcomes, it only makes sense.

How Does School-Connect Meet the Need?

Promotes Social and Emotional Learning (SEL)

SEL is the process by which we develop the skills to recognize and manage emotions, form positive relationships, communicate well with others, set and accomplish goals, persevere through obstacles and setbacks, organize our daily lives, resolve conflicts, make responsible decisions, and avoid risky behavior. The five SEL competencies that encompass these skills and which form the blueprint for the curriculum are: social awareness, self-awareness, self-management, relationship skills, and responsible decision-making (Box 2). These competencies were identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as critical to the healthy development of children and adolescents and effective in improving academic achievement and student behavior (Durlak et al., 2011).

School-Connect applies Social Learning Theory (Bandura, 1976, 1985) in helping students develop the SEL competencies. That is, students discuss, observe (in videos and model role plays), practice in pairs or triads, apply in real life situations, and reflect upon the specific skills, attitudes, and behaviors that comprise each competency. In addition, Lesson Overviews in the Notes to Teacher section of each module identify the research base of each lesson, linking these to the competencies. The PLC Notes, accessible online through the iPortal and updated regularly, provide teaching tips and additional resources for each lesson and help keep the material current and cutting edge.

> SEL is the process by which we develop the skills to recognize and manage emotions, form positive relationships, communicate well with others, set and accomplish goals, persevere through obstacles and setbacks, organize our daily lives, resolve conflicts, make responsible decisions, and avoid risky behavior.

Applies SEL Competencies in Multiple Realms

The majority of School-Connect lessons can be applied socially, emotionally, and academically. For example, lessons that encourage students to overcome fixed ideas about their abilities and learn from failure provide a range of examples from mastering algebraic equations to feeling comfortable speaking in front of groups. Similarly, active listening is demonstrated in a video vignette of a teacher-student conference about student behavior and academic performance but also is practiced by students in real and simulated situations involving friends and family. And as students explore interpersonal skills such as resolving conflicts and refusing risky behaviors, they also reflect on their intrapersonal response, i.e., how they as individuals have felt and behaved in these situations.

Lessons that primarily focus on social awareness and interpersonal skills are in Modules 1 and 3, while those that address intrapersonal emotions and behaviors are in Module 2. Module 4 targets both intrapersonal skills and interpersonal skills. Roughly a third of the lessons have a specific focus on academic attitudes, skills, and behaviors shown to be factors in student performance (Farrington, 2012). These include skills such as keeping an organized planner, developing academic supports, focusing and prioritizing, taking effective notes, improving memory skills, and understanding mindsets. While each module includes academically-oriented lessons, they tend to be front-loaded in Module 1 so that students receive them when they most need them, i.e., at the beginning of the school year or semester.

Box 2

Social and Emotional Competencies Identified by CASEL*

Social Awareness
The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Self-Awareness
The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-Management
The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Relationship Skills
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision-Making
The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

*The Collaborative for Social, Emotional, and Academic Learning (CASEL) provides leadership in advancing the science of social and emotional learning and expanding the coordination of evidence-based SEL practice. Retrieved May 22, 2015 from www.casel.org.

Creates the Conditions for Learning

Students are more likely to become engaged in learning within classrooms that foster the ABC's of student motivation: Autonomy, Belonging, and Competence (Deci & Flaste, 1995). Autonomy refers to acting in accordance with oneself—being free and volitional in one's actions. When autonomous, we are fully willing to do what we are doing; we pursue an activity with interest, focused attention, and perseverance. Throughout the curriculum, students are given opportunities to exercise autonomy through activities that offer them "voice and choice." In Think-Pair-Shares, they take time to consider how they think and/or feel about a question or prompt, share their response with another student, and then discuss and contrast different viewpoints with the larger class. Philosophical Chairs and other large and small group exercises provide additional opportunities for freely voicing and exploring ideas. Finally, culminating projects at the end of each module allow students to choose

curriculum topics they want to learn more about using a project-based learning model. Emphasizing student autonomy is a student-centered approach in contrast to a didactic approach emphasizing teacher lecture that is often found in academic courses in high school.

Learning itself is considered a social process. Students learn best in collaboration with teachers and peers, rather than in isolation, and benefit from the support of their families. When students know one another on a more personal level and enjoy a rapport with their teacher, they tend to feel safe and supported in class. Research that correlates "school connectedness"—feeling a sense of belonging in school—with academic motivation and achievement underscores the social

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foundation of learning (Learning First Alliance, 2001). This is the reason the curriculum is named School-Connect and why the first module – Creating a Supportive Learning Community — takes time to develop the attitudes, skills, and behaviors that lead students to experience a sense of belonging.

Just as learning is social in nature, it is also an affective process within the individual. As students develop a growing sense of social, emotional, and academic competence, they gain a greater sense of self-efficacy—the belief that they can affect their lives and the lives of others in positive ways. Their improving skills help motivate them to seek challenges, persevere in the face of obstacles, and find interest and joy in discovery and achievement. When students repeatedly display these attributes, it is more likely that they will become self-directed, lifelong learners (Dweck, 1999, 2006). By providing multiple opportunities for practicing attitudes, skills, and behaviors; by reflecting on their benefits; and by applying them in real-life situations, School-Connectâ helps students build their sense of competence and self-confidence.

Actively Engages Students

In addition to creating the conditions for learning, School-Connect uses learning strategies that actively engage students on many levels. Each lesson engages students visually with a PowerPoint presentation; many have brief videos that further pull students in. A typical lesson keeps students moving, relating, and reflecting. Each lesson begins with a *bell ringer*, which they complete as soon

as they enter the classroom and sit down at their desks. They become acquainted with the goals of the lesson through *essential questions*, which are then explored through interactive activities, many of which get them up and out of their seats (*e.g., quick shares, jigsaws, lightning rounds, role plays, philosophical chairs*) and changing partners and/or groups. The *wrap up* leads back to the essential questions and a *reflection/application* activity in which students apply learning to their own lives. Professional Learning Community (PLC) Notes, available on the iPortal and written by a School-Connect co-author and high school teacher, focus on techniques for engaging students and building relationships.

Addresses Students Developmentally

Adolescence is historically characterized as a time of "storm and stress" (Arnett, 1999). Physical maturity often precedes cognitive maturity, making it seem as if teens are steering a somewhat unwieldy ship. Fluctuating hormones coupled with increased attention to social pressures and more opportunities for freedom (e.g., driving, later curfew) may lead to erratic mood swings, lulls in mental alertness, and uneven emotional and behavioral control (Jensen & Nutt, 2015). An adolescent may exhibit great insight and self-control at one moment and only minutes later "flip her/his lid" in an emotional outburst.

At the same time, adolescents are going through a psychosocial process of identity development to understand who they are and what they are good at and to define personal, professional, and social goals (Erikson, 1968). They are on a bridge between the children they have been and the adults they will become.

School-Connect aids students in this developmental process by providing information on brain development and skills for interrupting negative-thinking habits, managing emotions, and thinking rationally in challenging and confusing situations. Lessons help students to address underlying beliefs about their abilities that can affect the choices they make in their lives. Lesson strategies guide students toward identifying their character traits and interests, envisioning their future, setting long-term goals, and taking personal responsibility for their actions and behavior.

Includes Content Relevant to Students' Lives

The childhood and adolescence of today's typical high school students have been different from the majority of their teachers' in key ways. Theirs is the first generation to have interacted with technology from early childhood onward. School-Connect capitalizes on the skills and expectations of this "digital generation" of visual learners by providing a PowerPoint presentation for each lesson, by using videos to demonstrate strategies and ignite discussions, and by accessing the Internet for additional resources.

Being "wired in" so much of the time has had significant effects on how students think and behave and the way in which they learn (Jensen & Nutt, 2015). While there are many positive aspects of technology use, it can also hinder student development in important ways. For example, having less face time with people can affect their ability to empathize with and take the perspective of others. The fast pace of media with its heavy emphasis on teens as consumers makes it difficult for them to delay gratification in pursuit of long term goals. And the relentless use of technology can make it difficult for them to focus on and prioritize tasks and manage their time wisely (Small & Vorgan, 2008).

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School-Connect targets social, emotional, and academic skills that students need to improve upon or may have missed entirely. Many students have more familiarity with emoticons on computers than with real facial expressions, so the curriculum provides a crash course in recognizing human emotions, a key component of empathy. By practicing active listening, students pick up much more information about another person's perspective than a text or tweet will ever provide. School-Connect, with its focus on both the interpersonal and the intrapersonal, helps students to interact face to face, rather than practice avoidance and isolation, and to reflect on the intrinsic value of being socially and emotionally competent.

Growing up in a digital world and having at their disposal the technology to do creative projects — e.g., shoot and edit videos, learn guitar — has trained students to look for entertainment and, at the same time, to be in the driver's seat. SEL-themed videos—some of which come from the Internet—and opportunities to create their own videos through culminating projects help students capitalize and reflect on this important aspect of modern life. The curriculum also helps students to evaluate the role technology plays in their lives. It addresses the effects—both positive and negative—of social media and creates student awareness of how excessive use of technology can affect their developing brains.

How to Use This Curriculum

Selecting an Implementation Model

Deciding who should teach the lessons and in what course are important decisions. Ideally, School–Connect Modules 1-3 are implemented in a high school setting as a one- or two-semester, stand-alone course in which students receive all or most of the lessons (Corrigan & Grove 2014). Module 4 is best implemented in a dedicated class for 11th and/or 12th grade students. Implementing a freshman seminar helps prepare students for the academic rigor and social-emotional challenges of high school. Similarly, a junior/senior seminar helps prepare students for college, the workforce, and independent living.

Other options include: implementing the modules in grade level advisories, integrating lessons with course content in other subjects (e.g., English, health, psychology, leadership), and presenting lessons as the focus of a course in special education and/or alternative education settings. **For more information about specific implementation models go to www. school-connect.net and click on the Implementation tab.**

> ## Implementation Models
>
> - Freshman Seminar
> - Junior/Senior Seminar
> - Advisory
> - Special Education
> - Health
> - English
> - Student Leadership
> - Vocational Education
> - Alternative Schools
> - Summer Bridge Program

It is important to keep in mind that the School–Connect curriculum is most effective when all students

- Receive it at some point in high school

- Complete the reflection/application assignments and discuss them in class

- Use the program language and strategies with their School–Connect teacher and classmates—and ultimately with teachers and students in the wider school community

While schools with time constraints may need to pick and choose lessons to present, they should keep in mind that the curriculum is developmentally sequenced — the more lessons covered and the more closely the proper order is followed, the better the outcome. The List of Lessons in the Appendix indicates key lessons that should not be missed.

School–Connect is primarily designed for classroom use, but youth group leaders, resource teachers, school psychologists, and counselors can adapt the lessons and program strategies for use with small groups and individuals. Many of the strategies were originally conceived and tested as interventions with individuals and in non-academic settings.

Teacher Qualities

Those who present the program should be comfortable with the concepts and strategies they will impart to students. Ideal presenters possess and apply many of these skills in their own lives and see personal development as an ongoing, lifelong process—one that is both rewarding and enriching. Presenters, therefore, should be willing to work on skills they need to improve in themselves. This requires a certain amount of openness, humility, and humor on the part of teachers as they share the ups and downs of becoming socially and emotionally literate.

Teachers should also possess a proven ability to connect with students in positive ways. The science of child development and the best philosophy of education agree that the success of education depends on the strength of the social and emotional dimensions of the student-teacher relationship (Shriver & Buffet, 2015). Students who feel valued and supported by their teachers, whether they are in grade school or high school, are more likely to be engaged in learning and successful in school. Administrators should select presenters on this basis, rather than automatically assign the course to teachers who happen to have an extra free period.

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Implementation Coordination and Support

A leadership team (e.g., SEL committee, School Improvement Team), grade-level teams, and/or a program coordinator can provide oversight and support to teachers implementing School-Connect. They can select an implementation model, arrange professional development for implementing teachers, provide teacher support during implementation, and institute school-wide strategies for SEL. **For more information on implementing effectively, go to www.school-connect.net and click on Implementation Toolkit in the Implementation tab.**

Setting up for PowerPoint

Showing the PowerPoints and videos will require a/an:

- ✔ Computer
- ✔ Internet access
- ✔ Chrome web browser (free download; best for viewing videos and advancing slides)
- ✔ Media projector
- ✔ Screen
- ✔ Set of speakers
- ✔ Wireless mouse (optional but highly useful)
- ✔ Unique setup code (provided with the curriculum) for setting up the end user's ID and password

The PowerPoints are in HTML5 format and operate differently than regular PowerPoints. The Quick Guide in the Appendix and at the beginning of each module will explain how to access the PowerPoints and advance slides.

Standard remote clicking devices will not work with this format. If you want to "click" from anywhere in the room, use a wireless mouse by placing the cursor on the screen, lifting it off the pad, and left-clicking to advance slides and activate videos and animation.

Preparing to Teach

Practice Operating PowerPoints

As with any technology, practicing in advance and becoming familiar with the operating procedure will lead to best results.

✔ Select and read a hard copy of a lesson.

✔ Access and open the appropriate PowerPoint in the online iPortal using Google Chrome browser.

✔ Go full screen by clicking the F11 key for a PC or Command + Control + F for a Mac.

✔ Click the Enter key or left-click a wireless mouse to advance the slides and optimize viewing. (The PowerPoint has been converted to HTML format and will not advance as a regular PowerPoint.)

✔ If using a wireless mouse, make sure the cursor is on the screen before lifting the mouse from the pad; then stand at different places in your classroom and click to advance slides.

✔ Be sure to test a lesson with a video and adjust the sound to an appropriate level.

✔ If you have questions, email techsupport@school-connect.net.
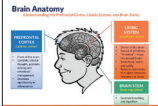
Prepare to Present Lessons

To prepare for lesson implementation, **CLICK on the "Teacher's Guide w/ Videos" link in the iPortal** for two series of videos: "S-C in the Classroom" and "TIPS from S-C Teachers." Lesson preparation takes 15-20 minutes the first time teachers implement a lesson. Teachers need to review the two-page lesson outline, go through the Power Point, and make copies of the student handouts (unless using Student Workbooks). Occasionally, a lesson requires additional materials, which are listed at the top of the lesson. Preparing for a lesson the day before presenting it allows time for contemplation and self-reflection in order to achieve best results. It is also helpful to review the Lesson Overview in Notes to Teacher within the module binder and on the iPortal and the Professional Learning Community (PLC) Notes for the lesson, which is only available on the iPortal. The Lesson Overview provides research background on lesson content and strategies and shows how the lesson relates to other lessons. The PLC Notes provide teaching tips and additional resources.

Decide Desk Arrangement

The lessons require student collaboration in pairs or triads and regular change-ups. Arrange the desks in pods of three to four, or in a u-shape, to allow greater flexibility in student interaction. Collaborative activities significantly increase neural firing in the brain and retention of information; through brain scans you can actually watch learning take place (Willis, 2009).

Prepare Student Handouts and Journals

Lessons generally have one to three handouts that include response areas for the bell ringer, lessons activities, class notes, and reflection/application.

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Print handouts on three-hole punched paper so that students can contain them in a one-inch, three-ring binder, along with binder paper that serves as a student journal. Periodically, students can hand in assignments or their whole binder for credit and comments. Consider printing handouts for an entire module ahead of time. There are also writable pdfs for each handout for students who have access to computers in class.

If presenting all or most of the lessons from Modules 1-3, purchasing the School-Connect® Student Workbook is a time- and cost-effective option. The Workbook contains all of the handouts for Modules 1-3 and an introduction page for each module, thus reducing the cost and time spent at the copier or printing handouts from the computer.

Select Attention and Seat Signals

Attention signals are classroom management techniques used by teachers to regain the attention of the class after an activity. The best ones are consistent and can be both heard and seen (e.g., counting down from five to one while showing your fingers).

Seat signals are non-verbal signals students can use to communicate with the teacher about personal needs without disrupting the flow of the lesson. For example, two fingers crossed can signify "May I go to the restroom?" Seat signals help avoid unnecessary breaks in a discussion or activity and provide students practice in self-management.

Create a Course Syllabus

If you are presenting the program within a credit-bearing class, create a class syllabus that includes a course description, list of lessons and student assignments, and grading policy (see below). A sample syllabus is available in the PLC Note for Lesson 1.1: Getting to Know You.

Develop a Grading Policy

Grading can be an important component in having students take the class and assignments seriously. Some School-Connect teachers have credit-bearing classes (e.g., freshman seminar) whereas others may not be credit-bearing (e.g., advisory). In calculating an average grade, there are several components to consider:

Student handouts: Most handouts include a reflection component (usually the bell ringer), questions for class notes, and reflection/application assignments. Some School-Connect teachers circle the room to ensure that students are completing the handouts and give a participation grade, while others have students turn in their handouts for feedback and a grade.

Student reflections can be personal, and students may not want to share them. If students are comfortable sharing their reflection writings, this can be a powerful tool for communicating with students, offering words of encouragement, and/or asking relevant questions to take learning to the next level. One School-Connect teacher has two piles for turning in handout assignments: one pile if you want the teacher to read the reflection and a second pile if you don't want the teacher to read it. Handouts can be graded based on level of effort and completion.

Quizzes or tests: The "Notes" section of the student handouts provide a foundation for creating quizzes or tests based on the concepts, information, and strategies presented in class.

Culminating Projects: Using a project-based learning (PBL) approach, students can work independently or in groups to design projects that synthesize what they have learned in a module with new information they have gathered. School-Connect students enjoy creating their own PowerPoints on the SEL skills they have learned. Each module includes a PowerPoint introducing the culminating project assignment, handouts, and a scoring rubric. (See Extended Learning in this Teacher's Guide.) Module 4 embeds PBL in many lessons.

Class Participation: School-Connect is designed to be an interactive experience with multiple opportunities for answering questions, participating in group activities, and contributing to a positive class climate. Class participation should be a significant percent of students' overall grade.

Understanding the Curriculum Format

Lessons are numbered according to module and lesson. For example, Lesson 1.18 is Module 1, Lesson 18. Handouts are numbered for each lesson. For example, Handout 1.18.2 is the second handout for Module 1, Lesson 18. Handout masters can be found in the Handouts tab and in the iPortal.

Lessons are formatted for ease of use. Blue headings provide brief directions and/or slide titles (e.g. **Matching Photos to Emotions**). More specific directions appear in bracketed blue-green font (e.g. **[Have students form groups of 2-3 and assign a recorder]**). What teachers might say appears in brief sentences of black print. Questions are bulleted and in bold black print.

Each lesson includes the following:

Objectives—A bulleted list of the knowledge, skills, and behaviors students should acquire from the lesson

Materials Needed—Copies of student handouts and occasionally other materials and preparations

Mini Slides—Reproductions of slides appear in the left-hand column next to the portion of the lesson corresponding with each slide. Slides not shown are indicated by name within an oval.

Time Codes—Small boxes next to each lesson section indicate the number of minutes the class should spend on an activity and the cumulative number of minutes they should have used by that point in the lesson. For example, 6 m T=10 means that the activity should be six minutes long and, at its finish, should be 10 minutes into the lesson. Lessons are timed for 40 minutes but can be "mined" and expanded for a longer period or adapted for a shorter period. Teachers implementing in a double period may want to teach two lessons consecutively, if they are related thematically.

Bell Ringer—An instant activity designed to activate former knowledge and get students on task upon entering the classroom, i.e., before the "final bell rings"

Lesson Activities—Various activities, usually involving student interaction, that develop an understanding of lesson concepts and provide practice in skills and strategies. (See next section.)

Wrap-Up—Draws students back to the essential questions and reviews what they have learned.

Essential Questions—Two to three questions provided at the beginning of the lesson and designed to lead students to the "enduring understandings" or "big ideas" within the lesson. Students do not respond to the questions at that time but rather seek to answer them as they participate in a process of guided discovery during the lesson (Wiggins & McTighe, 2005). The essential questions are usually revisited in the wrap up for the lesson.

It is helpful to have students take turns introducing the essential questions by reading them aloud in class. A popular method for this is Zen reading, in which students spontaneously elect to read an essential question slowly and thoughtfully without being called upon. Zen reading tends to sharpen students' attention and create a shared sense of inquiry.

Reflection/Application—Writing prompts and opportunities for applying lesson knowledge, skills and strategies in real life situations. The time allotted on the lesson plan is generally for assigning the activity, which will be completed outside of class. Students may use a journal to complete these assignments.

Becoming Familiar with Lesson Activities

In addition to facilitating social and emotional learning and community building, lesson activities provide opportunities for change of pace and movement. Attention wanes when students sit for over 15 minutes at a stretch. Moving to change groups, work in pairs, or do a physical activity greatly increases engagement, retention of information, and sense of fun! Check out the **"Teacher's Guide w/ Videos"** link in the iPortal to watch these strategies in S-C classrooms.

Following are the more common activities appearing in the lessons.

Think-Pair-Share—Students first think about and do a "quick write" on their response to a given question or prompt (one minute). They share their responses with a student partner (two minutes), and then have the opportunity to share with the larger class. Once students have spoken, even if only to a partner, they are more likely to become engaged in the lesson.

Student-Centered Discussion—Think-pair-shares can be followed by a whole class discussion. Students can share their and their partner's responses to the initial question or prompt. Teachers can introduce the passing of a discussion device (Koosh ball, soft ball, talking stick) for designating who has the floor. Student speakers can say whether they are "adding on" or "thinking differently" from students who have spoken before them. Once students have spoken, the teacher can succinctly paraphrase the discussion—or ask a student to do this. This strategy encourages student voice and choice and can energize exchanges. (See Facilitating Discussions section for more guidance.)

Small Group Activities—Throughout the curriculum, students work in groups of three to four for a variety of purposes: discussions, activities, and brief projects. To keep students moving and the lesson flowing, it is important to have several group facilitation strategies ready to use, such as:

- **Rotator**—Use this movement activity to help students quickly form a new group (e.g., "Touch seven desks and sit with three new people," "Touch two walls and find a new partner," or "Shake three hands and then partner with a student with whom you did not shake hands").
- **Sorting**—Students sort themselves into table groupings by categories (e.g., by birthday months, by socks/no socks, by number after counting off).
- **Starters**—Use fun designations to identify who will go first in an activity [e.g., "The person in your group with the brightest shirt (most recent birthday, most siblings, curliest hair, most pets) should go first"]. This avoids the lengthy pause before students start the activity. It also allows the teacher to be strategic about who initiates an activity, [e.g., the person with the longest hair (usually female) or the shortest hair (often male)].
- **Cues**—Before a group activity, cue students to apply social and emotional skills, e.g., active listening, giving equal opportunity for participation.
- **Knocking**—When students report out to the larger class, other students can register agreement with points made by knocking briefly on their desks. The louder the knock, the greater the agreement.

While most students are familiar with cooperative learning groups from elementary and middle school, few of them have reflected on the experience of working within a group to answer questions such as: *What role did you play in the group? How did you feel about it? Did you listen to one another? Did you feel your and others' ideas were respected? How did the group make decisions? In what ways could the group have worked better together?*. This type of assessment is invaluable in developing skills for communicating and working effectively as a team. Remember to cue students to apply these reflective techniques after group work. See the **"Teacher's Guide w/ Videos"** in the iPortal for tips from S-C teachers about creating a supportive class climate, encouraging student engagement, and reaching reluctant students.

Jigsaw—This is a classroom collaborative activity in which each student gets one part of the lesson to work on independently or in a small group and then shares with or teaches it to another student, a larger group, and/or the entire class to complete the full picture of the lesson.

Role Plays—Students are not likely to acquire a skill unless they have an opportunity to observe the skill and then practice it with their peers. Lessons provide steps to target skills (e.g., active listening, making an apology). The teacher and a volunteer student can perform a model role play to demonstrate the skill steps. After

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that, the teacher should ask students to evaluate if and how well she/he demonstrated the steps and how to improve the performance. Students should then perform the skill steps in a role play with one of their peers. A third student can act as an "observer" and provide cueing, feedback, and reinforcement to the role-play pair. Students should rotate roles so that everyone gets a chance to practice the target skill.

Lightning Round—Students quickly circulate around the room and collect each other's responses to a question or prompt. The round can be introduced as a game (i.e., who finishes first) with a small prize (e.g. pen, healthy snack).

Quickshare—One-at-a-time, students share their answers to a question or prompt in 10 seconds or less. Other students in the room can knock on their desk to show agreement and/or support.

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Videos—Brief videos (two-to-seven minutes) designed to present lesson content and strategies, spark discussion, and/or model SEL skills. A number of these were produced specifically for School-Connect, while others were licensed for use in the curriculum. The **"Message Board"** includes additional video recommendations from other S-C teachers for every lesson.

Snowball—Students complete a written reflection or response, ball up their papers into a "snowball," and throw them to the front of the room (or into a basket or at a target, for a "game" feel). Students then pick up another snowball and take turns reading the responses aloud. This is a fun, collaborative activity that provides some anonymity so that students are more willing to share.

Philosophical Chairs—A respectful way to debate an issue in which students choose sides based on their responses to a question or statement; e.g., Obstacles and setbacks we face are a) more of a good thing or b) more of a bad thing. Each student gets to speak at least once and is expected to summarize the viewpoint of the person who spoke before her/him. A student may not speak again until three others have spoken. The debate goes back and forth between sides and, in the end, a student volunteer summarizes the debate.

The Teacher's Role

Setting the Tone

During the first few days of the course, lessons encourage a sense of belonging through "get acquainted" and collaborative activities (e.g., interviewing each other, learning to shake hands firmly and with confidence) that help set the tone for the class. Upon this foundation, teachers facilitate the development of a "social contract" that students will live by and support during the course. Too often, teachers present too much information and too many top-down rules during this period. This curriculum starts by encouraging students to talk and listen to one another and make decisions that will affect their classroom experience. This is also a time for students to become acquainted with some of the general terminology and strategies used in the course, such as essential questions, think–pair–share, wrap-up, and reflection/application.

Providing Academic Support

Reinforcing Lesson Strategies

Each School-Connect module contains lessons with an academic focus. This is especially true in Module 1 where students learn to organize for success, explore the "value" of an education, develop a growth mindset about learning, and practice effective note taking and memorization strategies. Teachers can reinforce these lessons by tying the academic attitudes, skills, and strategies to students' academic work. This can be done effectively through regular student planner checks and teacher-student grade conferencing.

Grade Conferencing with Students

Grade conferencing involves monitoring students' academic progress and making sure they get the help they need. In many high schools, there is little opportunity or incentive for teachers to learn about how students are doing in other classes. With no one to help shepherd them through the difficult transition to high school, many freshmen falter in high-stakes academic courses and fall behind (Nelid, 2009). School-Connect teachers can make sure that their students are staying on track and have access to academic support when they need it.

The following steps for grade conferencing and grade recovery are used by School-Connect co-author and high school teacher Keeth Matheny. He suggests doing a period or two of grade conferencing every marking period, or more often if needed.

1. Print out each students' grades for all their classes and, if possible, a missing assignments report. Hand these out to students.

2. Start class with this Bell Ringer: Look through your grades and highlight any missing assignments and opportunities to turn in extra credit work or corrections; then make a "To Do" list for grade recovery this week.

3. Once everyone has a To Do list, divide the class by the subjects students most need to work on. For example, have students working on Algebra sit together and do the same with Biology, English, World Geography, etc. Students can help each other in these groups. Students who have finished or are all caught up can choose to help tutor a group for extra credit or community service hours.

4. While students work in groups, start grade-conferencing with students at your desk computer. Talk quietly with students one at a time about their grades. Focus comments on eliminating zeros with even partial credit and finding opportunities for test corrections and/or extra credit. Provide guidance in tutoring opportunities and reinforce learning from School-Connect lessons.

Facilitating Discussions

What is a good discussion?

A good discussion is one in which students are engaged as active listeners as well as contributors. They seek to explore ideas and uncover the truth, rather than win an argument or demonstrate their superiority to others. The tone is one of eagerness to participate, interest in what others have to say, and respect for different ideas and opinions.

Good discussions often have a palpably different feel than everyday classroom conversations. When students are truly engaged, they may experience and exhibit a range of emotions—from surprise and delight to confusion and discomfort. In being required to provide evidence for their positions and consider other perspectives, they strengthen, modify, or reverse their current understandings and beliefs. This stretching of the intellect has the potential to be a transforming experience for individual students as well as for the classroom community. This is when the discussion goes from good to great.

A discussion will not be great—or even good—if a few students dominate the conversation, no matter how insightful their points. A teacher who has a tendency to place too great an emphasis on the content and liveliness of discussions would do well to pay closer attention to the participation rate. Even in good discussions, students' interest may ebb and flow, but just about everyone tracks the conversation and jumps in at some point. The following questions and answers offer guidelines for generating classroom discussions that are more inclusive and dynamic.

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What is the teacher's role in discussions?

In a class discussion, the primary functions of the teacher are to

- Pique students' interest
- Show authentic interest in what students are saying
- Provide enough think time for students to form responses
- Encourage broad participation
- Set a respectful tone
- Maintain focus and flow

This may sound daunting, especially for teachers who are accustomed to moving rapidly in their other courses in order to cover content. They may be more familiar with brief question-and-answer dialogues between teacher and students and have less experience in facilitating in-depth discussions among students. The good news is that facilitation techniques can be learned through observation, practice, and reflection. It is also helpful to keep in mind that this is a learning process for both teachers and students in how to interact in new and different ways. Individual teachers will have different ups and downs as they discover what works best in their classrooms.

What piques student interest?

Posing a challenge (*Who can go for a full day without saying one critical or negative comment about another person?*), asking for personal examples (*Has this ever happened to you? What did you do, and how did you feel?*), and highlighting issues relevant to students' lives (*Is bullying a problem at our school?*) are examples of tried-and-true techniques for engaging students in discussion. The curriculum supplies many such questions, but teachers can also interject questions of their own to refocus a discussion and energize students

The sharing of personal experiences can breathe life into abstract concepts. It helps students to connect big ideas to their own lives. Teachers can lead the way with their own examples; this provides a model and helps students feel safe in offering their own stories. Personal stories, however, should always be connected with the bigger story underlying the lesson. For example, a student who was bullied in the past can benefit from identifying the mechanisms that perpetuate bullying within his/her own story. Without such connections, discussions become a hodgepodge of "me" stories, and real learning is unlikely to take place.

> **The sharing of personal experiences can breathe life into abstract concepts. It helps students to connect big ideas to their own lives.**

In the beginning, students may be reluctant to participate and have their ideas considered by others. Refrain from jumping to conclusions about the potential efficacy of the lessons. Keep in mind that students are being asked to interact in a different way from what they are accustomed to; rather than giving "right" answers, they are encouraged to explore issues and ideas and connect them to personal experiences. For many students, this will be their first time reflecting on their underlying beliefs and behavior and conversing and debating with their peers in a classroom setting. Initially, this can be intimidating, but with time, patience, and a growing sense of security, they will begin to participate and open up.

What does it mean to show "authentic interest"?

We tend to know when someone is genuinely interested in what we are saying, rather than just thinking of a story of his/her own to tell—or, worse, thinking about what movie to see next weekend. Similarly, students can tell when their teacher is truly listening to and considering what they are saying in class. This means that teachers need to not merely show interest; they need to feel it. Psychologist Carl Rogers, one of the early proponents of authenticity in teaching, in 1959 wrote:

> [T]he teacher who can warmly accept, who can provide an unconditional positive regard, and who can empathize with the feelings of fear, anticipation, and discouragement which are involved in meeting new material, will have done a great deal toward setting the conditions for learning.

Feeling interest entails curiosity (*What an interesting statement! What does he mean by it?*), empathy (*What are the feelings and experiences behind this student's words?*), and caring (*She is showing courage in speaking up.*). By focusing their internal dialogue on these elements, teachers can become more "present" in their conversations with students.

Many times, it is the students who move the class to deeper levels of understanding with their stories and insights. Listening closely and carefully helps teachers to draw out students and capitalize on these opportunities. By using the EARS Active-Listening strategy presented in Lesson 1.11 (Using Active Listening) and on a curriculum strategy poster, teachers model a key communication skill and help students to engage with the topic.

Body language is another important factor. Leaning forward conveys interest; uncrossed arms show openness. It is also helpful to ask follow-up questions in order to explore students' underlying thinking: *You say that it's okay to ignore someone you are upset with. What might happen if everyone did this? How might this affect relationships?*

Highlighting a student's question can also be effective. For example, in one class discussion a student asked if he had to act on empathy, not just feel it, in order to be empathetic. The teacher indicated that this was a critical question and turned it back to the class, allowing an important conversation to unfold. The students identified what might keep people from acting on empathy—fear of reprisal or exclusion from a social group—and how they could overcome these obstacles. This was a golden opportunity to help students address a relevant issue as they explored the lesson topic.

School-Connect®
Optimizing the High School Experience

"EARS" Active Listening

Eye contact (varies with culture)

Acknowledge that you are listening and **A**sk open-ended questions. (Nod and say "mm-hmm." Ask questions that do not require a "yes" or "no" answer.)

Reflect feelings. (*"Sounds as if you're feeling, or you felt, _____."*)

Say in your own words what you heard the person say, and confirm. (*"So you think that _____. Is that right?"*)

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How can teachers encourage broad participation?

Using a discussion device—such as a soft ball—to designate a speaker conveys a sense of personal power and sets respectful limits. The person who possesses the ball at any given time is the only one who has the floor. When that person has finished speaking, she/he tosses the device to the next discussant. This helps students to listen to one another and refrain from interrupting or monopolizing the conversation. For questions that require everyone's input or that are more personally reflective (e.g., *How do you know when an apology is sincere?*), students can pass the ball until it has made the rounds to everyone in the class.

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Using a discussion device—such as a soft ball—to designate a speaker conveys a sense of personal power and sets respectful limits.

When asking a question, provide a wait time of at least five seconds to allow more hands to go up. It is helpful to count it out in your head (e.g., by thinking "one thousand, two thousand, three thousand …"). You can also ask students to raise their hands once they have an answer, and then you can call on one of them. Other techniques for getting hands in the air include saying one of the following:

- *Close your eyes and think of a time when something like this happened to you. When you have a situation in mind, raise your hand and open your eyes.*

- *How many of you chose answer "c" on question 3? Emily, why did you choose this response?*

- *On a scale of 1-5, with 1 being "strongly disagree" and 5= "strongly agree", raise your fingers to indicate how you feel about the statement "Girls bully others as much as boys do". Raymond, why do you strongly agree with the statement?*

Some students may still find it difficult to speak within the group. For those who appear to be flustered in constructing a response or who lose track of the point they want to make, it may help to say that you will move on to another student but will return to them later for their response. For others, increasing the wait time before calling on students or providing time for them to organize their thoughts in a timed writing may encourage greater participation in discussions. Knocking on desks to show agreement can also help the less verbal students participate in discussions.

How can teachers and students set a respectful tone?

Sharing involves some risk to participants. They may wonder, *Will others laugh when I speak? Will I be understood? Will my ideas be accepted or criticized?* Creating a respectful climate for discussion helps students to feel safe and to want to participate.

Taking the time to create mutually agreed upon guidelines for classroom behavior (e.g., a social contract) in Module 1 will help the class start out on the right foot. These guidelines should be posted in a visible spot within the classroom. Periodically, students can revisit the guidelines and give themselves a "grade" (e.g., A, B, C, etc.) on how well the class as a whole follows the guidelines and exhibits respectful behavior. If the average grade is below a B, the class should have a serious discussion about how to improve their interactions.

Students should be cautioned that it is okay to disagree with someone's ideas or statements but that they should not attack the person. Name-calling or making fun of ideas is never acceptable. One field-tested method for encouraging respect is to have students refrain from raising their hands while someone else is speaking. Maxims such as "Seek first to understand and then to be understood" also encourage civility.

What are some strategies for maintaining focus and flow?

Keeping the goal of the discussion in focus while also pursuing critical issues that arise is perhaps the most challenging and satisfying facilitation skill to master. It takes judgment and a sensitive ear. Here are some common obstacles to flow of discussion and how they might be overcome:

A student is off topic. Ask respectfully if the student can connect what s/he is saying to the topic being discussed (*How do you feel your story demonstrates empathy?*). Assure the student that you value her participation, and re-pose the discussion question. When there is a connection to be made, show—or have the student show—its relevance to the group (*So, doing the housework while your mother was in the hospital helped you to understand her perspective?*).

A student is off topic but brings up an important issue. If the issue is timely, agree to take a "bird walk" and, after the detour, steer the discussion back into focus. Alternatively, you could recognize the importance of the issue, write it on an area of the board designated as the "parking lot," and indicate a later time when the class will address it.

A student is taking too long to get to the point. Say, *I'm sorry to interrupt, but I want to understand what you are getting at.* Then rephrase what the student said, or ask her/him to say it in one or two sentences.

A student is hurt or angered during the discussion. Recognize the feeling; if feelings are not addressed, they may continue to resurface and distract from the discussion. (*It sounds as though you're feeling upset.*)

Students continually direct questions to the teacher. In general, teachers talk too much during discussions. Turn the questions back to the students, and periodically ask students to address questions to one another: *Who has a question for Steve about his claim that our school does not appreciate diversity?*

A student shares something inappropriate. Some students do this knowingly to gain attention or unnerve the teacher, while others are unaware of an impropriety. Address the feeling behind the story and move on. (*That must have been a scary experience. Who else has a response to the question?*) If the student's statement causes concern, check in with him/her after class.

Providing a Safety Net

Maintaining Confidentiality. When students share their ideas, opinions, and feelings, they need to know that, with few exceptions, what is said in class stays in class. When the students develop a social contract for the class, be sure that the issue of confidentiality is addressed, and periodically remind students of its importance.

The only time a teacher should share information divulged in class with someone outside of class is when students disclose abuse or indicate harm to self or others. Be sure to tell the class, up front, that the safety and well-being of students is of paramount concern to you and that, by law and conscience, you cannot maintain confidentiality in such circumstances. Pledge to help students in such circumstances to the best of your ability.

Handling Disclosure. If a student discloses abuse or unsafe/unhealthful behavior during the course of a lesson, or seeks your counsel in private, assure the student that you are glad s/he told you. If this happens in class, ask to speak to the student after class, assuring her/him that you want to be of help, and then move on with the lesson. In private, tell a student who discloses abuse that it is not her/his fault and that you will need to get help for her/him. Be specific about the steps you will take. Familiarize yourself with your district or school policy on reporting, and follow through on it immediately. Continue to check in with the student to ensure that she/he feels supported.

It is important and worthwhile to invite a school counselor to class to discuss mental health resources available on campus and in the community.

Extending Learning

Connecting to Families

Students benefit from generalizing SEL skills and strategies to their home environment. Some of the Reflection/Application assignments ask students to do activities with family members, such as asking a parent to select character strengths the student exhibits or interviewing a family member about her/his experiences with setting and achieving a goal. Families can be kept in the loop through regular emails informing them of the skills and strategies students are learning in class.

Culminating Projects

Real understanding is a product of students reflecting on what they have learned, pursuing additional questions they might have, and applying and demonstrating their understanding. Culminating projects are based on the precepts of project-based learning, a learning strategy that emphasizes student autonomy (Markham et al., 2003). In project-based learning, students reflect on what they know, identify what they want to know more about, design a plan for exploring the topic, and then demonstrate what they have learned from this exploration.

Culminating projects take one-to-five days of preparation: selecting a topic, forming groups, and planning, and two-to-three days for presentation of projects to the class. Students can research and prepare their projects outside of class. Teachers may not have adequate classroom time for students to complete a culminating project for every module, but they should strive to assign at least one during implementation of the curriculum.

With a team, or individually, students complete the following steps for creating, researching, and presenting a culminating project:

Step #1:   **Decide on a topic.**
Review topics in social and emotional learning that you have learned about in class.
What topic would you like to explore further?
Form a question about the topic that you will answer with your project.

Step #2:   **Decide how you or your team will gather information.**
Decide what you specifically want to know. Go for depth; the information you present should enlighten us, not just repeat what we already know.
Decide how to gather the information (Internet search, interviews, books).
If working in a team, what will each member be responsible for?
(Assign names to tasks.)

Step#3:   **Decide how you will present your findings and demonstrate understanding.**
Use your imagination in designing your presentation. Use visuals (PowerPoint, illustrations, bar graphs for data, video), drama (skits, role plays), audio (tapes, music), and activities/games.

Students receive a rubric on which they will be assessed in three areas for the culminating project: preparation, presentation skills, and the final product, and can receive bonus points for demonstrating exceptional effort, initiative, creativity, and teamwork.

Lesson Extensions

Each School–Connect lesson offers a direct connection to academic content through extension activities. Literature Links and Writing Windows enable schools to integrate the program into the English curriculum.

A **Literature Link** is a book chapter, short story, or poem that ties in with the module or lesson theme. Many are drawn from standard ninth grade English textbooks, while others focus on a novel or play over a number of extensions. In Module 2, for example, teachers have the option of assigning acts from William Shakespeare's *Romeo and Juliet* to explore the role of emotions in human behavior. In Module 3, chapters from *The Joy Luck Club* by Amy Tan and *That Was Ten, This is Now* by S. E. Hinton can be mined for developing perspective-taking skills and resolving conflicts with family and friends.

A **Writing Window** provides opportunities for reflection as a follow up to the Literature Link, a writing prompt, or a personal reflection on a lesson theme.

Other extensions call for researching a topic, interviewing others about a curriculum topic, teaching a new skill to others, or receiving additional practice in an SEL skill. Teachers are free to come up with their own extension activities.

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Appendix

List of Lessons

### Module 1: Creating a Supportive Learning Community

Lesson 1.1:   Getting to Know You
Lesson 1.2:   Creating First Impressions*
Lesson 1.3:   Introducing Social and Emotional Learning*
Lesson 1.4:   Creating a Social Contract
Lesson 1.5:   Applying Student Success Skills
Lesson 1.6:   Playing Plan-O-Rama
Lesson 1.7:   Celebrating and Building Community
Lesson 1.8:   Building Rapport with Teachers
Lesson 1.9:   Reviving Digital Zombies*
Lesson 1.10:   Tuning In to Others*
Lesson 1.11:   Using Active Listening*
Lesson 1.12:   Collaborating Effectively*
Lesson 1.13:   Valuing an Education*
Lesson 1.14:   Developing Academic Supports
Lesson 1.15:   Understanding Mindsets*
Lesson 1.16:   Cultivating Curiosity and Grit*
Lesson 1.17:   Focusing and Prioritizing*
Lesson 1.18:   Taking Effective Notes
Lesson 1.19:   Improving Memory Skills – Part 1
Lesson 1.20:   Improving Memory Skills – Part 2

* Core lessons that should not be missed
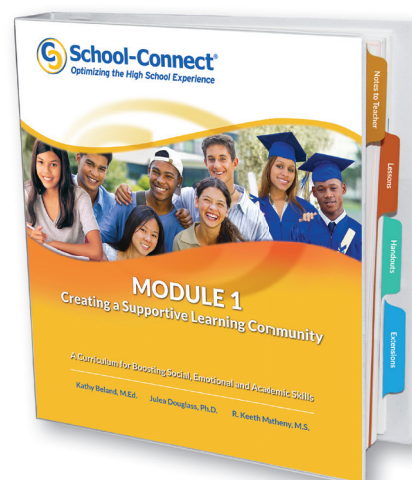
Module 2: Developing Self-Awareness and Self-Management

Lesson 2.1:   Understanding the Teenage Brain*
Lesson 2.2:   Being Aware of Our Emotions*
Lesson 2.3:   Recognizing the Power of Thought*
Lesson 2.4:   Managing Emotions*
Lesson 2.5:   Defusing Anger*
Lesson 2.6:   Coping with Stress
Lesson 2.7:   Inducing Positive Emotions*
Lesson 2.8:   Recognizing Character Strengths
Lesson 2.9:   Building True Happiness
Lesson 2.10:   Outsmarting Media Advertising
Lesson 2.11:   Forging Your Identity
Lesson 2.12:   Exploring Career Options
Lesson 2.13:   Planning for College
Lesson 2.14:   Envisioning Your Future*
Lesson 2.15:   Setting Life Goals*
Lesson 2.16:   Going on a Mission*
Lesson 2.17:   Preparing for Tests – Part 1
Lesson 2.18:   Preparing for Tests – Part 2
Lesson 2.19:   Taking Full Responsibility*
Lesson 2.20:   Fighting Off Victimitis
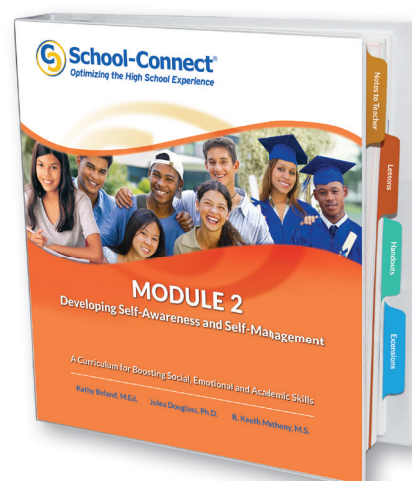
Module 3: Building Relationships and Resolving Conflicts

Lesson 3.1:   Developing Positive Relationships
Lesson 3.2:   Standing in the Other Person's Shoes*
Lesson 3.3:   Empathizing with Others*
Lesson 3.4:   Appreciating Diversity*
Lesson 3.5:   Debunking the Myths of Womanhood
Lesson 3.6:   Debunking the Myths of Manhood
Lesson 3.7:   Understanding Introverts and Extroverts
Lesson 3.8:   Responding to Conflict*
Lesson 3.9:   Using a Problem-Solving Approach – Part 1*
Lesson 3.10:   Using a Problem-Solving Approach – Part 2*
Lesson 3.11:   Using a Problem-Solving Approach – Part 3*
Lesson 3.12:   Dealing with Gossip
Lesson 3.13:   Addressing and Preventing Bullying*
Lesson 3.14:   Managing Social Media and Cyberbullying
Lesson 3.15:   Making Personal Decisions
Lesson 3.16:   Refusing and Persuading*
Lesson 3.17:   Making a Sincere Apology*
Lesson 3.18:   Forgiving Others and Ourselves
Lesson 3.19:   Understanding Healthy Dating
Lesson 3.19:   Helping Others
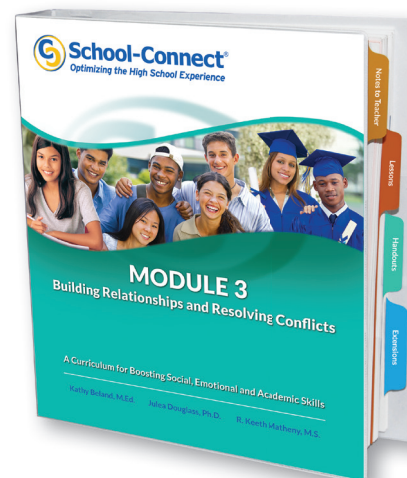
Module 4: Preparing for College and the Workplace

Preparing for College

4.1: Thinking Ahead About Life After High School
4.2: Charting Your Future*
4.3: Motivating Yourself & Moving Forward
4.4: Navigating College Applications
4.5: Writing Your College Essays *
4.6: Rethinking Stress *
4.7: Understanding Mindfulness *
4.8: Skill Building for Mental Health & Well-Being *

**Preparing for Employment**

4.9: Writing a Resume
4.10: Interviewing Effectively *
4:.11: Developing a Work Ethic*
4.12: Practicing Teamwork
4.13: Providing Customer Service*
4.14: Problem Solving in the Workplace
4.15: Responding to Feedback *
4.16: Negotiating an Agreement

Preparing for Independent Living

4:17: Building a Budget
4:18: Understanding Financial Literacy*
4:19: Living on Your Own & with Roommates
4:20: Choosing Wisely *

Culminating Project: Transitioning Successfully
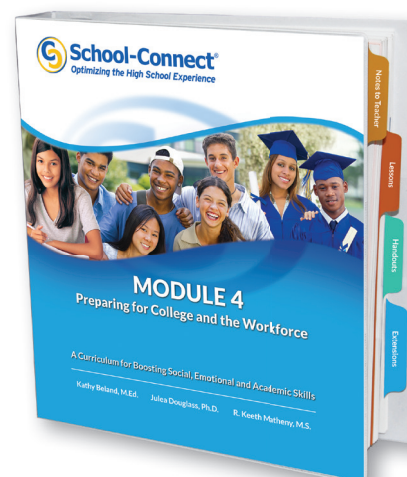
Quick Guide

School-Connect® iPortal

Purchase of one or more School-Connect modules allows access to the online iPortal. The iPortal contains the PowerPoints, Handouts, Lesson Extensions, Notes to Teacher, Teacher's Guide with Videos, Online S-C Community forum, and PLC (Professional Learning Community) Notes for the purchased module(s), along with the Teacher's Guide for the curriculum as a whole. Follow Steps 1-3 for accessing and navigating the iPortal.

STEP ONE — SET UP YOUR iPORTAL ACCOUNT

1. For optimal viewing, **use/download the latest Google** Chrome web browser. Other web browsers may cause font problems or videos lags.

2. Use the cover letter included with your binder or School License Lesson Guide to locate your unique set up code highlighted in yellow.

3. Go to **http://www.school-connect.net/iportal/set-up-code.php** to start the set-up process.

4. Enter your unique set-up code highlighted in yellow. Example: Mod1-xZSts14fd7vX5

5. Follow the prompts to enter your:

   a. School and district – or organization name

   b. Your school or organization e-mail address (It is important to use your work e-mail address, not a personal e-mail address.)

   c. Implementation model

   d. A personalized password

6. **If you are adding this module to an existing iPortal account,** choose the yellow "Already have an account?" button rather than the blue Submit button.
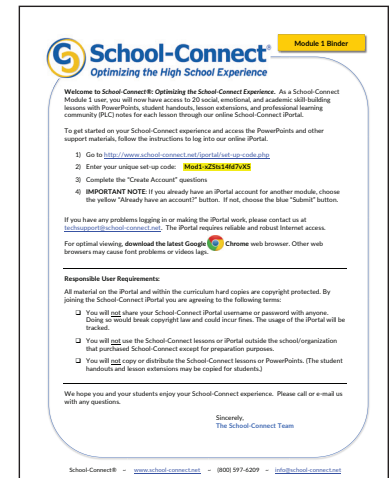

Figure 1 – Welcome and iPortal Access Letter

STEP TWO — LOGIN TO YOUR ACCOUNT

1. To return to the iPortal in the future, go to **www.school-connect.net/iportal** to log in.

2. If you would like to change your password, click "Change Password" on the login screen.

3. If you don't remember your password, click "Forgot Password" on the login screen.

4. Click the "Sign In" button to get started.

After successfully logging in, you will see the iPortal welcome screen where you can choose to access the Teacher's Guide, one of the modules you have purchased, and additional resources.

Figure 2 – iPortal Set Up Information Page

Figure 3 – iPortal Sign In Page

STEP THREE   ACCESS THE LESSONS

After you choose a module, CLICK on any lesson to get started with that topic.

Figure 4 – Table of Contents

After you choose a lesson from the Table of Contents, choose to access the Lesson PowerPoint, Student Handouts, Lesson Extensions, Message Board with ideas from other S-C teachers or Professional Learning Community (PLC) Notes.

When using the PowerPoint, you can use your keyboard to navigate from screen to screen.

Enter/Return	This button advances slides and bullets. It also plays the videos. (It is important to push the Enter/Return button rather than the right arrow, or it will skip past important sections.)
Right Arrow	The right arrow advances you to the next slide
Left Arrow	The left arrow returns you to the previous slide
Full Screen	For optimal viewing, enter "Full Screen." If you are on a PC (Windows), press the F11 key. If you are on a Mac (Apple), press Command+Control+F all at the same time.
Home Button	The blue home icon on the bottom right of all screens redirects to the main menu.

Note: A standard remote control clicker will not work with this system. Instead, you can use a wireless mouse to click from anywhere in the room. Make sure the cursor is on the slide screen.

When you are done watching the lessons, simply close your browser or click LOGOUT and you will automatically be logged out.

TECH SUPPORT

If you have any technical problems, e-mail **techsupport@school-connect.net**. You will receive a response within 24 hours.