

## LESSON 1 & 2: I Do Best with the Help of my Team

### CASEL Competencies: Self-Awareness, Self-Management, Social-Awareness

Essential Learnings: Students will	Lesson Plan Outline
Identify the people on their Team that can help them	Introduced to overall structure and goal of EmpowerU and daily learning target.
	Practice of first EmpowerU focus and calming tool called <i>Breathe and Check In</i> .
	Call and response to use the vocabulary in the EmpowerU lessons.
	Concept Video: strengths and how we can use our strengths to get through difficult things.
Describe ways strengths can help them get through hard things	Video Storybook: Class reads along with a video storybook about a how a student uses her strengths and her Team to help her with her soccer struggles.
	Online prompts help teacher discuss story, which helps students identify their own strengths and the people on their Team.
	To close, students complete the first workbook task about identifying their own strengths.

## LESSON 3 & 4: Charge is in Me!

### CASEL Competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Responsible Decision Making

Essential Learnings: Students will	Lesson Plan Outline
Explain how each of us has the power to take Charge of our thoughts and emotions.	As in each lesson, group chants bookmark the activities, helping students use the lexicon of EmpowerU strategies.
	Students revisit the focus and calming tool, Breathe and Check in.
	Class views two videos, one about two students and how they used their power to take Charge and be problem solvers.
Describe how to take Charge to be a problem solver when things are hard or unfair	Students read along with a video storybook about Emma taking charge and using her strategies to solve her problems.
	Teacher and students discuss how they can follow the examples and use their own power to take Charge and solve problems.
	Their workbook exercise focuses on how it feels for them when they use their Charge to solve problems.

## LESSON 5 & 6: Small Steps

### CASEL Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making

Essential Learnings: Students will	Lesson Plan Outline
Recognize Charge as something inside that can help students take small steps to learn something new	After chanting together with the new vocabulary “small steps,” students practice Breathe and Check In one more time.
	The teacher leads a discussion about taking small steps to learn something new that was hard at first.
Describe how small steps can help them try again when learning new things	A video about Desi’s small steps to learn how to ride her bike supports the continued discussion. They see examples of and talk about how Charge inside can help them take small steps.
	The video storybook focuses on how Carlos takes small steps to master Breathe and Check In when he gets upset.
	In the closing workbook activity, students identify a task or activity they have taken small steps toward improving.

## LESSON 7 & 8: Giving Myself a Pep Talk with my Inner Coach

### CASEL Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making

Essential Learnings: Students will	Lesson Plan Outline
Practice taking Charge and using their Inner Coach to give themselves a pep talk	After reciting their “Charge is in me!” chants with new vocabulary of “Inner Coach,” students and teachers are introduced to the focus and calming tool, Self-Hug.
	They discuss ways they have used their Inner Coach to use positive words to give themselves a pep talk.
Choose friendly words and phrases their Inner Coach can say (e.g., “maybe,” “yet,” “probably,” “maybe next time,” and “I can try again”)	The first video illustrates how their Inner Coach is in their brains and the positive words our Inner Coach uses to give us pep talks. It also introduces the Inner Critic, that voice in our brains that often is loud and says things that make us feel badly. It introduces strategies to take Charge and help our Inner Coach give pep talks.
	Today’s video storybook features Emma and Carlos and the strategies they use to focus on their Inner Coach over their Inner Critic.
	After a brief discussion, students complete a workbook activity friendly words and phrases their Inner Coach can say.

## LESSON 9 & 10: Stopping Ants – Automatic Negative Thoughts

**CASEL Competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Responsible Decision-Making**

Essential Learnings: Students will	Lesson Plan Outline
Recognize how Charge can help them to notice and stop ANTs	The new concept, ANTs or Automatic Negative Thoughts, is introduced in the Lesson 5 chant.
	Students practice the focus and calm tool Self-Hug again.
Use strategies to change ANTs	They watch a video about how Emma uses her tools to take Charge and stop her ANTs. Students are introduced to the acronym BACK: <b>B</b> = Breathe and Check in to take CHARGE <b>A</b> = Ask yourself is this an ANT? <b>C</b> = Challenge your thought – ask is this ANT even true? <b>K</b> = Keep focus on your Inner Coach! Choose a new thought that can help you using words like Probably, Maybe and Yet.
	The video storybook is about how Desi helps Carlos gets rid of his ANTs using BACK.
	After a discussion and chanting, students complete a workbook activity about ANTs.

## LESSON 11 & 12: Using My Emotions as Signals

**CASEL Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making**

Essential Learnings: Students will	Lesson Plan Outline
Recognize how emotions are signals that help	They discuss emotions and how to identify them in facial expressions and actions.
	The video show how thoughts can cause emotions. It offers ways to identify their own emotions and how being aware of their emotions can help them take Charge of their actions.
Identify how using BACK can help solve problems and take Charge	Teacher reviews the four-step process of BACK to process emotions and get their Inner Coach to help get BACK in Charge.
	Carlos stars in the video storybook as he follows the steps to get his Inner Coach BACK to help him process his emotions and choose an action.
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## LESSON 13 & 14: What Happens When I Flip My Lid

**CASEL Competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Responsible Decision-Making**

Essential Learnings: Students will	Lesson Plan Outline
Use the hand model to demonstrate how big emotions can cause people to “flip their lid”	After a quick review of ANTs and emotions, students learn new vocabulary, “flip my lid,” for their chant and a new Calming Tool: 5-4-3-2-1.
	A video uses the hand model to show how big emotions can cause people to “flip their lids.”
Identify calming tools to bring lid back down	Students watch a video storybook about a time Jack and Emma “flipped their lids.” They used team and their calming tools to take Charge and bring their lids back down to solve their problem.
	In workbook time, students practice identifying big emotions and using calming tools to bring their lids back down.

## LESSON 15 & 16: Lowering My Stress

**CASEL Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making**

Essential Learnings: Students will	Lesson Plan Outline
Identify what stress feels like in their own bodies	A new portion of the chant is used to introduce the term stress, and students practice their calming tool, 5-4-3-2-1.
	In the video, earlier concepts are reviewed and the new concept of stress, its causes, and how it feels is introduced. The difference between good and bad stress is illustrated as are ways to notice stress. Students are reminded of the tools they have already learned to help them take Charge and lower stress.
Identify ways to take a break to lower stress	The video storybook focuses on Emma and how she noticed her stress building, took Charge, and used her tools and took a break to lower her stress.
	Students close with a workbook activity about noticing their own stress and their own ways to take a break.

## LESSON 17 & 18: Mindfulness – A Strategy to Focus and Calm

**CASEL Competencies: Self-Awareness, Self-Management, Responsible Decision-Making**

Essential Learnings: Students will	Lesson Plan Outline
Describe how to notice when the mind is full of distracting things	Mindfulness is now a part of the chant.
	A new focus and calming tool, gratitude, is introduced.
Identify mindfulness as a strategy for taking Charge to focus and calm themselves	Students are introduced to mindfulness—what it means and how to practice it—in the video.
	After a discussion where they apply mindfulness strategies to different scenarios, they watch a video storybook about how Zane used mindfulness strategies to focus and calm himself before his big theater entrance.
	Their workbook activity focuses on practicing their focus and calming activities for mindfulness.

## LESSON 19 & 20: Being the Friend I Want to Have

**CASEL Competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Responsible Decision-Making**

Essential Learnings: Students will	Lesson Plan Outline
Identify what they look for in a friend	Today's chant brings in the theme of being a good friend.
	Students revisit the calming tool of gratitude.
Describe things they can do to be a good friend	After a discussion about friends, students watch a video about the two friends, Carlos and Jack. Their friendship illustrates that sometimes you have to think about how someone else is feeling to be a good friend. This is called empathy.
	The video storybook tells another story about how Zane uses empathy to be a good friend to Carlos.
	Students do a workbook activity about what they like to do with their friends and how they show they care for their friends.

## LESSON 21 & 22: Next Steps to Using Charge

**CASEL Competencies: Self-Awareness, Self-Management, Responsible Decision-Making**

Essential Learnings: Students will	Lesson Plan Outline
Identify concepts and strategies that can be used to solve problems	The chant ties up all the sessions using the term “problem solver.”
	One more time, students practice the calming tool gratitude to make sure they have it down.
	The teacher leads a “Stand Up If…” exercise to review the EmpowerU concepts.
Choose concepts or strategies they will continue to use regularly	Charge once again narrates the video to reinforce the EmpowerU concepts.
	After a discussion of how different strategies help some of the storybook characters take Charge and solve problems, they watch one more video storybook that the EmpowerU characters and how they use their strategies to take Charge.
	The workbook exercise reinforces student identity as a problem solver.