

Educators will learn all concepts on TWO levels:

- 1) To use in support of student mental health, and
- 2) Most importantly, to apply these concepts to their own wellbeing

INTRODUCTION: Getting Started with EmpowerU

CORE Competencies: Self-Awareness & Responsible Decision-Making

This lesson is where all educators start in the course. It introduces EmpowerU's mission and outlines the requirements of the program. The lesson also asks educators to identify and reflect on their teams, support systems, and relationships.

Essential Learnings	National Health Education Standards	INTASC Standards
Identify the core concepts taught in the course.	1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes.	1, 2, 3
Review the course design and programming.		
Explain what has been the most challenging for them in the past few years and what they hope to achieve in the course.		

LESSON 1: You Are in Control

CORE Competencies: Self-Awareness & Responsible Decision-Making

This is the first official EmpowerU lesson. It focuses on the concept of an internal versus external locus of control and how that affects our ability to cope. In this lesson, educators will identify and reflect on the type/degree of Locus of Control they have and evaluate how that helps or prevents them from achieving their goals.

Essential Learnings	National Health Education Standards	INTASC Standards
Define Internal and External Locus of Control.	1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.	1, 3, 4, 5, 7, 8
Differentiate between Internal or External Locus of Control.		
Explain their level of Internal and External Locus of Control.	2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.	
Reflect on their Internal and External Locus of Control regarding school relationships.		

LESSON 2: My Values

CORE Competencies: Self-Awareness & Responsible Decision-Making

In Lesson 2, educators are asked to demonstrate understanding of a core value and be able to articulate their personal core values. Then, they work to develop strategies to live more in alignment with these values in different areas of their life.

Essential Learnings	National Health Standards	INTASC Standards
Define values.	2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. 4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.	1, 2, 3, 4, 5, 7, 8
Reflect on how they live their values out.		
Explain how they choose to spend their time is a reflection of their core values.		
Define community values and explain how that impacts their own values.		
List their values.		
Describe what value(s) they would like to live out more fully.		
Reflect on how they do, and can further, speak about values with their students.		

LESSON 3: Using My Strengths

CORE Competencies: Self-Awareness & Responsible Decision-Making

This lesson is about personal strengths. Educators are asked to identify their personal strengths and reflect on how they can use those strengths to meet their goals. There is also a strengths assessment to help educators identify personal core strengths.

Essential Learnings	National Health Education Standards	INTASC Standards
Identify values and strengths of people they admire.	1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.	1, 2, 3, 4, 5, 7, 8
Describe a time they used their strengths to overcome a struggle.		
Write people on their team a letter and collect different strengths they identify.		
Identify their own strengths.		
Create "I am" statements with their strengths.		
Reflect on how they can use "I am" strengths statements with their students.		

LESSON 4: Where I Want to Make Change

CORE Competencies: Self-Awareness & Responsible Decision-Making

In this lesson, educators apply all that they've learned in the first three lessons to their personal lives and goals in a Starting Point Assessment. The assessment is based upon Stages of Change (Prochaska & Diclemente, 1983) and allows them to gain insight into the areas that would be most helpful for them to begin personal change. Then, they set goals in each of the four domains to work toward throughout the EmpowerU course.

Essential Learnings	National Health Education Standards	INTASC Standards
Complete the Starting Point Assessment.	1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process. 6.12.3 Develop a goal and analyze how it supports health and well-being.	1, 3, 4, 5, 7, 8, 10
Identify areas in the four wellness domains they would like to make change.		
Develop a goal within one of the four wellness domains to work on throughout the course.		
Reflect on how helping students or families with the four domains can help improve their academic/professional performance.		

LESSON 5: Small Steps to Make Change

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, & Responsible Decision-Making

Lesson 5 builds upon the goal setting in Lesson 4 by introducing the concept of "small steps" as a way to make lasting, realistic change. In this lesson, educators learn about the Five Phases of Change. More specifically, how to successfully walk through the stages to create movement and get "unstuck" in each of the four domains that they studied in Lesson 4 (academic, personal wellness, social, emotional). Educators are then asked to reflect on where to begin making a small, minor change to an unwanted habit in their life.

Essential Learnings	National Health Education Standards	INTASC Standards
Name the Five Phases of Change.	7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors. 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.	1, 3, 4, 5, 7, 8
Reflect on what Phase of Change they are in with regard to their own goal for the course.		
Identify what is the next small step they will take to meet their goal.		
Reflect on how they can use the Phases of Change and small steps to support their students.		

LESSON 6: Expectations and Motivation

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, & Responsible Decision-Making

After learning about the logistics of changing habits in Lesson 5, Lesson 6 focuses on the other piece of goal-setting: motivation. In this lesson, educators learn about different types of expectation and motivation. Then, they take an assessment that provides insight into how they personally respond to expectations of themselves and expectations that others have of them. After taking this assessment, educators learn which motivational strategies would work best for them based on their personal response to expectations and how they can use those strategies to meet their goals.

Essential Learnings	National Health Education Standards	INTASC Standards
Differentiate between inner and outer expectations.	7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors. 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.	1, 3, 4, 5, 7, 8
Identify how recognizing expectations they respond to better can help them.		
Complete a Response to Expectations Survey and identify which of the four styles is their dominant Response to Expectations.		
Identify examples of the four different Response to Expectations, and strengths and traits that align with those styles.		
Reflect on their dominant Response to Expectations and how it can help them meet their goal.		
Reflect on how they can use Response to Expectations to support their students.		

LESSON 7: Habit Change Strategies

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, & Responsible Decision-Making

Lesson 7 continues the conversation surrounding habit change in Lessons 5 and 6 by introducing habit change strategies. This lesson discusses five specific habit change strategies and asks educators to apply one of them to a habit they want to increase or decrease. Throughout the lesson, educators identify strategies best suited for themselves based on their response to expectations and apply that knowledge to their goal(s) from Lesson 4.

Essential Learnings	National Health Education Standards	INTASC Standards
Identify examples of different habit change strategies.	7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors. 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being. 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being. 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.	1, 3, 4, 5, 7, 8
Reflect on a habit change strategy they would like to use to meet their goal.		
Reflect on how they can use habit change strategies to help their students.		

LESSON 8: The Power of My Thoughts

CORE Competencies: Self-Awareness, Self-Management, Responsible Decision-Making, & Relationship Skills

The next few lessons are focused on thoughts, specifically negative or ruminating worried thoughts and anxiety. Lesson 8 kick starts the learning by focusing on the brain, specifically the power of thoughts and how they build. Educators learn how thoughts can create emotions and chemical and physical change in their brains in both helpful and hurtful ways. They also learn about subconscious thoughts and how they build over time. More importantly, they learn that they can talk back to their hurtful subconscious thoughts using their Inner Coach. The lesson concludes with reflective questions asking educators to identify their own helpful and hurtful subconscious thought patterns.

Essential Learnings	National Health Education Standards	INTASC Standards
Explain the pathway of a thought.	5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 5.12.8 Evaluate the effectiveness of health-related decisions. 6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal.	1, 3, 4, 5, 7, 8
Identify they can rewire their brain with repeated focus.		
Identify the different aspects of the Think-Feel-Do Cycle.		
Differentiate between subconscious and logical thoughts.		
Identify prior events that could contribute to subconscious thoughts.		
Identify strategies they can use to overcome unhelpful subconscious thoughts.		
Reflect on their own subconscious and logical thoughts, and how they can help their students with this concept.		

LESSON 9: Thinking Traps

CORE Competencies: Self-Awareness, Self-Management, Responsible Decision-Making, & Relationship Skills

This lesson is about Thinking Traps (persistent negative thoughts). Educators continue to learn about negative subconscious thoughts and how they can distort thoughts and beliefs over time. They then examine a specific area of worry or anxiety that gets in their way of meeting goals and identify Thinking Traps that promote this worry. Finally, they practice using their Inner Coach to challenge their Thinking Trap(s).

Essential Learnings	National Health Education Standards	INTASC Standards
Define a Thinking Trap.	5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal.	1, 3, 4, 5, 7, 8
Identify examples of different types of Thinking Traps.		
Examine and reflect on their own Thinking Traps and how to challenge them.		
Reflect on how they can use their knowledge of Thinking Traps to support students.		

LESSON 10: Thoughts and Emotions

CORE Competencies: Self-Awareness, Self-Management, Responsible Decision-Making, & Relationship Skills

This lesson builds upon the learning from Lessons 8 and 9, specifically focusing on the relationship between thoughts and emotions. In this lesson, educators learn about the experience -> thought -> emotion -> action cycle. More importantly, educators learn that they can control their thoughts and emotions using their Inner Coach.

Essential Learnings	National Health Education Standards	INTASC Standards
Select how using their Inner Coach to process emotions can be helpful.	5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process. 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal.	1, 3, 4, 5, 7, 8
Identify unhelpful subconscious thoughts and how logical Inner Coach words can help.		
Reflect on an experience that triggers automatic unhelpful thoughts, what thoughts and emotions that causes, and how recruiting their Inner Coach could help.		
Describe how they can use this process to help families and students.		

LESSON 11: Disrupting a Negative Thought Cycle

CORE Competencies: Self-Awareness, Self-Management, Responsible Decision-Making, & Relationship Skills

In this lesson, educators learn how to stop a hurtful thought in low- and high-stress situations, recruiting different strategies for each situation. They will demonstrate mastery of a comprehensive CBT approach to change ingrained distorted thoughts into more realistic and encouraging thoughts through intentional personal practice.

Essential Learnings	National Health Education Standards	INTASC Standards
Identify how to access the prefrontal cortex if it is cut when someone flips their lid.	5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process. 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal.	1, 3, 4, 5, 7, 8
Examine how to disrupt a negative cycle through calming reactive strategies.		
Reflect on situations when they have flipped their lid, and strategies they used to disrupt a negative thought cycle.		
Describe how they have used the “flip your lid” hand model with students or families and how that can help.		

LESSON 12: Thinking Realistically

CORE Competencies: Self-Awareness, Self-Management, Responsible Decision-Making, & Relationship Skills

Lesson 12 focuses on using realistic thinking as a tool to disrupt negative, hurtful subconscious thought patterns. Educators learn how to eliminate or reduce persistent negative thoughts by replacing them with positive, realistic thoughts.

Essential Learnings	National Health Education Standards	INTASC Standards
Identify a realistic thought.	5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process. 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. 6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal.	1, 3, 4, 5, 7, 8
Examine the Three Cs framework as a strategy to change unhelpful thoughts into realistic thoughts that can help.		
Reflect on the Three C's framework with their own thought patterns.		
Reflect on their goal progress.		

LESSON 13: What Is Stress?

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making, & Relationship Skills

This lesson is all about stress, specifically its physiological and psychological effects. Educators will learn what causes stress and what can happen if we let it build up over time (leave it unattended).

Essential Learnings	National Health Education Standards	INTASC Standards
Explain how stress can affect their ability to meet their goals.	1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions. 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.	1, 3, 4, 5, 7, 8
Examine how stress triggers and emotional and physical reaction.		
Identify there is good and bad stress.		
Reflect on stressors they have in their life and what they can do to improve the effects emotionally and physically.		

LESSON 14: Pause and Check In

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making, & Relationship Skills

Lesson 14 builds on the previous lesson and dives deeper into the stress response. In this lesson, educators will learn how to recognize stress building and, more importantly, what they can do to manage it.

Essential Learnings	National Health Education Standards	INTASC Standards
Examine how levels of emotional responses and how that impacts stress hormones, physical, and emotional reactions.	1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.	1, 3, 4, 5, 7, 8
Examine how using Pause and Check-In as a strategy to notice stress levels is important.	1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.	
Identify and explain their physical symptoms to stress building.	5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.	
Reflect on their own stressors and reactions to those stressors.		
Describe how using these concepts can help their students and families.		

LESSON 15: Strategies to Manage Stress

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making, & Relationship Skills

This lesson focuses on providing educators with the tools they need to manage their stress levels every day. Educators will not only learn multiple different stress management strategies, but they will also identify specific ones that work for them and determine when and where they could use them.

Essential Learnings	National Health Education Standards	INTASC Standards
Identify and examine different proactive and calming reactive strategies.	1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.	1, 3, 4, 5, 7, 8
Describe the calming reactive and proactive strategies they use when stressed.	1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.	
Reflect on how these strategies can help them with stressful interactions with their students and families.	2.12.4 Formulate strategies to manage influences that impact health and well-being.	
	5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.	

LESSON 16: Processing Difficult Emotions

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making, & Relationship Skills

In this lesson, educators learn to identify and process difficult emotions and uncontrollable stressors (things that causes the most stress but cannot be changed) using a four-step model. They then identify their biggest uncontrollable stressor and practice processing it using the four steps.

Essential Learnings	National Health Education Standards	INTASC Standards
Differentiate between controllable and uncontrollable stressors.	1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions. 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. 2.12.4 Formulate strategies to manage influences that impact health and well-being.	1, 3, 4, 5, 7, 8
Identify strategies to help decrease stress and fear.		
Examine the different steps to processing difficult emotions.		
Reflect on processing difficult emotions in a scenario that is personal to them.		
Explain how they can use these concepts with students and families.		

LESSON 17: Belonging

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making, & Relationship Skills

The last few lessons are focused on social connection. Lesson 17 kickstarts that learning by asking educators to reflect on where they feel personal belonging in their relationships and friendships. Educators are asked to discern between relationships with true belonging versus relationships where they are just fitting in. They learn about the difference between changing their values to fit in and changing small behaviors to connect with people at all levels, especially at the beginning of relationships.

Essential Learnings	National Health Education Standards	INTASC Standards
Define True Belonging.	4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others. 4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts. 4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.	1, 3, 4, 5, 7, 8
Differentiate between belonging and fitting in.		
Reflect on where they feel a sense of belonging and where they try to fit in.		
Explain how these concepts can help students feel more secure.		
Describe how they can create a sense of belonging for families and students.		

LESSON 18: Creating Community

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making, & Relationship Skills

This lesson introduces the levels of friendship, emphasizing the importance of creating connections with people at all levels (Acquaintances, Circumstantial Friends, Close Friends, Best Friends). Educators will use this framework to examine their own personal friendships and supports, helping to guide steps forward in their relationships. This lesson specifically focuses on the first two levels - Acquaintances and Circumstantial friendships – and the value of those connections.

Essential Learnings	National Health Education Standards	INTASC Standards
Examine personal friendships and supports.	4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts. 4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others. 4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts. 4.12.10 Communicate with empathy and compassion. 8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.	1, 2, 3, 4, 5, 7, 8, 10
Identify the value of acquaintances and circumstantial friends and supports.		
Identify why bridges between levels of friendships are important.		
Examine how friends move from one level to another.		
List the attributes they look for in circumstantial or acquaintance level friend.		
Reflect on their circumstantial and acquaintance level friends.		
Explain how students' circumstantial friends could make a difference in their sense of belonging.		

LESSON 19: Meaningful Connections

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making, & Relationship Skills

Lesson 19 centers on the last two levels of friendship: Close and Best Friends. In this lesson, educators reflect on the qualities that they value in a close or best friend and identify appropriate behaviors to build connection in friendships, including safe disclosure and reasonable expectations of self and others. They then apply this knowledge to their own social circle, identifying relationships and supports that are at this closest level of friendship.

Essential Learnings	National Health Education Standards	INTASC Standards
Differentiate between close and best friends.	4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts 4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others. 4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict. 4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.	1, 2, 3, 4, 5, 7, 8, 10
Examine how friends move from one level to another.		
Identify how their Inner Coach can support understanding different friendship levels.		
List the attributes they look for in a close or best level friend.		
Reflect on friends they have at different levels.		
Explain how they can use this to help students who may struggle in social groups.		

LESSON 20: Friendship Changes

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making, & Relationship Skills

The lessons on friendship conclude with Lesson 20, which is about friendship change and transition. In this lesson, educators learn more about friendship changes and strategies to deal with friendship changes throughout their lives.

Essential Learnings	National Health Education Standards	INTASC Standards
Examine how and why friendships may change over time.	4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.	1, 2, 3, 4, 5, 7, 8, 10
Identify what they can control in friendship changes.	4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	
Examine strategies to help cope with friendship changes.	4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.	
Reflect on friendship changes they have experienced.	4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.	
Explain how they can use these concepts to support their students going through friendship changes.	4.12.10 Communicate with empathy and compassion.	

COURSE FINAL: Final Wrap-Up

CORE Competencies: Self-Awareness, Self-Management, Social-Awareness, Responsible Decision-Making, & Relationship Skills

This course concludes with a final wrap-up lesson. Educators complete a Next Point Assessment (similar to the Starting Point Assessment from Lesson 4), a comprehensive review of different wellness domains based upon the ASCA (academic/career, personal wellness, social/belonging, emotional/mental health). After completing the Next Point Assessment, they reflect on their growth throughout the course, gaining insight into their improvements based on the Stages of Change model (Prochaska & DiClemente, 1983). Then, they identify strategies to use after the course is complete.

Essential Learnings	National Health Education Standards	INTASC Standards
Complete a Next Point Assessment.	1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being. 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes. 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors. 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.	1, 2, 3, 4, 5, 7, 8, 10

Reflect on the results and describe what areas they made the most improvement in.	6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal. 6.12.5 Monitor progress and adjust the goal or plan as appropriate.	
Reflect on the growth they have made throughout the course.	6.12.6 Evaluate the goal-setting process and outcomes on health and well-being. 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors. 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.	
Complete a course survey.		