



BUILDING CONFIDENCE AND PURPOSE THROUGH ACTIVE SELF-DISCOVERY

A Social-Emotional Learning and Leadership Development Program
for Classrooms, After-School Programs, Summer Camps, and Young
Adult Community Organizations

INSTRUCTOR MANUAL

MIDDLE SCHOOL PROGRAM

An Empowering Program to Develop Courageous and Successful Youth

EMPOWERING CONFIDENT YOUTH (ECY)

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Building Confidence and Purpose Through Active Self-Discovery
Instructor Edition

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BUILDING CONFIDENCE AND PURPOSE THROUGH ACTIVE SELF-DISCOVERY

An Empowering Program to Develop Courageous and Successful Youth

Welcome to the **Building Confidence and Purpose Through Active Self-Discovery** Instructor Manual. Thank you for considering this innovative new program for use in your classroom, after-school program, camp, or other gathering places for young people.

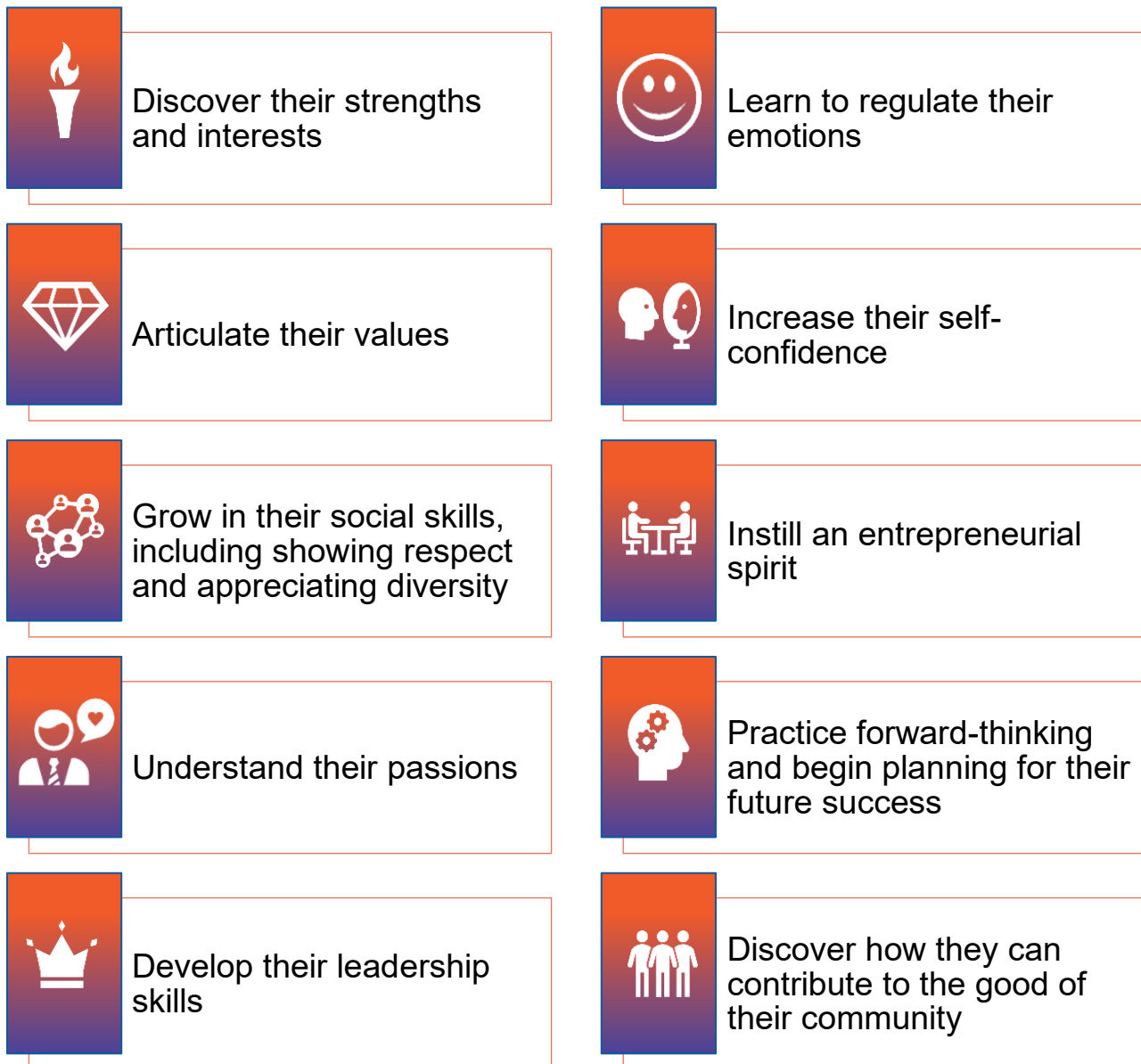
Building Confidence and Purpose Through Active Self-Discovery is composed of 11 one-hour workshops. Each workshop covers at least one Key Pillar of the **Empowering Confident Youth (ECY)** foundation, which serves as the starting point for the subsequent week's workshop. Our Key Pillars for developing an entrepreneurial spirit provide a new perspective on a social-emotional learning (SEL) curriculum. We believe upcoming generations will have the tools to be successful in a rapidly changing world when they are equipped with focus, self-confidence, and enthusiasm.

Building Confidence and Purpose Through Active Self-Discovery is primarily built on the Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL competencies of: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

We believe helping today's youth get in touch with who they are and what they are passionate about will help them become successful adults who contribute to their communities, have healthy relationships, and make wise decisions regarding their future.

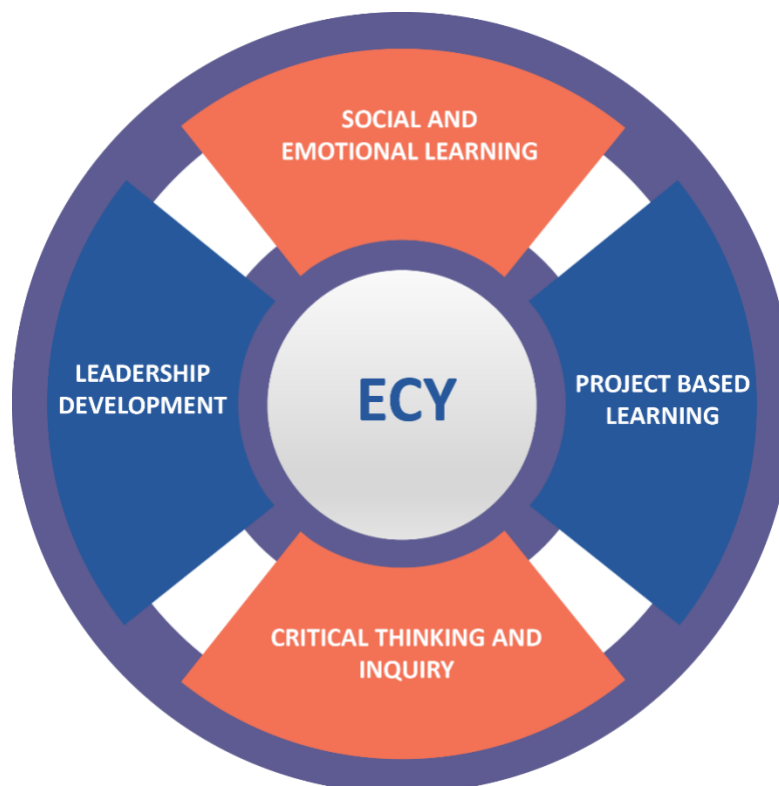
What Makes This Program Different?

With so many SEL programs to choose from, deciding on a program that fits your students' needs can be challenging. In addition to offering a curriculum backed by SEL research, Empowering Confident Youth focuses on educational, career, and life readiness through the teaching of entrepreneurial leadership skills. The world today is complex at its best and volatile at its worst, so it is imperative that we prepare students with the tools they need to adapt and thrive. Finally, **Building Confidence and Purpose Through Active Self-Discovery** is one of the only programs that can help students accomplish all of the following:



Distinctives of Empowering Confident Youth

- Empowering Confident Youth uses questioning as a key component of the learning process. Meaningful dialogue is foundational to the program, as it stimulates critical thinking while growing students' social awareness and relationship skills. Respectful conversation around ideas that matter is the goal for every discussion.
- Empowering Confident Youth uses project-based learning, in which students create hands-on projects to express their unique understanding and perspective.
- Empowering Confident Youth relies on mentoring to develop leaders. Facilitators and teachers are guided in sharing personal, meaningful stories so real-life experiences provide memorable insight for students to glean wisdom.
- Empowering Confident Youth is an SEL curriculum structured around CASEL's five core competencies.



Empowering Confident Youth's Program Pedagogy

| <u>FEATURE</u> | <u>PURPOSE</u> |
|----------------------|--|
| Mentor Corner | The group leader or teacher shares their personal experience as a rich learning opportunity. |
| Pair–Share | Students partner up with a peer (either in person or in a virtual breakout room) to discuss a question or solve a problem. |
| Group Activities | Students enjoy a fun learning experience with their peers while building their social skills. |
| Hands-On Projects | Students develop their creativity and grow in self-expression. |
| Original Videos | Original videos engage students by explaining SEL and leadership skills. |
| Reflection Questions | The whole-group discussion develops critical-thinking and communication skills. |
| Look Ahead | Students get a sneak peek at their next topic and record their initial thoughts. |
| Activate Learning | Students share their thinking to open a new module and activate prior knowledge. |
| Quizzes | Engage students and grow their understanding of a specific skill or concept. |
| Game Time | Students participate in interactive games to grow their social skills. |
| Review/Assessment | Students articulate their learning in engaging review formats like a gameshow. |

Optional
Incentives

Student

TOKENS:

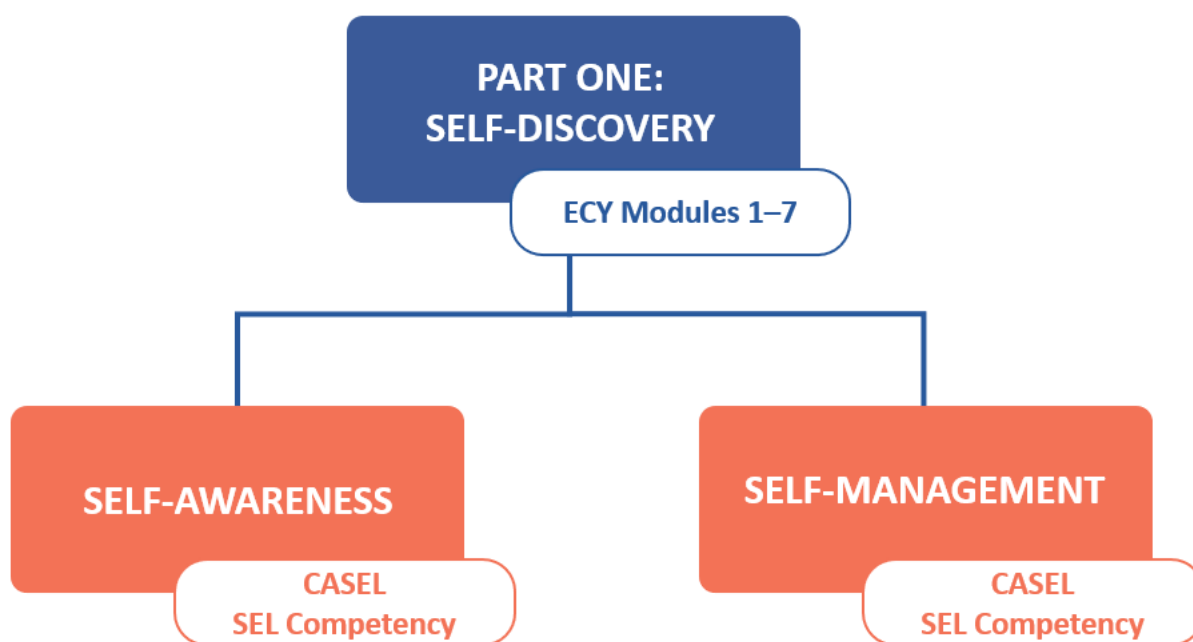
- Encourage full participation
- Promote friendly competition

BADGES:

- Encourage critical thinking
- Define mastery of a leadership skill
- Motivate learners to engage

Empowering Confident Youth Program Overview: Part One

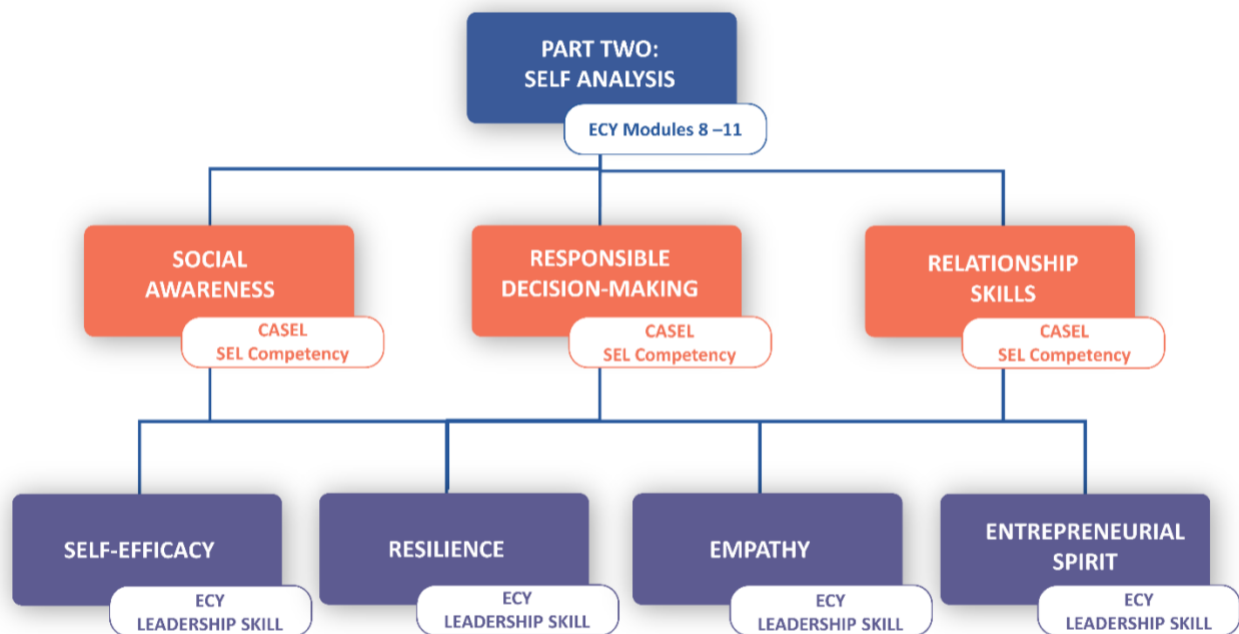
Part One of the program uses self-discovery to explore oneself. It covers self-awareness and self-management by considering the questions below.



| Part One | Guiding Question | CASEL Competency |
|----------|--|------------------|
| Module 1 | Who am I? | Self-Awareness |
| Module 2 | How do I uncover my unique self? | Self-Awareness |
| Module 3 | What are my core values? | Self-Awareness |
| Module 4 | What are my super powers (i.e., talents and skills)? | Self-Management |
| Module 5 | What are my strongest interests? | Self-Management |
| Module 6 | How do I set and achieve purposeful goals? | Self-Management |
| Module 7 | How do I get past my doubts and fears? | Self-Management |

Empowering Confident Youth Program Overview: Part Two

Part Two uses self-analysis and considers how one interacts with others and their community through considering the questions below. Part Two covers social awareness, relationship skills, and responsible decision-making, in addition to building on students' self-awareness and self-management. In this self-analysis, students cultivate a key leadership skill in each module.



| Part Two | Guiding Question | CASEL Competencies | ECY Leadership Skill |
|-----------|---|--|------------------------|
| Module 8 | How can I grow in self-confidence? | Self-Awareness Responsible Decision-Making | Self-Efficacy |
| Module 9 | How do I own my place in the world? | Social Awareness Relationship Skills | Empathy |
| Module 10 | How I manage my emotions in healthy ways? | Self-Awareness Self-Management | Resilience |
| Module 11 | How do I become a leader? | Relationship Skills Responsible Decision-Making | Entrepreneurial Spirit |

Empowering Confident Youth's Leadership Skills

These are the skills we believe to be present in every leader. In the second half of the program, students build on their foundational SEL skills and are guided in the cultivation of a leadership skill that combines SEL competencies and cumulative learning.

- ***Self-efficacy** is the belief that you can control yourself and steer yourself to success.*
- ***Resilience** is the ability to cope with whatever comes your way.*
- ***Empathy** is understanding and sharing the feelings of another.*
- *Having an **entrepreneurial spirit** means living with passion and purpose, following your dreams, and refusing to accept defeat.*

Social-Emotional Learning Explained

SEL is the process of developing students' social-emotional competencies—the knowledge, skills, attitudes, and behaviors individuals need to make successful choices (CASEL, 2013). SEL promotes activities that develop students' ability to recognize and manage emotions, build relationships, solve interpersonal problems, and make effective and ethical decisions (Payton, Wardlaw, Graczyk, Bloodworth, Tompsett, & Weissberg, 2000). When students develop social-emotional competencies, they are more capable of seeking help when needed, managing their own emotions, and problem-solving difficult situations (Romasz, Kantor, & Elias, 2004).

There are five core SEL competencies, each addressing multiple skills students need to be successful in school and their future careers, according to CASEL. The five overarching competencies are: self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

Throughout the past two decades, an extensive body of research has emerged to suggest that SEL can give youth the foundational skills needed to handle life's challenges with clarity and confidence.

Integrating social and emotional skills (e.g., persisting through failure, showing empathy for others, utilizing problem-solving skills, etc.) into students' educational experience leads to greater academic achievement for children as well as improvements in mental health, social skills, and future career success. Students who participated in evidence-based SEL programs showed an 11% point gain in academic achievement, according to a 2011 meta-analysis of 213 studies involving more than 270,000 students.



Furthermore, there is a strong return on investment for implementing SEL programs. A review of six interventions in evidence-based SEL programs showed that for every \$1 invested, there was an economic return of \$11.

Other benefits of competence in social-emotional skills include improved attitudes and behaviors, decreased conduct problems, reduced emotional stress, and positive social behaviors (Center on Great Teachers and Leaders, 2020).

These findings have led to a rapidly escalating focus on SEL in the pre-K–12 education system in the United States. Every state has established formal preschool SEL standards and expected outcomes for students. The number of states with SEL standards from kindergarten through high school is projected to increase from only one in 2011 to 16 in 2019 (Center on Great Teachers and Leaders, 2020).

Benefits of Active Self-Discovery

Self-discovery, or the process of acquiring insight into one's own character, helps us identify our abilities and learn how we can leverage and develop them. It is the foundation of transformation, personal growth, and individual development.

Research indicates that directed discovery can be an incredibly motivating process and a very formative one in the lives of adolescents. The effect of intentional reflection, exploring one's passions, and connecting values to purpose allows us to discover who we truly are.

Other benefits of self-discovery in students include:

- Increased connection with others
- Increased self-confidence
- Decreased stress (especially in students who have experienced adverse childhood experiences)

Furthermore, discovering our passions can bring simplicity to our lives. It can bring us a new sense of freedom in our day-to-day actions, as we can be guided by this proverbial “north star”—a determination and motivation for serving ourselves and others that is grounded in purpose and passion.

Cultivating Enthusiasm

This program is about more than meeting goals set by teachers, parents, or coaches. It is about nurturing the self-confidence and self-direction that is necessary for teenagers to reach and meet those goals on their particular terms and to set and achieve impressive goals for their own fulfillment.

Simply put, passion and purpose develop wherever a person's enthusiasm is ignited and encouraged. This program does just that.

Each module in the program has been designed to specifically help high school students discover their unique sense of self and use that knowledge to help guide their decisions.

Flexible Content to Fit Your Needs

The power of this workshop-based program is in its flexibility. You are provided with a complete syllabus and all program materials. The course topics are designed to be presented in a specific order because the experiences build on each other week by week. However, as the instructor, you have the flexibility to be responsive to your group. Include your own life experiences, your knowledge of your students' personalities, and your community circumstances as you deem appropriate.

Another thing to keep in mind is that this program is very much based on students finding their own interests, passions, and purposes in life. As such, any time students are enjoying an activity, are deep in a discussion, or are wrapped up in a project, go with it! There is no need to stay on track at the cost of powerful experiences. You can adjust as needed moving forward.

Another element of flexibility in **Building Confidence and Purpose Through Active Self-Discovery** is the built-in considerations for different response styles for students. Hands-on project assignments incorporate the opportunity for diverse responses, including but not limited to art, writing, poetry, and musical expression. Personal expression and the development of talents like these are precisely what this program is all about.

Ongoing Support and Strategies

One of our driving purposes at Empowering Confident Youth is to make our programs a relevant part of the SEL dialogue in schools and community organizations. We want to provide ongoing support so teachers, counselors, and mentors have the resources to keep these concepts current and timely for students.

We also want to provide strategies to help you reach more reluctant students. Feel free to reach out to our team of professionals if you feel you need further support. We want our programs to be responsive and adaptive to meet your unique needs, whatever they may be.

FAQs

Why Is This Program Needed?

- We help students cope with COVID-19-related change by guiding them through effective emotional control and stress management.
- We help students gain a sense of meaning and develop a hopeful perspective for their future through planning a career path based on their self-discovery.
- We develop social skills through collaborative learning and help foster powerful, positive relationships between peers and mentors.

What Makes This Program Different?

With so many SEL programs to choose from, deciding on a program that fits your students' needs can be challenging. In addition to offering a curriculum backed by SEL research, Empowering Confident Youth focuses on educational, career, and life readiness through the teaching of entrepreneurial leadership skills. The world today is complex at its best and volatile at its worst, so it is imperative that we prepare students with the tools they need to adapt and thrive.

Building Confidence and Purpose Through Active Self-Discovery is one of the only programs that:

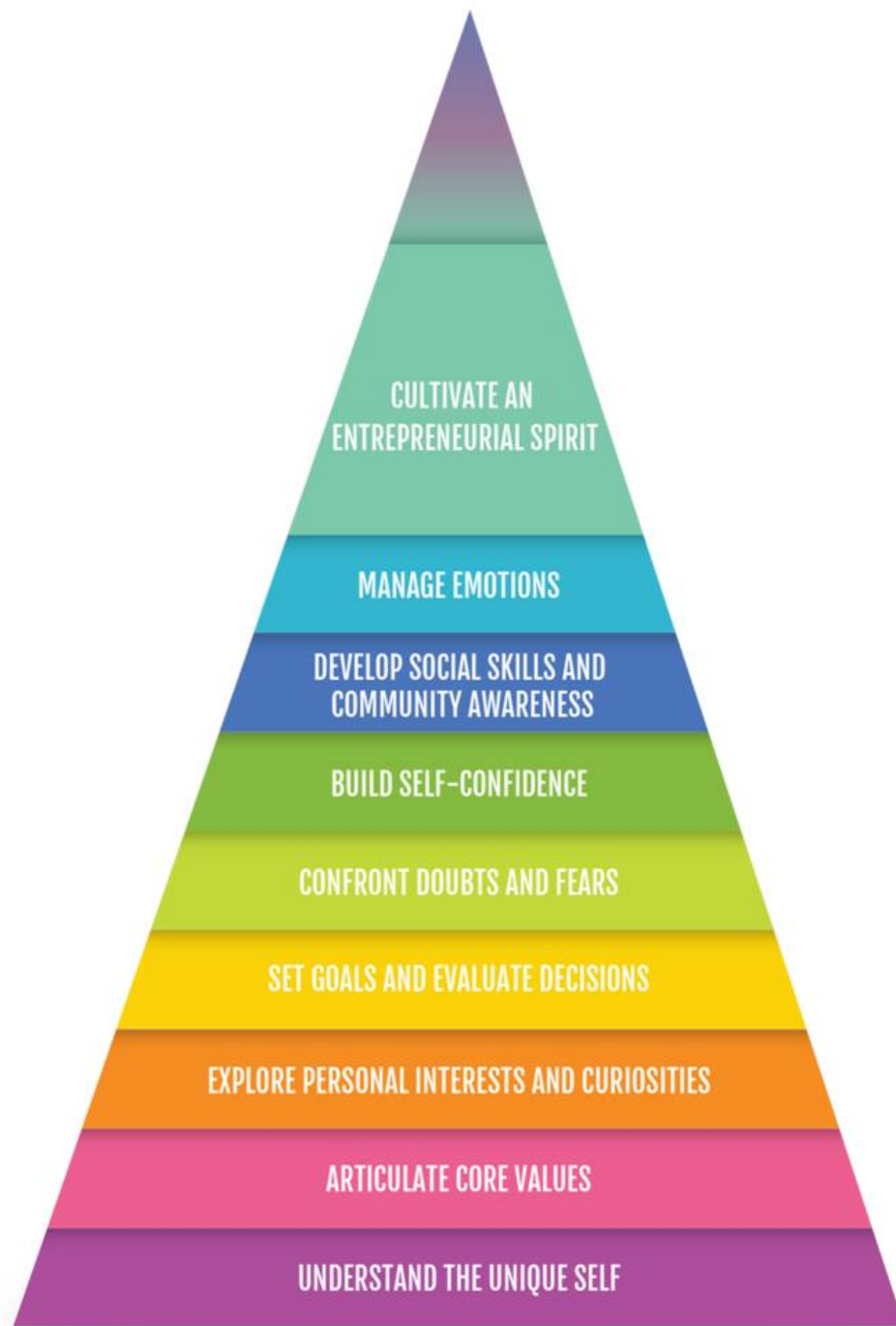
- Guides students in the process of self-discovery and self-analysis
- Combines several proven methods of learning for optimal student engagement
- Focuses on the goal of becoming a leader with an entrepreneurial spirit

How Can It Be Implemented?

- Each module is designed to take approximately 60 minutes.
- Pacing is flexible, but most facilitators choose to teach one module per week.
- Modules can be taught one after another or be divided into two parts with a break in between—Part One (Self-Discovery): Modules 1–7 and Part Two (Self-Analysis): Modules 8–11.

The power of this workshop-based program is in its flexibility. You are provided with a complete syllabus and set of program materials, which we recommend teaching with fidelity the first time. The course topics are designed to be presented in a specific order because the experiences build on each other module by module. However, as the instructor, you have the flexibility to be responsive to your group. Include your own life experiences, your knowledge of your students' personalities, and your community circumstances as you deem appropriate.

KEY PILLARS OF THE EMPOWERING CONFIDENT YOUTH PROGRAM



These Key Pillars form a road map young people everywhere can use to explore and develop what we call an “entrepreneurial spirit.” We define an entrepreneurial spirit as living with passion and purpose, following your dreams, and refusing to accept defeat. Our theory is that young people with this level of intrinsic enthusiasm for life will be exceptional community members, amazing parents, and capable leaders.

A MESSAGE FROM THE CREATOR OF EMPOWERING CONFIDENT YOUTH

Remember when you were young and would dream about what you wanted to be when you “grew up”? It was exciting to look forward to a future full of promise. Since deciding on your profession, if you are like most of us, there have been times when you have felt stagnant and unfulfilled. I know I did. But when those feelings persisted, I realized I needed to do some in-depth soul searching. I started asking myself how I might best put to use my passion for business and for motivating and encouraging others.

Why wait until someone is struggling with these issues to help them? Why not take a leadership role to encourage and instruct young people so they can be equipped with the confidence and knowledge they need to make solid life choices?

Empowering Confident Youth is one answer to that question. The Empowering Confident Youth programs equip and encourage young people to discover who they are and what they are passionate about. We hope to inspire them toward a life of purpose-driven choices.

Our programs help students discover what brings them joy in life—through the use of interactive lessons and activities, videos, books, and a community of mentors and partners. Students also learn how to use their discoveries to live a life that is personally fulfilling and successful.

Empowering Confident Youth programs go beyond the traditional SEL programs that emphasize the importance of an orderly community and peaceful social relationships. This program encourages students to do those things because they have been allowed to imagine, build, and live their own present and future. In doing so, I think we can all agree that the world will be in good hands because today’s young people will have the confidence to be influential and conscientious leaders tomorrow.

Warm Regards,

Jean Paul Paulynice, M.B.A.

Empowering Confident Youth's Scope and Sequence

| | Objectives | Guiding Question | CASEL Competencies | ECY Key Pillar | ECY Leadership Skill |
|--|--|---|--|--|----------------------|
| Module 1: Discovering Me | Explore the five core competencies of SEL. Understand and grow in self-awareness. | Who am I? | Self-Awareness Introduction | Pillar 1: Understand the Unique Self | |
| Module 2: Understanding My Unique Self | Explore my unique passions and dreams. Grow in accurate self-perception. | How do I uncover my unique self? | Self-Awareness Accurate self-perception | Pillar 1: Understand the Unique Self | |
| Module 3: Articulating My Core Values | Discover and “own” my core values. Grow in self-confidence as I uncover my core values. | What are my core values? | Self-Awareness Recognizing strengths; self-confidence | Pillar 2: Articulate Core Values | |
| Module 4: Me and My Superpowers | Identify my strengths and special talents through self-reflection. Explore my personality traits and how they might help myself and others. | What are my superpowers (i.e., skills, strengths, and talents)? | Self-Awareness Recognizing strengths Self-Management Introduction | Pillar 3: Explore Personal Interests and Curiosities | |
| Module 5: Taking a Fresh Look at My Strongest Interests | Explore personal interests and curiosities. Determine potential careers based on those interests. | What are my strongest interests? | Self-Management Goal setting; self-motivation | Pillar 3: Explore Personal Interests and Curiosities | |
| Module 6: Goal Setting and Purpose-Driven Choices | Set meaningful and purposeful goals for myself. Make an action plan to achieve my goals and troubleshoot obstacles. | How do I set and achieve purposeful goals? | Self-Management Goal setting; organizational skills; self-discipline | Pillar 4: Set Goals and Evaluate Decisions | |

| | | | | | |
|---|---|---|---|--|---------------|
| Module 7: Leaving My Doubts and Fears Behind | <p>Recognize that doubts and fears are common.</p> <p>Determine, evaluate, and use strategies for overcoming doubts and fears.</p> | How do I get past my doubts and fears? | Self-Management Impulse control | Pillar 5: Confront Doubts and Fears | |
| Module 8: Building My Confidence Muscle | <p>Investigate entrepreneurial ways to use my strengths.</p> <p>Make a plan to support my weaknesses.</p> | How do I build my confidence muscle? | Self-Awareness Self-confidence; self-efficacy Responsible Decision-Making Identifying problems; reflecting | Pillar 6: Build Self-Confidence | Self-Efficacy |
| Module 9: Owning My Place in the World | <p>Develop my social awareness and social skills.</p> <p>Determine how I can contribute to the greater good.</p> | How do I own my place in the world? | Social Awareness Empathy; respect for others; perspective-taking; appreciating diversity Relationship Skills Social engagement; teamwork; relationship building; communication | Pillar 7: Develop Social Skills and Community Awareness | Empathy |
| Module 10: Understanding and Controlling My Emotions | <p>Build my emotional awareness by recognizing and naming emotions.</p> <p>Explore healthy and unhealthy ways to handle difficult emotions.</p> | How can I manage my emotions in healthy ways? | Self-Awareness Identifying emotions Self-Management Stress management; impulse control | Pillar 8: Manage Emotions | Resilience |

| | | | | | |
|---|---|----------------------------------|--|--|-------------------------------|
| Module 11: Becoming a Leader | <p>Explore what it takes to be a leader in my home, school, group, club, sport, or workplace.</p> <p>Develop critical-thinking skills for solving complex problems and overcoming obstacles.</p> <p>Grow my entrepreneurial spirit.</p> | <p>How do I become a leader?</p> | <p>Relationship Skills Social engagement; communication</p> <p>Responsible Decision-Making Analyzing situations; solving problems; evaluating ethical responsibility</p> | <p>Pillar 9: Cultivate an Entrepreneurial Spirit</p> | <p>Entrepreneurial Spirit</p> |
|---|---|----------------------------------|--|--|-------------------------------|

Module One

Discovering Me

Objectives

- Explore the five core competencies of SEL.
- Understand and grow in self-awareness.

ECY Pillar 1: Understanding the Unique Self

CASEL Competency: Self-Awareness: Introduction

Guiding Question: WHO AM I?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- White paper for each student
- Coloring tools (markers, colored pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:
Several things contribute to who we are, including our memories, families, relationships, and how we like to spend our time. Listen to your teacher or group leader share a short story about someone who was influential in their lives, and just how that person contributed to who they have become today.
2. Familiarize yourself with this module's project. Students will create a Mind Map, using these instructions:

Students will each be given a sheet of blank paper and will have access to an assortment of colored pencils and markers. Students will create a mind map that answers the question, "Who am I?" They should put this question in a box in the center of the paper, and create words, symbols, and images that best answer the questions below, around it.

- *What do you enjoy doing in your free time?*
 - *Who has been influential in your life?*
 - *What is your favorite place?*
 - *What is your favorite memory?*
 - *What future dreams do you have?*
3. Review this week's Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:
1. *How are you applying one of the SEL skills in your real life?*
 2. *What is one area of strength for you (considering CASEL's Five SEL Competencies)?*
 3. *Where do you want to grow (considering CASEL's Five SEL Competencies)?*

The Big Question (chance for students to showcase their unique learning):

What is one discovery you made about yourself that is important to YOU?

Student Homework

Each student will do their homework in their workbook throughout the program. Instructors have the choice of assigning the Extension page, to further their learning. For this module's homework, students will answer:

- *What are your top three talents?*
- *What are three things that fascinate you?*
- *What are your favorite hobbies?*

Student Takeaways

Students will get to know themselves and their classmates. In the process, they will learn about what their classmates like to do and will be inspired to think of things they would like to try. They will also start the process of articulating who they are and why they are unique, addressing the **CASEL competency of Self-Awareness** and **ECY Pillar 1: Understanding the Unique Self**.

Module Two

Understanding My Unique Self

Objectives

- Explore my unique passions and dreams.
- Grow in accurate self-perception.

ECY Pillar 1: Understanding the Unique Self

CASEL Competency: Self-Awareness: Accurate self-perception

Guiding Question: HOW DO I UNCOVER MY UNIQUE SELF?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- White paper for each student
- Coloring tools (markers, colored pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:
One way we grow in knowing ourselves is by uncovering our dreams. Adults in your life have put in hard work to see a dream of theirs come to reality. What is something you have accomplished that is very important to you? Or, what is a dream of yours that actually became true? Listen to your teacher or group leader share about one accomplishment or dream-come-true.
2. Familiarize yourself with this module's project. Students will create a Dream Catcher, using these instructions:
Step One: THINK ABOUT WHAT YOU DISCOVERED.
What dreams or future hopes of yours did you uncover today?
Step Two: DRAW YOURSELF.
In the middle of your paper, draw a sketch of yourself.
Step Three: DOCUMENT YOUR DREAMS.
Around yourself, draw icons or pictures that represent your dreams.

3. Review this week's Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:
1. *What is one thing that makes you feel alive?*
 2. *What do your hopes for the future show you about yourself?*

The Big Question (chance for students to showcase their unique learning):

What is one quality you have that will help you in school, your job, or your relationships?

Student Homework

Each student will do their homework in their workbook throughout the program. Instructors have the choice of assigning the Extension page, to further their learning. For this module's homework, students will answer:

What are three non-negotiable principles of yours?

Student Takeaways

Students will get to know themselves and their classmates. They will also start the process of articulating who they are and why they are unique, addressing the **CASEL competency of Self-Awareness** and **ECY Pillar 1: Understanding the Unique Self**.

Module Three

Articulating My Core Values

Objectives

- Discover and “own” my core values.
- Grow in self-confidence as I uncover my core values.

ECY Pillar 2: Articulate Core Values

CASEL Competency: Self-Awareness: Recognizing strengths; self-confidence

Guiding Question: WHAT ARE MY CORE VALUES?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- White paper for each student
- Coloring tools (markers, colored pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:

Listen to your teacher or group leader share three of their core values. Remember, values ...

- *Guide your daily life*
 - *Help you to make decisions*
 - *Don't change with the situation*
2. Familiarize yourself with this module's project. Students will create go Core Value shopping and then create a project that shows their core values, following these instructions:

Step One: Draw a big bag or box on your paper. Label it with “CORE VALUES.”

Step Two: Which Core Values stuck out to you? Which ones do you want to call your own? Write them in your box/bag.

Step Three: Present your core values to your classmates.

3. Review this week’s Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:
 1. *Which of your core values is most important to you?*
 2. *What is one strategy you can use to work through a misunderstanding with someone who has different core values than you?*

The Big Question (chance for students to showcase their unique learning):

How can knowing yourself and your values help you through a challenge life will throw your way?

Student Homework

Each student will do their homework in their workbook throughout the program. Instructors have the choice of assigning the Extension page, to further their learning. For this module’s homework, students will answer:

What is one thing that you are really amazing at?

Student Takeaways

Students will identify their core values and primary motivations. By discussing these personal characteristics publicly, students will begin to develop a connection between their most motivating forces and possible life pursuits. The interactive style of the class, speaking, and listening to each other will start to forge bonds between students as they get to know each other better. Students will start the process of articulating who they are and why they are unique, addressing the **CASEL competency of Self-Awareness** and **ECY Pillar 2: Articulate Core Values**.

Module Four

Me and My Superpowers

Objectives

- Identify my strengths and special talents through self-reflection.
- Explore my personality traits and how they might help myself and others.

ECY Pillar 3: Explore Personal Interests and Curiosities

CASEL Competencies:

Self-Awareness: Recognizing strengths

Self-Management: Introduction

Guiding Question: WHAT ARE MY SUPERPOWERS (I.E., SKILLS, STRENGTHS, AND TALENTS)?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- White paper for each student
- Writing tools (pens, pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:

People are multifaceted, and no one's personality ever stops changing, even adults! Listen to your teacher or group leader share one personality strength of theirs and how it is helpful in life.

2. Familiarize yourself with this module's project. Students will create a Superhero Poster, following these instructions:

STEP ONE: Draw the outline of a superhero on your paper.

STEP TWO: Draw icons or write phrases/words around your hero that name the superpowers you identified.

STEP THREE: Give your superhero a creative name and include that on your poster.

STEP FOUR: Display your poster on your desk. Take a ‘museum walk’ to view your peers’ finished posters.

3. Review this week’s Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:

1. *How can your superpower help you in life?*
2. *Based on what you discovered, what do you see as one of your most important talents or skills?*
3. *What is one attribute of yourself you would like to work to improve?*

The Big Question (chance for students to showcase their unique learning):

How might you use your superpower to help SOMEONE ELSE?

Student Homework

Each student will do their homework in their workbook throughout the program. Instructors have the choice of assigning the Extension page, to further their learning. For this module’s homework, students will:

List 10 things you are interested in right now. After making the list, rank them in order from “most important” (#1) to “least important” (#10).

Student Takeaways

Students will start to genuinely articulate those unique things about themselves that make them exceptional, and they will use that understanding to identify their most important personal qualities. Module 4 focuses on addressing the **CASEL competencies of Self-Awareness, Self-Management, and Pillar ECY Pillar 3: Explore Personal Interests and Curiosities.**

Module Five

Taking a Fresh Look at My Strongest Interests

Objectives

- Explore personal interests and curiosities.
- Determine potential careers based on those interests.

ECY Pillar 3: Explore Personal Interests and Curiosities

CASEL Competency: Self-Management: Goal-setting; self-motivation

Guiding Question: WHAT ARE MY STRONGEST INTERESTS?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- White paper for each student
- Writing tools (pens, pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:
You often find out what you are interested in by testing the waters. Listen to your teacher/group leader share:
 - *What is one strong interest of yours and how did you discover it?*
 - *Once you discovered the interest, what did you do to further develop it?*
 - *How does this interest help you or others?*
2. Familiarize yourself with this module's project. Students will create an infographic poster: My Life, Starring Me, using these instructions:

STEP ONE: Decide on **ONE interest** (something you'd like to learn how to do or learn more about).

STEP TWO: Think about what it would take to make that interest into a career. Ask for help from a peer or teacher if you need help.

STEP THREE: Map out 5-10 steps from initial interest to career success. Make an infographic-style poster that creatively displays the steps.

3. Review this week's Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:
 1. What is a new interest you explored recently?
 2. Since we don't love everything we try, what is an interest you tried and didn't enjoy?
 3. Is it helpful to engage with others who have the same interests as you? When might it present a challenge?

The Big Question (chance for students to showcase their unique learning):

How can it help you to explore your interests or curiosities in life?

Student Homework

Each student will do their homework in their workbook throughout the program. Instructors have the choice of assigning the Extension page, to further their learning. For this module's homework, students will:

Create a "Bucket List" of at least 5 things they want to accomplish in the next 2 years.

Student Takeaways

Students will emerge from this workshop with an awareness of their primary interests—no matter what the object of those might be. Exploring these interests can start to give them purpose and direction for how they want to spend their time and what they want to work toward for themselves, addressing the **CASEL competency of Self-Management** and **ECY Pillar 3: Explore Personal Interests and Curiosities**.

Module Six

Goal Setting and Purpose-Driven Choices

Objectives

- Set meaningful and purposeful goals for myself.
- Make an action plan to achieve my goals and troubleshoot obstacles.

ECY Pillar 4: Set Goals and Evaluate Decisions

CASEL Competency: Self-Management: Goal setting; organizational skills; self-discipline

Guiding Question: HOW DO I SET AND ACHIEVE PURPOSEFUL GOALS?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- Sticky notes
- White paper for each student
- Writing tools (pens, pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:

Everyone faces difficult decisions. Usually, our core values and unique personality contribute to how we make decisions. Listen to your teacher or group leader share about one important decision they made in their life, and what steps they took to make their choice.

2. Familiarize yourself with this module's project. Students will create an Action Plan for their SMART goal, using these instructions:

STEP ONE: Write your SMART goal at the top of a piece of paper. Then, divide your paper into three sections. Label one THIS WEEK, one THIS MONTH and one THIS YEAR. Start to fill in the things you'll need to do to reach your goal.

STEP TWO: Share your SMART goals with a peer, or the whole class. Take it home and post it somewhere as a reminder!

3. Review this week's Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:

1. *What other steps might help me reach my smart goal?*
2. *Imagine you have made it halfway toward your goal. How would it feel?*
3. *Name one obstacle that might make it hard to achieve your goal. What can you do to troubleshoot that challenge?*

The Big Question (chance for students to showcase their unique learning):

What is one thing you can do today to get started at your goal?

Student Homework

Each student will do their homework in their workbook throughout the program. Instructors have the choice of assigning the Extension page, to further their learning. For this module's homework, students will answer:

What is one reservation you have that is related to your future?

Student Takeaways

Students will start to develop an awareness of their primary interests and begin to take steps toward setting goals for themselves to accomplish. Exploring these interests can start to give them purpose and direction for how they want to spend their time and what they want to work toward for themselves. This module's activities addressed the **CASEL competencies of Self-Management and ECY Pillar 4: Set Goals and Evaluate Decisions.**

Module Seven

Leaving My Doubts and Fears Behind

Objectives

- Recognize that doubts and fears are common.
- Determine, evaluate, and use strategies for overcoming doubts and fears.

ECY Pillar 5: Confront Doubts and Fears

CASEL Competencies: Self-Management: Impulse control

Guiding Question: HOW DO I GET PAST MY DOUBTS AND FEARS?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- White paper for each student
- Writing tools (pens, pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:

Everyone experiences fears and doubts about themselves or their future. It is a normal part of being human. Teachers/group leaders: Share one honest doubt or fear you have had.

- *How did it threaten to keep you back?*
 - *What did you do to help?*
 - *Do you still struggle with that doubt or fear today?*
2. Familiarize yourself with this module's project. Students will create Fear Armor, using these instructions:

Step One: Write down 2-3 fears or doubts you have right now. (NAME IT)

Step Two: For each fear/doubt, choose a strategy to fight it. (SHARE IT or REPLACE IT)

Step Three: Include details. Who will you share it with OR What positive affirmation can you tell yourself instead?

***Step Four:** Include details. Who will you share it with OR What positive affirmation can you tell yourself instead?*

3. Review this week's Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:

1. Think about the goal you set. What is one fear or doubt you have about achieving it?

2. What is one way you will tame a doubt or fear our yours?

3. What might be an outcome of NOT dealing with a doubt or fear?

The Big Question (chance for students to showcase their unique learning):

Can you replace a fear or doubt with a positive affirmation about yourself?

Student Homework

Each student will do their homework in their workbook throughout the program. Instructors have the choice of assigning the Extension page, to further their learning. For this module's homework, students will answer:

What brings you hope for your future?

Optional Research Project:

Briefly research a public figure they admire—no limits, this can be a musician, a YouTube star, an athlete, etc. Next week, they'll report back to the class about the obstacles or hardships the public figure had to overcome to reach their success.

OR

Interview someone—absolutely anyone—they admire in their life. Ask the person about their journey, obstacles, doubts/fears, and creative solutions they had to utilize to reach their goals.

Student Takeaways

Students will gain a valuable perspective on the fears and doubts that may inhibit their sense of self-determination later on, and they reflect on them as potential setbacks. They can also consider if confronting some doubts and fears should become a motivation for them to overcome them, addressing the **CASEL competencies of Self-Management** and **ECY Pillar 5: Confront Doubts and Fears**.

Module Eight

Building My Confidence Muscle

Objectives

- Investigate entrepreneurial ways to use my strengths.
- Make a plan to support my weaknesses.

ECY Pillar 6: Build Self-Confidence

CASEL Competencies:

Self-Awareness: Self-confidence; self-efficacy

Responsible Decision-Making: Identifying problems; reflecting

Guiding Question: HOW DO I BUILD MY CONFIDENCE MUSCLE?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- Optional Student Incentive: Self-Efficacy Badges
- White paper for each student
- Writing tools (pens, pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:

All of us have areas of strength and areas of growth. Being self-aware means knowing what our strengths and weaknesses are. Think about one of the key strengths of your character. Share how that strength has helped you in life. Also, share one of your weaknesses. What is something you do to help support that weakness?

2. Familiarize yourself with this module's project. Students will make a Gap Toolkit, using these directions:

***Step One:** Divide a paper into two columns. Label one column “GIFTS” and the other “GAPS.”*

***Step Two:** Think about your strengths and weaknesses. Fill in 3-5 of your gifts and 1-3 gaps. Think about this: Do you have a bad habit associated with a weakness?*

***Step Three:** Draw a toolbox somewhere on your paper. In your toolbox, write your plan for supporting your weaknesses.*

3. Review this week’s Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:

1. Based on the self-discovery you have done so far, what is one "gift" you have that will be useful in the future?

2. What is one “gap” or weakness that you want to support? What are some ways you might support it?

3. If you find yourself in a bad habit, how might you go about replacing it?

The Big Question (chance for students to showcase their unique learning):

Name one way you feel better prepared to succeed.

Student Homework

Each student will do their homework in their workbook throughout the program.

Instructors have the choice of assigning the Extension page, to further their learning. For this module’s homework, students will answer:

What makes a good friend and citizen?

Student Takeaways

Students will build a foundation for self-confidence by considering their strengths, weaknesses, and helpful habit-forming strategies. Students will listen to others and give each other the gift of compliments, further supporting connections in the class community and addressing the **CASEL Competencies of Self-Awareness, Responsible Decision-Making**, and **ECY Pillar 6: Build Self-Confidence**.

Module Nine

Owning My Place in the World

Objectives

- Develop my social awareness and social skills.
- Determine how I can contribute to the greater good.

ECY Pillar 7: Develop Social Skills and Community Awareness

CASEL Competencies:

Social Awareness: Empathy; respect for others, perspective-taking; appreciating diversity

Relationship Skills: Social engagement; teamwork; relationship building; communication

Guiding Question: HOW DO I OWN MY PLACE IN THE WORLD?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- Optional Student Incentive: Resilience Badges
- White paper for each student
- Writing tools (pens, pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:

Share about a relationship that has been meaningful to you. Tell the story of that person. Think about what has made that relationship unique. Did they support you when you needed it most? Did/do you respect their character?

2. Familiarize yourself with this module's project. Students will complete the Youth Have a Voice project, using these directions:

STEP ONE: *In pairs or groups, determine **ONE issue** facing your community, your town, school, after-school organization, team, etc.*

STEP TWO: Your group will create a proposal to improve this issue. Your proposal should clearly describe the problem and propose a solution, with the steps outlined.

STEP THREE: After all proposals are written, students will present their proposals to the rest of the class. Make it fun and interesting!

EXTENSION: These projects can come to life! If it works within your school/organization/community, vote on a project or projects your class would like to **ACTUALLY** take on. Students could further develop the proposal and present it to the principal/president for approval. What an empowering hands-on learning experience it would be to contribute to positive change, while further developing leadership and entrepreneurial skills!

3. Review this week's Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:

1. *Why is having healthy relationships with friends, family, and those in your community important?*

2. *How might you cultivate healthy relationships?*

3. *What are some ways you can work to improve your school or community?*

The Big Question (chance for students to showcase their unique learning):

What is one thing you want to do to be a better friend or citizen?

Student Homework

Each student will do their homework in their workbook throughout the program. Instructors have the choice of assigning the Extension page, to further their learning. For this module's homework, students will answer:

When do you experience stress and what do you do about it?

Student Takeaways

Students will integrate the concepts they have learned thus far. As they explore their place in the world, students will consider their role as a student, a family member, a friend, and a member of their local community. Students will build on prior knowledge of their individual passions, core values, and interests and begin to see how they can contribute to the good of their community while collaborating with their peers. This module's lesson builds on the **CASEL competencies of Social Awareness, Relationship Skills, and ECY Pillar 7: Develop Social Skills and Community Awareness.**

Module Ten

Understanding and Controlling My Emotions

Objectives

- Build my emotional awareness by recognizing and naming emotions.
- Explore healthy and unhealthy ways to handle difficult emotions.

ECY Pillar 8: Manage Emotions

CASEL Competencies:

Self-Awareness: Identifying Emotions

Self-Management: Stress Management; Impulse Control

Guiding Question: HOW CAN I MANAGE MY EMOTIONS IN HEALTHY WAYS?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- Optional Student Incentive: Empathy Badges
- White paper for each student
- Writing tools (pens, pencils, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:
Tell about a tough patch in your life. What emotions did you experience and how did you manage the uncomfortable ones? How have you grown in how you manage your emotions?
2. Familiarize yourself with this module's project. Students will make a Self-Care Plan by following these instructions:

When I feel...

I am going to try...

I will know if it helps by....

3. Review this week's Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:

1. *What is your opinion- are some emotions good and others bad?*
2. *What are some unsafe/unhealthy ways people handle difficult emotions?*
3. *What might be a sign you or someone you know needs help with emotional or mental health?*

The Big Question (chance for students to showcase their unique learning):

What did you learn about yourself and your emotions?

Student Homework

Each student will do their homework in their workbook throughout the program. Instructors have the choice of assigning the Extension page, to further their learning. For this module's homework, students will answer:

What is the most important quality of a leader?

Student Takeaways

Students will build their emotional awareness and become accustomed to naming their emotions, which is the first step in managing them. Students will learn how to control their emotions in effective and positive ways, using self-care strategies. This module's lesson builds on the **CASEL competencies of Self-Awareness, Self-Management, and ECY Pillar 8: Manage Emotions.**

Module Eleven

Becoming a Leader

Objectives

- Explore what it takes to be a leader in my home, school, group, club, sport, or workplace.
- Develop critical-thinking skills for solving complex problems and overcoming obstacles.
- Grow my entrepreneurial spirit.

ECY Pillar 9: Cultivate an Entrepreneurial Spirit

CASEL Competencies:

Relationship Skills: Social engagement; communication

Responsible Decision-Making: Analyzing situations; solving problems; evaluating ethical responsibility

Guiding Question: HOW DO I BECOME A LEADER?

Materials Needed

- ECY Digital Lesson Slides
- Optional Student Incentive: Gold Tokens
- Optional Student Incentive: Entrepreneurial Spirit Badges
- White paper for each student
- Coloring tools (colored pens, colored pencils, markers, etc.)

Instructor Preparation

1. Review for the Mentor Corner section. Prepare notes to help you share a short, relevant story in response to this prompt:

People with an entrepreneurial spirit approach problems and obstacles with creativity and optimism. Tell about a problem you were presented with as a leader. How did you creatively solve that problem? Share the results of your efforts and what you learned from the experience.

2. Familiarize yourself with this module's project. Students will create a Vision Project. This is a creative, culminating project that captures each student's unique learning. Expression is encouraged in varied forms: infographic-style, drawing/art piece, spoken word/poem, etc. Students will follow these instructions:

STEP ONE: Recall what you learned about yourself through this program. Think about your interests, passions, core values, superpowers, dreams and goals.

STEP TWO: Each student will create a Vision Project that creatively displays them. It can be a poster, poem/spoken word, or something else. Your project is a celebration of your unique self. Be creative!

STEP THREE: Decide on your type of project. In it, be sure to include at least 4 of the following:

- a. Your top interests/passions***
 - b. Your superpowers***
 - c. Your values***
 - d. Your goals***
 - e. Your hopes and dreams for the future***
3. Review this week's Reflection and Pair Share Questions to familiarize yourself with them and spur on thoughtful discussion:
- 1. Who is someone you view as a leader in your life, and why?***
 - 2. How might you begin your career as a leader in your school, group, sport, or community?***

The Big Question (chance for students to showcase their unique learning):

What is your biggest takeaway from this program?

Student Homework

Since this is the last module, there is no homework. Instructors have the choice of assigning the Extension page, to further student learning.

Student Takeaways

Students will integrate the concepts they have learned throughout this program. Students will begin to see themselves as leaders, as they employ critical thinking and work collaboratively to solve problems. They will also create a capstone project that expresses their unique learning experience. This module's lesson builds on the **CASEL competencies of Relationship Skills, Responsible Decision-Making, and ECY Pillar 9: Cultivate an Entrepreneurial Spirit.**



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"I would recommend the Empowering Confident Youth program to my friends, because it can really change your perspective of the world and the people in it. I also think this program boosts your self-confidence and gives me important tips for the future."

Leire, 8th Grader YMCA of Central Massachusetts

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