LEAVE A BLESSING

Social Health Brand Program

Program Focuses	Social Emotional Learning, Mental Health & Communication	# of Units / # of Weeks	5 units/20 weeks

Curriculum Overview

Curriculum Narrative:
The mission of the Social Health Brand program is to equip students with the knowledge and tools to build purposeful brands that positively impact social health and well-being, leading to a state of readiness. This will be done by: ● Learning about the impacts of the socio-ecological theory on personal development. ● Witnessing and practicing social health principles. ● Learning about empowering the individual through brand expertise. ● Partaking in community and service work. Classroom Activities, Class Presentations, Circle Participation, and Written Assessments will satisfy course requirements by enabling students to: ● Draw connections between their social health and personal branding. ● Communicate methods, results, and interpretations using the vocabulary of social health and branding. ● Use conflict resolution techniques to enhance the development of their social health and brand understanding by exploring and analyzing data, modeling, and leading circles.

Essential Questions: *What questions will guide and engage students during the teaching and learning of the practice?*
1. What is social health branding? 2. Why is it important for students to build purposeful brands that positively impact social health and well-being? 3. How does a student's social health brand affect their home life? 4. What common conflicts may arise as students build their social health brand, and how can they be effectively managed?

Enduring Understandings: *Articulate what students should "revisit" over the course of their lifetimes in relationship to the content area.*
1. Social health branding is a holistic approach to personal development. It integrates principles of social health and branding expertise to empower students to positively impact their communities and Leave A Blessing wherever they go. 2. Students need to build purposeful brands that positively impact social health and well-being because this not only benefits their personal growth and development but also enhances their social interactions, academic and professional aspirations, and overall contribution to a healthier, more supportive community. This holistic approach prepares students to become responsible, empathetic, and influential members of society. 3. A student's social health brand can profoundly impact their at-home life by improving communication, strengthening relationships, fostering positive role modeling, enhancing self-discipline and responsibility, increasing support and encouragement, aiding conflict resolution, promoting emotional well-being, and encouraging community engagement. These benefits create a harmonious and supportive home environment that aligns with the student's values and goals, contributing to a positive and cohesive family dynamic. 4. Common conflicts that may arise as students build their social health brand include managing time and responsibilities, handling peer pressure, facing criticism, negative feedback, or misunderstanding from others. These conflicts can be effectively managed by maintaining authenticity, clear and consistent communication, setting boundaries, practicing time management, seeking support from mentors and peers, and seeking support from family to help students navigate challenges and develop resilience and conflict resolution skills to ensure their social health brand remains aligned with their values and goals.

Standards/TEKS: *What will be taught in this curriculum from each relevant framework?*	
Course Descriptors - §110.24 English Language Arts and Reading	
(b)(5)(E)	Make connections to personal experiences, ideas in other texts, and society.
Course Descriptors - §110.26 English Language Arts and Reading, Speech	
(b)(1)(C)	Identify standards of making communication choices considering appropriateness for self, listener, occasion, and task.
(b)(2)(B)	Use reflective empathic listening skills to respond appropriately in interpersonal situations.
(b)(4)(B)	Use appropriate communication skills to request, provide, and respond to information in interpersonal conversations.
Course Descriptors - §113.20. Social Studies	
(d)(31)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
Course Descriptors - §115.27 Health Education	
(b)(3)(B)	Analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress.
(b)(3)(D)	Demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships.
(b)(6)(B)	Examine ways to influence peers positively and promote resiliency in others in stressful situations.
(b)(14)(A)	Identify forms of family violence, including physical, mental, and emotional violence.
(b)(C)(A)	Identify and analyze different emotions and causal thoughts in self.
Course Descriptors - §118.28 Mathematics	
(b)(1)(B)	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
Course Descriptors - §120.7 Positive Character Traits and Personal Skills	
(c)(3)(A)	Evaluate one's personal attitudes and mindsets about self and others.
Course Descriptors - §127.2 Career and College Exploration	
(d)(1)(D)	Research and evaluate emerging occupations related to career interest areas.
(d)(4)(A)	Demonstrate effective time-management and goal-setting strategies.
(d)(4)(B)	Identify skills that can be transferable among a variety of careers.
(d)(4)(D)	Apply core academic skills to meet personal, academic, and career goals.
(d)(5)(E)	Use resources to compare salaries of at least three careers in the student's interest area.

Grade Level Outcomes and Scenarios

- Students will develop a deeper understanding of their personal strengths, interests, and values, leading to enhanced self-awareness. They will identify both short-term and long-term personal and academic goals, which will foster a sense of direction. This process will increase their motivation, as they gain a clearer sense of purpose, resulting in greater engagement in school and extracurricular activities.
- Students will be equipped with essential planning skills to set and achieve goals through actionable plans. They will improve their time management abilities, enabling them to balance responsibilities effectively. Additionally, students will enhance their problem-solving skills, learning to identify and overcome obstacles, which helps them stay on track with their plans and achieve success.
- Students will enhance their self-expression, becoming more adept at articulating their thoughts, ideas, and personal stories. This will boost their confidence in public speaking and presenting ideas. Moreover, students will be encouraged to express their unique perspectives through various creative mediums, fostering their creativity and individual voice.

- Students will develop networking skills enabling them to build and maintain meaningful relationships. They will improve their teamwork and collaboration skills, which are essential for successful group interactions. Additionally, students will gain greater empathy and understanding of diverse perspectives, enhancing their ability to connect with others on a deeper level.
- Students will learn techniques to manage stress and maintain well-being under pressure. They will improve their adaptability and flexibility when facing challenges, which will help them navigate difficult situations more effectively. Furthermore, students will strengthen their perseverance and determination, allowing them to overcome setbacks and achieve their goals with resilience.

Texts for Program

Resources
● TBD

Assessment Summary

Formative Assessments	Summative Assessments
What methods will you use to assess whether students are learning during the unit?	What methods will you use to assess whether students have learned the material at the conclusion of the unit?
● Daily exit tickets ● Social Health Brand Vocabulary Quizzes ● Social Health Brand Quizzes ● Social Health Brand Homework Assignments ● Role-Playing/Simulations	● Social Health Brand Practice Unit Exams ● Social Health Brand Presentations (TEDx Talk style) ● Social Health Brand Group Project ● Social Health Brand Creative Writing Assignment ● Social Health Brand Community Service Project

Unit Summaries

Acronym: DSACT	Objectives (SWBAT)	Standards/TEKS/Skills	Key Vocabulary	Length of Unit/Hours
Unit 1: Discovering Your Purpose	Students will develop a deeper understanding of their personal strengths, interests, and values, leading to enhanced self-awareness. They will identify both short-term and long-term personal and academic goals, which will foster a sense of direction. This process will increase their motivation, as they gain a clearer sense of purpose, resulting in greater engagement in school and extracurricular activities.	**§127.2 Career and College Exploration** (d)(1)(D) Research and evaluate emerging occupations related to career interest areas. **§127.2 Career and College Exploration** (d)(4)(B) Identify skills that can be transferable among a variety of careers. **§113.20. Social Studies, Grade 8** (d)(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. **§127.2 Career and College Exploration** (d)(5)(E) Use resources to compare salaries of at least three careers in the student's interest area.	- Purpose - Fulfillment - Passion - Vocation - Mission	4 lessons/4 hours
Unit 2: Strategizing for Success	Students will be equipped with essential planning skills to set and achieve goals through actionable plans. They will improve their time management abilities, enabling them to balance responsibilities effectively. Additionally, students will enhance their problem-solving skills, learning to identify and overcome obstacles, which helps them stay on track with their plans and achieve success.	**§127.2 Career and College Exploration** (d)(4)(A) Demonstrate effective time-management and goal-setting strategies. **§127.2 Career and College Exploration** (d)(4)(B) Identify skills that can be transferable among a variety of careers. **§127.2 Career and College Exploration** (d)(4)(D) Apply core academic skills to meet personal, academic, and career goals.	- Goals - Micro-Goals - Strategic Planning - Time Management - Task Delegation	4 lessons/4 hours

Unit 3: Amplifying Your Voice	Students will enhance their self-expression, becoming more adept at articulating their thoughts, ideas, and personal stories. This will boost their confidence in public speaking and presenting ideas. Moreover, students will be encouraged to express their unique perspectives through various creative mediums, fostering their creativity and individual voice.	**§118.28 Mathematics** (b)(1)(B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. **§110.24 English Language Arts and Reading** (b)(5)(E) Make connections to personal experiences, ideas in other texts, and society. **§110.26 English Language Arts and Reading, Speech** (b)(1)(C) Identify standards of making communication choices considering appropriateness for self, listener, occasion, and task. **§110.26 English Language Arts and Reading, Speech** (b)(4)(B) Use appropriate communication skills to request, provide, and respond to information in interpersonal conversations.	- Exposure - Purposeful Branding - Reputation - Brand Story - Authenticity	4 lessons/4 hours
Unit 4: Connecting with Others	Students will develop networking skills enabling them to build and maintain meaningful relationships. They will improve their teamwork and collaboration skills, which are essential for successful group interactions. Additionally, students will gain greater empathy and understanding of diverse perspectives, enhancing their ability to connect with others on a deeper level.	**§115.27 Health Education** (b)(3)(D) Demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships. **§115.27 Health Education** (b)(14)(A) Identify forms of family violence, including physical, mental, and emotional violence. **§115.27 Health Education** (b)(6)(B) Examine ways to influence peers positively and promote resiliency in others in stressful situations.	- Trust - Respect - Communication - Boundaries - Empathy	4 lessons/4 hours

Unit 5: Thriving Under Pressure	Students will learn techniques to manage stress and maintain well-being under pressure. They will improve their adaptability and flexibility when facing challenges, which will help them navigate difficult situations more effectively. Furthermore, students will strengthen their perseverance and determination, allowing them to overcome setbacks and achieve their goals with resilience.	**§115.27 Health Education** (b)(C)(A) Identify and analyze different emotions and causal thoughts in self. **§115.27 Health Education** (b)(3)(B) Analyze the relationship between thoughts, feelings, and behaviors and demonstrate healthy techniques for managing reactions in times of emotional stress. **§110.26 English Language Arts and Reading, Speech** (b)(2)(B) Use reflective empathic listening skills to respond appropriately in interpersonal situations. **§120.7 Positive Character Traits and Personal Skills** (c)(3)(A) Evaluate one's personal attitudes and mindsets about self and others.	- Stress Response - Emotional Regulation - Negotiation Tactics - Conflict Resolution - Objection Handling	4 lessons/4 hours

Currently teaching curriculum at Rice University