

LIFE READY

GRADES 5-8

Parent Information Guide



MESSAGE TO PARENTS

Dear Parent(s) / Guardian(s):

The Oconomowoc Area School District is focused on developing safe and welcoming learning environments for all students, while providing opportunities for individual students to develop the skills and habits to be **leading members of the community who are career and college ready**. In partnership with home and community, 4k-12th grade OASD learners will experience multiple opportunities to learn, develop, and practice Life-Ready skills and habits. Our OASD Graduate Profile defines the desired characteristics of an OASD graduate and also includes a focus on individuals embracing the importance of balancing various life aspects including academic, emotional, social, physical, and financial well-being, to lead a healthy and well-rounded life.

In developing learners, we need to explicitly teach skills, provide opportunities to practice, and re-assess growth and/or further need of instruction and practice.

The Devereux Student Strengths Assessment (DESSA, 5K-8th grade) helps us to better understand which Life-Ready skills our students have already learned and which may still need to be developed. DESSA used in K-8th grade is a research-based tool where teachers can indicate how often a student has demonstrated specific Life-Ready skills within the past month. The DESSA evaluates life ready skills like persistence at challenging tasks, making good decisions, working well with others, and a variety of other skills that are included as desired characteristics of an OASD graduate in our Graduate Profile. School staff use information from DESSA for future planning and programming within the classroom, school, and district wide. Our goal is to ensure that your child is continuously developing the skills they need for lifelong success.

In conjunction with the 5k-8th grade DESSA assessment, Life-Ready curriculum 5-8th grade will provide learners with explicit instruction of skills and multiple opportunities for practice. Enclosed in this guide, you will find grade level lessons outlined, learner objectives, vocabulary, and the link to our OASD Graduate Profile indicators.

Thank you for your continued partnership in developing the skills of our learners in balancing various life aspects including their academic, emotional, social, and physical well being.

Respectfully,



John Flannery
Director of Curriculum and Instruction



Stacy Yearling
Director of Student Services

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OCONOMOWOC AREA SCHOOL DISTRICT GRADUATE PROFILE

PROBLEM SOLVER

Inquisitive and open-minded problem-solving individuals approaching challenges reflectively and resiliently while working towards a solution.

GLOBAL CITIZEN

Service-minded individuals empowered to think globally and act locally, embracing diversity and humanitarianism while demonstrating awareness and empathy.

COMMUNICATOR

Genuine, confident, articulate communicators are adaptable, open-minded, respectful and empathetic individuals who listen and respond in a reflective and relatable way.



SCHOLAR

Curious, reflective, and engaged in their learning, scholars are resourceful, goal-directed, knowledgeable, and demonstrate integrity in all academic endeavors.

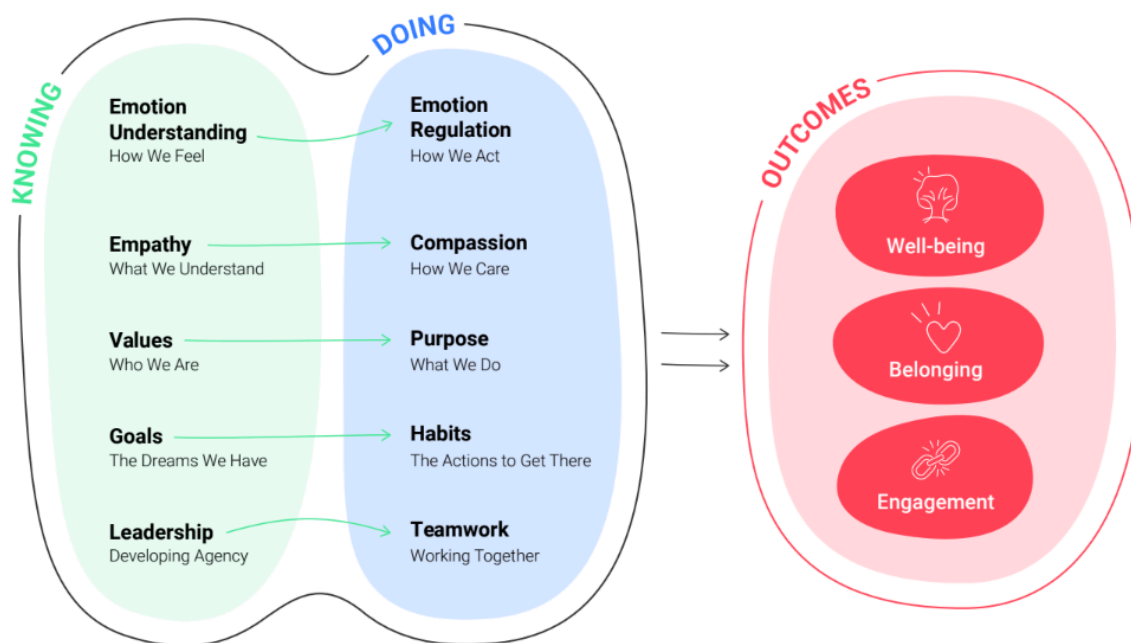
BALANCED

Individuals embrace the importance of balancing various life aspects, including academic, emotional, social, physical, and financial well-being, to lead a healthy and well-rounded life.

LEADER

Courageous and compassionate individuals, leaders empower goodwill and are committed to success for all.

CHARACTER STRONG THEMES AND OUTCOMES



Grade 5- Purposefull People

Units	Learner Outcomes	Vocabulary	Graduate Profile, competencies
<p>Courage</p> <p>Learners will delve into the value of Courage by examining how it looks, sounds, and feels. Learners will:</p> <ul style="list-style-type: none"> Learn to conquer things and situations that may be frightening Understand that fear is a normal feeling and that it is ok to feel afraid. Humans have a natural physical and emotional reaction to fear. We also have the capacity to overcome our fears. Define courage: <i>To choose what is good, right, and kind even when it is hard or scary!</i> 	<p>Learners will:</p> <ul style="list-style-type: none"> Explore the trait of courage over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently E- Exit Intentionally Engage in hands-on group activities that encourage learners to practice Courage in a low-risk classroom setting. Study real-life examples of role models and heroes who demonstrate the characteristics of courage. Discuss personal stories and learn from times in their own lives when they were called to practice the trait of courage. Create home to school connections, bringing low-risk dares (activities) home each week to practice the trait of Courage as a family. 	<p>Brave, Risk, Courage, Resilience, Fear, Conquer, Mindfulness</p>	<p>Scholar, Problem Solver, Communicator, Balanced</p>

<p>Respect</p> <p>Learners will focus on the character trait of Respect. Through the month, they will:</p> <ul style="list-style-type: none"> Define respect as seeing good in people and things and treating them with care. Understand that respect is both a perspective and a practice. Explore the question: What does it mean to “see good” in people? Oftentimes this requires that we learn more about who individuals are, where they come from, and why they believe and act the way they do. Respect is about understanding people! Practice putting respect into action—how we speak to and treat one another (and ourselves) respectfully is a constant practice. 	<p>Learners will:</p> <ul style="list-style-type: none"> Explore the trait of respect over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently E- Exit Intentionally Engage in hands-on group activities that encourage learners to practice Respect in a low-risk classroom setting. Study real-life examples of role models and heroes who demonstrate the characteristic of respect. Discuss personal stories and learn from times in their own lives when they were called to practice the trait of respect. Create home to school connections by bringing low-risk dares (group activities) home each week to practice the trait of respect as a family. 	<p>Respect, Care, Human spirit, Peace, Perspective, Practice, Flipping negative talk, Mindset</p>	<p>Global Citizen, Leader, Problem Solver, Communicator</p>
<p>Perseverance</p> <p>Learners will focus on the character trait of perseverance. Throughout the month they will:</p> <ul style="list-style-type: none"> Define perseverance as the ability to work through situations even when there are obstacles or challenges in the way. Explore the research of Angela Duckworth who found that most successful people in our world right now have one big thing in common: their ability to persevere through tough situations. She calls it Grit! Talk about how we respond when things get really hard or when we feel like we’ve failed or can’t do something. Discuss what happens and what our thought process is when we feel frustrated or stumped. Focus on having a Growth Mindset instead of a Fixed Mindset—to see challenges and failure as an opportunity to learn or try a new path. 	<p>Learners will:</p> <ul style="list-style-type: none"> Explore the trait of perseverance over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently E- Exit Intentionally Engage in hands-on group activities that encourage learners to practice perseverance in a low-risk classroom setting. Study real-life examples of role models and heroes who demonstrate the characteristic of perseverance. Discuss personal stories and learn from times in their own lives when they were called to practice the trait of perseverance. Create home to school connections by bringing low-risk dares (group activities) home each week to practice the trait of perseverance as a family. 	<p>Perseverance, Obstacles, Challenges, Grit, Frustration, Regulation, Hard work, Patience Commitment, Fixed Mindset, Growth Mindset</p>	<p>Problem Solver, Leader, Scholar, Global Citizen</p>
<p>Gratitude</p> <p>Throughout this month-long unit that explores the character trait of gratitude, learners will:</p> <ul style="list-style-type: none"> Define gratitude as choosing to notice and appreciate things in our life, things in others, and things in 	<p>Learners will:</p> <ul style="list-style-type: none"> Explore the trait of gratitude over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently 	<p>Gratitude, Happiness, Observation, Breathing, Thankful, Relationships, Appreciation, Regulating Emotions</p>	<p>Leader, Communicator, Balanced, Global Citizen</p>

<p>the world.</p> <ul style="list-style-type: none"> • Understand that gratitude has been shown to be one of the number one ways to reduce anxiety, increase happiness, and improve relationships. We can't have a grateful thought and an angry thought at the same time! • Practice putting our attention and our focus on Gratitude. We will think about how to be grateful even for challenges. • Talk about incredible artists and writers and thinkers who know the power of Gratitude in the world. • Encourage Gratitude towards our classmates, ourselves, and (of course) our family! 	<p>E- Exit Intentionally</p> <ul style="list-style-type: none"> • Engage in hands-on group activities that encourage learners to practice gratitude in a low-risk classroom setting. • Study real-life examples of role models and heroes who demonstrate the characteristic of gratitude. • Discuss personal stories and learn from times in their own lives when they were called to practice the trait of gratitude. • Create home to school connections by bringing low-risk dares (group activities) home each week to practice the trait of gratitude as a family. 		
<p>Honesty</p> <p>Honesty is the character trait of focus this month. Learners will:</p> <ul style="list-style-type: none"> • Define honesty as living truthfully in your words and actions and thoughts! • Understand that honesty is more than just truth-telling! It is about living a life that is thoughtful and clear about what we believe is good and just. It's about making sure that what we think is kind and worthwhile lines up with what we say and what we do. • Discuss honest role models from Albert Einstein to Virginia Woolf who lived the idea of Honesty in inspiring ways. • Talk about the cost of lying and what it does to our body and mind. • Connect how Honesty and Kindness are closely related traits. 	<p>Learners will:</p> <ul style="list-style-type: none"> • Explore the trait of honesty over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently E- Exit Intentionally • Engage in hands-on group activities that encourage learners to practice honesty in a low-risk classroom setting. • Study real-life examples of role models and heroes who demonstrate the characteristic of honesty. • Discuss personal stories and learn from times in their own lives when they were called to practice the trait of honesty. • Create home to school connections by bringing low-risk dares (group activities) home each week to practice the trait of honesty as a family. 	<p>Honesty, Truth, Integrity, Fair, Transparency, Thoughtful, Worthwhile, Lying, Deception, Kindness</p>	<p>Problem Solver, Leader, Communicator, Scholar</p>
<p>Kindness</p> <p>Kindness will be the focus of learning throughout this month-long unit. Learners will:</p> <ul style="list-style-type: none"> • Define kindness as the choice to act with words, gifts, or actions to bring appreciation, positivity, and encouragement to others and yourself. • Discuss how Kindness isn't just a feeling, but a choice that we get to make every day! It's an exercise in bringing good things into our lives and the world. • Practice and discuss Kindness as an action- kindness should be more 	<p>Learners will:</p> <ul style="list-style-type: none"> • Explore the trait of kindness over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently E- Exit Intentionally • Engage in hands-on group activities that encourage learners to practice kindness in a low-risk classroom setting. • Study real-life examples of role models and heroes who demonstrate the characteristic of kindness. • Discuss personal stories and learn from 	<p>Kindness, Appreciation Positivity, Encouragement, Attitude, Caring, Positivity, Gifts, Give, Receive,</p>	<p>Leader, Communicator, Balanced, Scholar</p>

<p>than kind words! Kindness is given through our actions and our encouragement and our attitude and our gifts.</p> <ul style="list-style-type: none"> • Reflect on how to be kind to ourselves, to our environment, to our school, and to one another. • Experience sharing and receiving compliments and helping create acts of service or gifts for others. • Study role models like Lao Tzu who taught or lived Kindness in their lives! 	<p>times in their own lives when they were called to practice the trait of kindness.</p> <ul style="list-style-type: none"> • Create home to school connections by bringing low-risk dares (group activities) home each week to practice the trait of kindness as a family. 		
<p>Empathy</p> <p>Empathy is the character trait of focus this month. Learners will:</p> <ul style="list-style-type: none"> • Define empathy as the ability to understand and connect to the feelings of another • Understand that empathy is an important skill for creating connected and kind communities. It is critical to our relationships both personal and professional. • Explore the need for Empathy in our world. Even though we have lots of digital connections, we need a lot of training on in-person communication and understanding! • Develop an “emotional vocabulary” to make sure we have the words to understand and describe what we are feeling personally. • Connect with others based on their feelings even though we may not have the exact same story or perspective as someone else. • Think about how listening and sharing help create more Empathy in our classroom and the world. 	<p>Learners will:</p> <ul style="list-style-type: none"> • Explore the trait of empathy over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently E- Exit Intentionally • Engage in hands-on group activities that encourage learners to practice empathy in a low-risk classroom setting. • Study real-life examples of role models and heroes who demonstrate the characteristics of empathy. • Discuss personal stories and learn from times in their own lives when they were called to practice the trait of empathy. • Create home to school connections by bringing low-risk dares (group activities) home each week to practice the trait of empathy as a family. 	<p>Empathy, Connection, Understanding, Feelings, Relationships, Communication, Emotional Vocabulary, Perspective Taking, Listening</p>	<p>Problem Solver, Leader, Communicator, Balanced, Global Citizen</p>
<p>Responsibility</p> <p>Responsibility is the trait that students will explore in this month-long unit. Learners will:</p> <ul style="list-style-type: none"> • Define responsibility as to take action and understand how our choices affect others, ourselves, and the world. • Understand that all the choices we make impact the world around us in big and small ways. The responsible person works to be aware of this impact and makes decisions based on what is good for as many people 	<p>Learners will:</p> <ul style="list-style-type: none"> • Explore the trait of responsibility over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently E- Exit Intentionally • Engage in hands-on group activities that encourage learners to practice responsibility in a low-risk classroom setting. • Study real-life examples of role models and heroes who demonstrate the characteristic of responsibility. 	<p>Responsibility, Action, Ownership, Impact, Awareness, Decision Making, Reflection, Self-Control, Accomplishment, Excuses, Blame</p>	

<ul style="list-style-type: none"> as possible. Discuss the importance of reflection, self-control, and a willingness to take ownership over their words and actions. Talk about how to build and use these skills so we can earn more Responsibility in our life. We will make sure everyone knows what role they play in creating a successful classroom and school community. Think about and study people with a lot of Responsibility like Helen Keller and the Dalai Lama. When we work together, when we share the Responsibility of a better world, and we can accomplish great things! 	<ul style="list-style-type: none"> Discuss personal stories and learn from times in their own lives when they were called to practice the trait of responsibility. Create home to school connections by bringing low-risk dares (group activities) home each week to practice the trait of responsibility as a family. 		
<p>Cooperation</p> <p>Students will dive into a month-long unit studying the character trait of cooperation. Learners will:</p> <ul style="list-style-type: none"> Define cooperation as working together and helping others. Understand that while independence is important, we must develop skills to work alongside one another and create things, together, that are better than anything we could create on our own. Discuss that successful people know when and how to ask for help and are generous in giving it out when they have something to offer! Explore how cooperation requires great communication, self-awareness, and the ability to step up (or step back) when the time is right to best support whatever group you are working with. Engage in creativity in teams, accomplishing amazing things side by side, and learning about what it means to do meaningful, PurposeFull work together. 	<p>Learners will:</p> <ul style="list-style-type: none"> Explore the trait of cooperation over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently E- Exit Intentionally Engage in hands-on group activities that encourage learners to practice cooperation in a low-risk classroom setting. Study real-life examples of role models and heroes who demonstrate the characteristics of cooperation. Discuss personal stories and learn from times in their own lives when they were called to practice the trait of cooperation. Create home to school connections by bringing low-risk dares (group activities) home each week to practice the trait of cooperation as a family. 	<p>Cooperation, Helping, Working together, Teamwork, Accomplishment, Competition, Independence, Selflessness</p>	<p>Problem Solver, Leader, Communicator, Balanced</p>
<p>Creativity</p> <p>This unit takes a close look at the character trait of creativity. Learners will:</p> <ul style="list-style-type: none"> Define creativity as using our imagination to create something or solve a problem. Understand that creativity is one of the most important skills for a better future because it is only by imagining 	<p>Learners will:</p> <ul style="list-style-type: none"> Explore the trait of creativity over the course of a month, with weekly lessons that cycle through the SERVE model: S- Start with intention E- Engage relationally R- Respond with Empathy V- Values Practiced Consistently E- Exit Intentionally Engage in hands-on group activities that 	<p>Creativity, Imagination, Problem Solver, Solutions Oriented, Innovation, Outside the box, Stifled, Controlled, Creative freedom, Collaboration</p>	<p>Global Citizen, Problem Solver, Scholar, Leader, Communicator</p>

<p>new or improved solutions that it is possible to solve present problems.</p> <ul style="list-style-type: none"> • Explore how while more and more of the world becomes automated, Creativity is becoming one of the most sought after skills in the workplace because it helps us think beyond the box, innovate, and imagine a better way. • Discuss how we must practice building the muscle of Creativity if we are going to use it to solve the big and little problems all around us. • Work together in new, unique ways. Learners will build things and break old patterns. They will CREATE and imagine the best version of themselves and the world. 	<p>encourage learners to practice creativity in a low-risk classroom setting.</p> <ul style="list-style-type: none"> • Study real-life examples of role models and heroes who demonstrate the characteristics of creativity. • Discuss personal stories and learn from times in their own lives when they were called to practice the trait of creativity. • Create home to school connections by bringing low-risk dares (group activities) home each week to practice the trait of creativity as a family. 		
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Grade 6

Units and Lessons	Learner Outcomes	Vocabulary	Graduate Profile, competencies
Building Connections	Learners will begin to develop a sense of community, and will dive into developing relationships with one another to build a sense of safety and belonging in the classroom space.	Community, Relationships, Belonging	Communicator
Building Community	Learners will focus on continuing to build connections and a positive classroom climate. Students will work on activities to get to know one another better and learn more about each other's names.	Connection, Community	Communicator
Middle School Mythbusting (Belonging)	Learners will utilize videos to bring student voices forward with the goal of helping quell worries they may have at the beginning of their middle school years. This session is about fitting in and belonging at school.	Belonging Worry	Problem Solver, Balanced
Middle School Mythbusting (Test Taking)	Learners will engage with tools within the lesson to bring student voices forward with the goal of helping to lessen worries that students may have pertaining to test-taking in middle school.	Worry Test-taking	Scholar, Balanced
Developing Community Agreements	Learners will work to develop community agreements. This process is designed to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how to treat one another. The agreements serve as guidelines the class can refer to throughout the year.	Community agreements, Values	Communicator, Problem-Solver
Upholding Community Agreements	Learners will continue developing community agreements. This process brings many voices forward to make sure everyone has an opportunity to reflect on and discuss how to treat one another. Each class will vote on their top three community agreements.	Community agreements, values	Problem-Solver, Communicator
Understanding the CharacterDare Process	Learners will become familiar with the routine of the CharacterDare, which will be a consistent part of almost every session for the rest of the year. The CharacterDares are designed to help students practice and generalize the skills learned in Character Strong sessions.	Goals, Personality, Character	Scholar

Get to Know Your School: Who's Here?	Learners will discuss the theme for sixth grade lessons, "Belonging," with the goal of helping students make connections and build relationships. Students will make plans to get to know four adults in the building.	Belonging, Goals, Connections, Relationships	Communicator
Get to Know Your School: What's Here?	Learners will continue with a second week of discussing belonging through relationship building. Students will identify opportunities to get involved in fun and interesting activities at school and think of opportunities they wish existed.	Belonging, Relationships, Opportunities	Balanced, Communicator
Exploring Values	Learners will focus on exploring their personal values. Getting clear on one's own personal values can help students make decisions and act in ways that align with their own sense of self and what they think is important. Students will explore the topic of values by reflecting on qualities that they value in other people.	Values, Decisions, Qualities	Balanced, Global Citizen
Understanding Values	Learners will continue to explore their personal values by considering how different people demonstrate their values and how we show others what we value. The class will choose one community agreement and explore it from different value perspectives.	Values, Agreement	Balanced, Global Citizen
Practicing Values	Learners will explore putting values into practice by reflecting on how they want to feel in different situations and discussing how this relates to and can help to understand their own personal values. Students will spend time thinking about what they value and how that helps them to consider who they want to be.	Values, Commonalities, Differences	Balanced, Communicator, Leader
Building Listening Skills	Learners will develop an understanding around the importance of being good listeners. Listening is an important skill that improves peer relationships and is important for perspective-taking, conflict resolution, and group work. Students will practice listening closely with a partner and reflect on what was hard (or easy) about it.	Listen, Reflect, Similar, Dissimilar	Communicator, Balanced, Leader
Applying Listening Skills: Part 1	Learners will continue working on the skill of listening. Students will practice identifying good versus bad listening.	Listen, Conversation Heard	Communicator, Balanced, Leader
Understanding Others' Perspectives	Learners will develop an understanding of what it means to think of multiple perspectives to a situation. Perspective-taking is important for peer relationships and supports friendship, respect, and conflict resolution, including across student differences. Students will work in groups to practice trying to understand the perspective of other people.	Perspectives, Point of View, Conflict Resolution	Problem Solver, Communicator
Practicing Perspective Taking	Learners will understand that perspective-taking is not just a passive process. Students will practice improving their ability to understand someone else through applying listening skills and asking thoughtful questions.	Perspective, Conflict, Feeling Identification	Communicator, Problem Solver
Understanding Emotions	Learners will understand ways to regulate emotions. Students will talk about the value of regulating and calming their bodies and learn some techniques focused on breathing.	Regulation, Stress, Emotions, Breathing	Balanced
Regulating Emotions: Part 1	Learners will identify different types of emotions with which they are familiar. Research shows being able to name strong emotions helps individuals stay calm and think through difficult situations before reacting.	Self-Talk, Values, Emotions	Balanced, Scholar
Using Values in Conflict Resolution	Learners will observe different strategies to use when they experience conflict. Students will discuss several everyday interpersonal conflict scenarios as a way to share and gain insights into ways to think about and handle conflicts.	Conflict, Behaviors, Values, Awareness	Problem Solver, Communicator
Understanding Conflict Resolution	Learners will continue to wrestle with everyday interpersonal conflict scenarios presented in videos as a way to share and gain insights into ways to think about and handle conflicts.	Conflict, Solution, Apology	Problem Solver, Communicator

Developing Friendships	Learners will develop a sense of connectedness and belonging at school, which boosts student well-being and supports school engagement. Students will share ideas with each other about ways to make friends.	Friendship, Connection, Comfort Zone	Communicator, Balanced
Strengthening Friendships	Learners will reflect on the qualities they value in friends.	Qualities, Reflect, Commonalities	Communicator, Balanced
Applying Listening Skills: Part 2	Learners will think about what fully listening looks like and come up with strategies to be better listeners.	Friendship, Listen, Interrupt	Problem-Solver, Communicator, Leader
Listening with Empathy	Learners will understand that listening is an important part of perspective-taking. Students will learn that individuals become better at listening and perspective-taking by learning to ask questions and work to ensure we are really understanding what others are saying.	Empathy, Feelings, Experiences	Problem Solver, Leader, Communicator
Exercising Perspective Taking	Learners will understand that seeking others' perspectives is a fundamental social skill important for making friends, solving conflicts, and working in groups. Students will practice thinking about how different people might react differently to the same situation.	Reactions, Perspectives, Challenges	Problem Solver, Communicator, Leader
Connecting Through Perspective Taking	Learners will explore and practice "perspective-getting" by actively asking questions of each other to better understand the perspectives behind their thoughts and opinions.	Perspectives, View Points, Questioning	Problem Solver, Communicator, Leader
Connecting Motivation & Emotions	Learners will work to understand the different ways people can notice and feel emotions in their bodies. Being able to notice physical sensations related to emotions can help us catch them early and use emotion regulation strategies before emotions get too intense.	Motivation, Emotions	Balanced, Problem Solver
Regulating Emotions: Part 2	Learners will practice a skill for helping to stay calm to regulate their emotions.	Regulate, Emotions, Focus, Grounding	Balanced, Problem Solver
Making New Friends	Learners will communicate with one another to learn different ways to make friends. Having friends is important for well-being and even school success. Having friends helps students feel a sense of belonging during the middle school years.	Reconnect, Similar Interests,	Communicator, Problem solver, Scholar
Becoming a Better Friend	Learners will share their ideas about values and actions that support friendship and questions they can ask others to help build a friendship.	Supportive, Values	Leader, Problem Solver, Communicator
Resolving Conflicts with Friends	Learners will utilize strategies to productively work through peer conflict. A certain amount of conflict is inevitable in relationships. Students will work on practicing ways to resolve conflicts with their friends.	Conflict, Compromise, Agree to Disagree, Strategy	Problem Solver, Communicator
Helping Others Resolve Conflict	Learners will consider the importance of an apology, a simple but important skill that can help individuals handle some of the conflicts they may encounter with others.	Apologize, Compromise, Repair, Humility, Courage	Problem Solver, Leader, Communicator
Reflecting on the Year: Part 1	Learners will reflect on lessons learned from CharacterStrong this year and ways they have grown. This reflection process is important to cement the learning students have done this year.	Strategy, Reflection, Compliment	Leader Global Citizen Problem Solver
Reflecting on the Year: Part 2	Learners will continue to reflect on lessons learned from CharacterStrong this year and ways they have grown. This reflection process is important to cement the	Strategy, Reflection,	Leader Global Citizen

	learning students have done this year.	Compliment	Problem Solver
Reflecting on the Year: Part 3	Learners will continue to reflect on lessons learned from CharacterStrong this year and ways they have grown. This reflection process is important to cement the learning students have done this year.	Reflect, Values, Future Goals	Leader Global Citizen Problem Solver

Grade 7

Units and Lessons	Learner Outcomes	Vocabulary	Graduate Profile, competencies
Building Connections	Learners will begin to develop relationships and create a sense of safety and community in the classroom space.	Relationships, Safety, Community	Communicator
Building Community	Learners will focus on getting to know each other better and learning more about each other's interests and insights.	Relationships, Connection, Interests	Communicator, Balanced
Developing Community Agreements	Learners will develop community agreements. This process is designed to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how to treat each other. These agreements are designed to help the class to become a safe place where people can be genuine without fear of mistreatment. The agreements are designed to serve as guidelines the class can refer to throughout the year.	Community agreement, Reflection, Regrouping, Safety	Problem Solver, Communicator, Leader
Upholding Community Agreements	Learners will continue developing community agreements. By the end of this session, students will have voted on their top three agreements.	Community agreement, Active agreements, Support, Trust	Leader, Communicator
Identifying Values	Learners will identify values they personally feel are important to help make good decisions that can guide individuals' actions in positive directions. Students will explore their individual values, including where their values come from and ways they can put them into action.	Values, Influence, Commonalities	Leader, Communicator, Balanced
Connecting Values and Actions	Learners will apply perspective from the previous lesson on how we might have the same (or different) values for various reasons. At the end, students will be introduced to the CharacterDare process - a challenge to put values, as well as the session content, into action.	Values, Influence, Action	Communicator, Balanced
Applying Values	Learners will focus on applying values in their personal lives. Each class will go through the full CharacterDare process: First, reflect on the previous Dare, and second, to introduce students to the new character Dare for the week in which students apply new learning and put their values into practice.	Values, Reflection, Action	Communicator, Balanced
Understanding Emotions	Learners will develop an understanding of basic brain science to understand where emotions come from. This can help students to gain a helpful perspective on both their own and others' strong emotions.	Notice, Question, Connect, Emotions	Scholar
Identifying Emotions	Learners will continue learning about how individuals' brains create emotions quickly and automatically. This can help us to gain a helpful perspective on both our own and others' strong emotions.	Emotions, Automatic, Brain science, Control	Scholar, Problem solver

Expanding Emotion Vocabulary	Learners will understand that they can regulate strong emotions by naming them. Students will practice the ability to use this approach by distinguishing between different intensities of emotion to help find the right name for what they are experiencing.	Emotion, Intensity, Calm, Insights	Scholar, Problem solver, Communicator
Practicing Emotion Regulation	Learners will understand that handling powerful emotions requires learning strategies for calming down. Students will learn two new strategies and revisit one learned last week.	Emotions, Grounding, Strategy, Deep Breathing	Scholar, Problem solver
Applying Emotion Regulation	Learners will continue to focus on emotion regulation. Tools for regulating emotions are only effective when put to use. Students work on thinking through how they would handle emotional challenges presented in various scenarios.	Emotion Management, Distance, Calm	Scholar, Problem solver, Balanced
Understanding Stress	Learners will develop an understanding of stress and coping. Increasing numbers of adolescents struggle with stress. Students will focus on understanding stress and learning ways to cope with stress.	Stress, Cope, Mindset	Scholar, Problem solver, Balanced
Coping with Stress	Learners will focus on understanding stress and learning ways to cope with stress.	Stress, Cope, Well-being	Scholar, Balanced
Understanding Social Connections	Learners will focus on social connections. Friendships and good relationships with others are important throughout life but can be especially important in middle school. Students work together to come up with as many ideas as possible to be social and connect with others.	Social, Connections, Friendships, Relationships	Communicator, Leader
Developing Social Awareness	Learners will discuss how to effectively engage in empathy in ways that result in helping others in need rather than just feeling bad for them. Students will focus on noticing as much as they can about others as a way to get started on improving their empathy and perspective-taking skills.	Perspectives, Noticing, Empathy	Communicator, Leader, Balanced
Understanding Effective Empathy	Learners will focus on the importance of caring about others and noticing when others are unhappy or could use some help.	Sympathy, Empathy, Caring	Communicator, Leader, Balanced
Recognizing When People Need Support	Learners will focus on the third ingredient that makes empathy effective - taking action to help others.	Empathy, Noticing, Caring, Action, Support	Leader, Communicator, Problem solver
Practicing Effective Empathy	Learners will reflect on and explore ways to engage in all three parts of the effective empathy formula: noticing, caring, and taking action.	Empathy, Noticing, Caring, Action	Leader, Communicator, Problem solver
Understanding Mental Health and Well Being	Learners will recognize that we can all benefit from increasing our well-being even when we struggle with life's challenges. Well-being matters for all individuals and we learn about three types or aspects of well-being.	Mental Health, Well-Being, Stress,	Balanced, Problem solver
Exercising Well-Being	Learners will continue to focus on the three aspects of well-being and explore ways we can support and increase personal well-being.	Social well-being, Mental well-being, Emotional well-being	Balanced, Problem solver
Increasing Personal Well-Being	Learners will generate and share ideas for ways to boost well-being.	Social well-being, Mental well-being, Emotional	Balanced, Problem solver

		well-being, Well-being boosters, Relaxation, Gratitude	
Developing Well-Being Habits	Learners will think about personal goals they may have for their well-being and identify the barriers they may face in trying to achieve them.	Well-being, Goals, Barriers, Progress	Problem Solver, Balanced
Communicating with Assertiveness	Learners will understand that aggression is a common cause of conflicts, and that individuals need to learn to avoid both aggression and passivity. In this session, students will explore the differences between these traits.	Conflict, Aggression, Passivity	Communicator, Problem-solver
Practicing Assertiveness	Learners will understand that being able to be assertive helps us stand up for ourselves and communicate our needs and wants without being disrespectful to others. Students learn assertiveness through understanding the differences between the terms passive, aggressive, and assertive.	Passive, Aggressive, Assertive	Leader, Global Citizen, Balanced
Learning to Compromise	Learners will understand that being able to compromise is an important skill that helps individuals resolve conflicts and handle disagreements with friends, peers, and in group work. Students will work together to better understand compromise by coming up with solutions to scenarios that require compromise.	Compromise, Conflict, Perspective, View Points	Communicator, Leader, Problem-solver
Handling Conflict	Learners will focus on conflict resolution. In middle school peer conflicts happen often and if not resolved they can snowball and disrupt the learning environment. Students work together to figure out ways to resolve conflict scenarios.	Conflict resolution, Compromise, Empathy, Assertiveness	Problem solver, Leader
Reflecting on Conflict Resolution	Learners will differentiate between approaches to handling conflicts: compromise, let it go, ask for help, and be assertive.	Conflict resolution, Compromise, Ask for help, Let it go, Practice assertiveness	Problem solver, Leader, Scholar
Well-Being in Action: Introduction	Learners will come up with strategies to boost well-being and create posters to put around the school to encourage peers to use strategies to increase their well-being	Well-being, Strategies, Conflict	Problem solver, Leader, Communicator
Well-Being in Action: Plan	Learners will come up with strategies to boost well-being and create posters to put around the school to encourage peers to increase their well-being.	Emotional well-being, Social well-being, Mental well-being	Problem solver, Leader, Communicator
Well-Being in Action: Execute	Learners will receive feedback on their well-being poster ideas and work to incorporate that feedback into poster revisions.	Feedback Emotional well-being, Social well-being, Mental well-being	Problem solver, Leader, Communicator
Well-Being in Action: Evaluate	Learners will evaluate the quality of their projects on mental, emotional, or social well-being while reflecting on the group process they went through to create them.	Emotional well-being, Social well-being, Mental well-being, Celebration, Compliment	Problem solver, Leader, Communicator
Reflecting on the	Learners will reflect on lessons learned from CharacterStrong this year and ways	Reflect,	Global Citizen,

Year: Part One	they have grown. This reflection process is important to cement the learning students have done this year.	Empathy, Emotion Management, Well-Being, Values, Communication	Leader, Problem Solver
Reflecting on the Year: Part Two	Learners will continue to reflect on lessons learned from CharacterStrong this year and ways they have grown. This reflection process is important to cement the learning students have done this year.	Reflect, Empathy, Emotion Management, Well-Being, Values, Communication	Global Citizen, Leader, Problem Solver
Reflecting on the Year: Part Three	Learners will continue to reflect on lessons learned from CharacterStrong this year and ways they have grown. This reflection process is important to cement the learning students have done this year.	Reflect, Empathy, Emotion Management, Well-Being, Values, Communication	Global Citizen, Leader, Problem Solver

Grade 8

Units and Lessons	Learner Outcomes	Vocabulary	Graduate Profile, competencies
Building Connections	Learners will develop relationships and start creating a sense of safety and community in the classroom space.	Relationships, Community, Safety, Connection	Communicator, Balanced
Building Community	Learners will focus on learning more about each other and getting to know each other better to continue building a strong classroom community.	Community, Commonalities, Unique Traits, Relationships	Communicator, Balanced
Developing Community Agreements	Learners will collaboratively reflect on and develop community agreements. These agreements will help to create a classroom community where everyone feels safe and respected.	Community agreements, Value, Support	Communicator, Balanced
Upholding Community Agreements	Learners will continue developing community agreements. This process is designed to bring many voices forward to make sure everyone has an opportunity to reflect on and discuss how they want to be treated.	Values, Community agreements, Accountability	Communicator, Problem solver
Envisioning Your Future	Learners will envision their hopes for the future, then harness the wisdom of these imagined positive future selves to think about healthy ways to live their lives today.	Goals, Dreams, Advice, Reflection	Balanced, Leader, Problem solver
Connecting Values & Your Future	Learners will explore their individual values and use them to help guide their thinking about dreams they want to see come true in the future.	Dreams, Values, Resilience	Problem solver, Leader
Connecting Your	Learners will think about personal values that influenced them in elementary	Values,	Problem Solver,

Future & High School	school, experiences they've had in middle school, and how remembering and acting on individual values can help students have the kind of high school experience they hope for.	Goals, Strengths	Leader
Connecting Your Future & This Year	Learners will continue thinking about high school, including hopes or obstacles they might face in achieving those wishes, and ways to overcome those obstacles.	Planning, Preparation, Obstacles, Solutions	Problem solver, Communicator
Developing Anchor Values	Learners will improve their abilities to identify personal values and turn them into habits to help them handle life's challenges.	Values, Challenges, Personal philosophy	Communicator, Problem solver
Building Positive Habits	Learners will examine their own values to help identify individual goals of importance that they wish to accomplish in the future.	Goals, Obstacles, Tracking success	Communicator, Problem solver
Evaluating Habits	Learners will focus on how values, goals, and habits are all connected.	Values, Goals, Habits	Balanced, Communicator
Increasing Self-Acceptance: Part 1	Learners will explore common myths about happiness that can make it harder for individuals to handle difficult emotions.	Happiness, Unhappiness, Challenges	Balanced, Communicator
Increasing Self-Acceptance: Part 2	Learners will examine another myth about happiness - that if we're not always happy there's something wrong with us. Students will discuss how feeling a variety of emotions, including sadness, is a natural part of the human experience.	Goals, Values, Myths, Neutrality, Recharging, Happiness	Balanced
Understanding How Emotions Work: Part 1	Learners will determine that emotions are natural, automatic, and arise quickly. Understanding this can help individuals improve how they view themselves and others when strong emotions arise and can help lay the foundation for learning emotion regulation skills.	Emotional Regulation, Emotional Reaction, Snap judgment	Scholar, Problem Solver
Understanding How Emotions Work: Part 2	Learners will understand that our emotions are natural and happen automatically. Understanding the science of emotions can help students improve feelings of self-worth as they work through self-regulation skills, and help to improve their relationships with others.	Self-worth, Self-regulation, Relationships	Scholar, Problem solver
Reflecting on Emotion Regulation	Learners will focus on how emotional reactions can sometimes cause individuals to do things they may later regret. Exploring this can help motivate students to learn emotion regulation strategies.	Reactions, Self-Regulation, Emotional domino effect, Emotional spectrum	Balanced, Problem Solver
Practicing Self Regulation	Learners will understand that early adolescents experience their emotions especially powerfully and can struggle to handle strong emotions well. Students will learn two different strategies that can help individuals regulate their emotions.	Grounded, Control, Contact Points, Awareness	Balanced, Problem solver
Building an Emotion Regulation Toolbox	Learners will continue to develop skills by learning additional strategies to add to their emotion regulation toolboxes.	Coping Strategies, Deep Breathing, Friendly Advice, Contact Points	Scholar, Problem solver
Connecting Values & Emotion Regulation	Learners will explore ways to get better at using emotion regulation tools to put their values into action and work toward their goals.	Emotions, Values, Patience, Resilience	Balanced, Problem Solver

Practicing Emotion Regulation	Learners will focus on understanding impulsivity, the ways in which they can notice their impulses pulling them away from their values, and how to use that awareness to avoid impulsive reactions to situations.	Impulsivity, Emotion regulation, Values	Balanced, Communicator
Regulating Emotions in Academics	Learners will focus on academic goals they have set as individuals and create maps of their specific journeys toward achieving those goals. Students will be encouraged to brainstorm possible obstacles they may face in achieving goals, as well as ways to overcome these obstacles.	Obstacles, Academic goals, Journey map	Scholar, Problem solver
Using Values to Increase Belonging	Learners will work together to identify things that can get in the way of their shared goals for the school community and come up with strategies to combat them.	Journey map, Obstacles, Influences, Belonging	Problem Solver, Communicator
Understanding the Value of Teamwork	Learners will identify the unique traits they each bring to a team and showcase these traits through artistic representation.	Unique Traits, Teamwork, Values, Perspectives	Balanced, Communicator
Practicing Effective Teamwork for Impact	Learners will work as a team to come up with ways to have a positive impact on someone else's day.	Positive impact, Frustration, Progress, Daymaker	Leader, Communicator
Regulating Emotions on a Team	Learners will focus on the importance of ensuring that all the members of a team are able to give input to maximize the benefits of working in a group.	Teamwork, Shared contribution, Talking Tool	Problem Solver, Communicator
Developing Strategies for Teamwork Challenge	Learners will reflect on various ways to handle challenges that may come up when working in groups.	Teamwork, Challenges, Compliments	Problem Solver, Leader
Engaging in Empathy on a Team	Learners will understand that for group members to fully contribute, all members need to feel like they will not be unfairly criticized and that they will be listened to. This opens the door to everyone feeling that they can share their thoughts and ideas.	Assumptions, Contribution, Shut down, Reflect, Share your voice	Leader, Problem Solver, Communicator
Exercising Listening on a Team	Learners will explore the role of creativity in group work and practice applying creativity to real-world challenges.	Creativity, Focus, Kindness	Problem Solver, Communicator
Being School Leaders: Introduction	Learners will choose a topic and brainstorm poster ideas for a long term group project that addresses barriers to belonging and focuses on ways to help incoming students to have a smoother transition and stronger sense of belonging at school.	Leadership, Legacy, Kindness	Leader, Problem Solver
Being School Leaders: Plan	Learners will continue developing their plans to address barriers around the school environment in order to develop a greater sense of belonging for all future students. They will finalize their project plans in small groups.	Leadership, Legacy, Connection	Leader, Problem Solve
Being School Leaders: Develop	Learners will begin drafting their poster projects to increase belonging and acceptance of all learners in our school.	Leadership, Legacy, Accomplishment, Influence	Leader, Problem Solver
Being School Leaders: Execute	Learners will provide feedback to other groups on their projects targeting an increased sense of belonging at school, and will create a final draft of their posters.	Leadership, Legacy, Feedback, Compliment, Influence	Leader, Problem Solver

Being School Leaders: Evaluate	Learners will reflect on, investigate and come up with ways to help students overcome barriers to experiencing belonging at our school. Groups will present their posters and reflect on their group experience.	Leadership, Legacy, Celebration, Positive Impact	Leader, Problem Solver
Reflecting on the Year: Part 1	Learners will reflect on ways they have grown this year. This reflection process is important for students to cement the learning they have done throughout the year. Students will continue to identify what was most valuable, what they found useful or benefitted from, and what they will keep trying to use.	Phases, Growth, Overcoming obstacles	Global Citizen, Leader, Problem Solver
Reflecting on the Year: Part 2	Learners will continue to reflect on ways they have grown this year. This reflection process is important for students to cement the learning they have done throughout the year. Students will continue to identify what was most valuable, what they found useful or benefitted from, and what they will keep trying to use.	Reflection, Growth, Values, Teamwork	Global Citizen, Leader, Problem Solver

**Specific Learning Activities are available for preview in the office of each school. Please contact the guidance counselor or health teacher at your child's school to schedule a time to preview learning activities.*

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