



Competency	Strategy Name	Summary of the Student Strategy	Points Earned on Completion	Suggested Student Deadline	Suggested Educator DESSA-Aligned Instructional Strategies to Pair With
Optimistic Thinking	Even If	The “Even If” activity is a strategy with a series of tasks to help students cope with disappointments and maintain a positive outlook. When faced with disappointment, students are encouraged to complete the sentence “Even if (describe the disappointment), at least I can (name a positive aspect).” This exercise aims to shift the focus from negativity to finding something positive in the situation. Encourage students to log their experiences on the “Updates” tab of this activity within the Student Portal by documenting the disappointments they faced, the Even If sentences they created, and the resulting impact on their emotions and actions.	250	<= 1 month	• So Many Emotions • Identifying Feelings
Optimistic Thinking	Gratitude on Cue	The “Gratitude on Cue” activity is a simple strategy with a series of tasks to help students cultivate gratitude as a habit. By selecting a daily activity as a cue, such as brushing teeth, students are encouraged to think about things they are grateful for during that activity. They are advised to come up with new things to be grateful for each day and practice gratitude at least five times a week for a month. Encourage students to log their experiences on the “Updates” tab of this activity within the Student Portal by keeping a gratitude journal and submitting their records provide a way for students to track their progress.	500	5x week / 1 month	• Gratitude Jar • Optimistic Closure
Optimistic Thinking	Trash It!	The “Trash It!” activity encourages students to let go of their insecurities and negative perceptions by physically disposing of them. Students are instructed to reflect on their negative perceptions and insecurities, write them down on separate sheets of paper, and then evaluate whether they are merely negative perceptions or areas they genuinely want to improve upon. The papers are then sorted into two piles: a “work in progress” pile and a “trash it” pile. Students proceed to destroy the papers in the “trash it” pile, while contemplating why they won’t let those negative thoughts affect them. Encourage students to log their experiences on the “Updates” tab of this activity within the Student Portal by submitting a reflection on their experience of discarding negativity and their plans for addressing the traits they consider a “work in progress.”	750	<= 1 month	• Notice, Reset, and Re-Engage • Difficult Decisions and Managing Emotions

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Self-Management	mlaC nwoD (controlling anger)	The “mlaC nwoD” technique offers a simple hack for controlling anger and maintaining composure when feeling frustrated. Rather than spelling the name of a loved one in a typical manner, this technique suggests spelling their name backward. The rationale behind this approach is that it requires more concentration, effectively diverting one’s mind from the source of anger. Additionally, thinking of someone you love can naturally help in calming down. To implement this technique effectively, students are encouraged to try mlaC nwoD when they are angry or upset and reflect on whether it helped them regain control and reduce anger. If additional assistance is needed, taking deep breaths while spelling backward can further aid in calming down. The activity entails practicing mlaC nwoD at least three times within the next month, followed by writing a brief essay about the experience to be submitted in the “Updates” tab of this activity.	250	3x within 1 month	- Regulating Your Strong Emotions - Emotion Build Up
Self-Management	Wink and Snap!	The importance of taking breaks, even when faced with a long to-do list, is emphasized in this activity for middle and high school students. It is recommended to incorporate short brain breaks every 30 minutes to reduce stress and frustration while enhancing focus and productivity. These breaks involve stepping away from the current task at hand. Students are encouraged to take note of moments when they feel distracted, indicating a need for a brain break. During these breaks, they can stand up and stretch. Additionally, they can engage in activities such as snapping and winking using alternating hands and eyes. By following this approach, students can optimize their productivity and well-being. No submission in the “Updates” tab is needed for this activity.	500	<= 1 month	- What I can Control - My Control Target
Self Management	My Calming Space	The “My Calming Space” technique helps students reduce anxiety and nervousness by imagining a peaceful and relaxing environment where they feel happiest and most relaxed. By focusing on the sensory aspects of their Calming Space and practicing deep breathing, students can achieve a sense of calmness and regain control. The activity encourages regular use of the technique, reflection on its effectiveness, and the submission of reflections. Overall, this technique aims to provide individuals with a tool for managing worry and promoting a state of calm and relaxation. Submit reflections and experiences through the “Updates” tab of this activity.	750	<= 1 month	- Difficult Decisions and Managing Emotions - Opposite Action



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Social Awareness	Triple A!	The “Triple A” technique is designed to help students find value in all situations and learn from them. By applying this approach, students can reflect on their experiences and identify aspects to appreciate, actions to apologize for, and moments of realization or insights (AHA). Examples of each category are provided as guidance. To implement the technique, students are instructed to reflect on challenging situations they encountered as students, identify something they appreciated about the experience, acknowledge any actions requiring an apology, and note any AHA moments. Finally, they are encouraged to submit their reflections through the “Updates” tab of this activity. The Triple A technique promotes self-awareness, growth, and learning for students, even in situations that may not be their favorite.	250	<= 1 week	• Praising Each Other • Apologies and Forgiveness
Social Awareness	Active Listening	Active listening is a valuable skill that can be improved to make others feel valued and heard. It involves attentively listening without judgment or offering unsolicited advice. Effective active listening techniques include being nonjudgmental, patient, making eye contact, asking questions, reflecting on what the speaker said, and summarizing. Passive hearing, on the other hand, involves listening without giving full attention, which can lead to one-sided conversations and make the speaker feel disrespected. The activity encourages reflection on the difference between active listening and passive hearing, identifies the most challenging aspects of active listening, and provides an opportunity for students to practice active listening with a friend. Students take turns being the active listener and the speaker, ensuring good eye contact, asking questions for clarity, refraining from offering opinions, and summarizing what was said. They are then asked to reflect on the experience of being a conscious active listener and submit their reflections through the “Updates” tab on this activity.	500	<= 1 week	• Learning to HEAR Others • Talking Points
Social Awareness	Lollipop Moments	“Lollipop Moments” highlights the power of simple, positive actions in making a difference for others. By interacting positively, such as giving compliments or kind remarks, we can make people feel appreciated and good about themselves. The activity encourages watching Drew Dudley’s TED Talk on “Leading with Lollipops” (6 min watch) to understand the concept better. Students are asked to reflect on how “lollipop moments” can change their understanding of everyday leadership. They are then prompted to engage in an activity where they write a short letter to someone who has positively impacted their life, expressing gratitude and acknowledging their actions. While the letter doesn’t need to be submitted, students are encouraged to give it to the person who has made a difference in their life. The activity emphasizes the importance of recognizing and appreciating the positive impact we can have on others.	750	<= 1 week	• Acting Positively and Responsibly • Positive Peer Reporting



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Relationship Skills	Appreciation Station!	“Appreciation” Station focuses on the positive impact of showing and receiving appreciation. It highlights a study by Dr. Sugawara, which found that praise and appreciation can lead to improved learning, increased skills, and greater happiness. The activity encourages students to reflect on a time when they were shown appreciation and how it made them feel. They are then prompted to make it a daily practice to show appreciation to someone in their life, whether it’s a parent, sibling, teacher, or friend. To provide inspiration, students can refer to the “97 Ways to Show Appreciation” article. They are also encouraged to share the ways they showed appreciation to their friends in the “Updates” tab of this activity. The activity emphasizes the benefits of fostering a positive mindset, building relationships, and improving engagement through the act of showing appreciation.	250	<= 1 week	- Giving Compliments - I Appreciate You
Relationship Skills	Say “NO” like a Pro!	“Say ‘NO’ like a Pro!” emphasizes the importance of setting boundaries and taking care of oneself by learning to say “no” effectively. It acknowledges that as we grow older, saying “no” becomes more challenging as we tend to take on too many responsibilities and neglect our own needs. The activity provides tips for saying “no” like a pro, such as thinking before responding, preparing a well-thought-out reason, and focusing on the benefits of saying “no” rather than feeling guilty. It encourages students to explore different ways to say “no” comfortably by referring to the “21 Ways to Give a Good No” article and making a list of preferred approaches. Students are then prompted to practice saying “no” in front of a mirror and engage in role-playing with a friend to further build their confidence. They are encouraged to share the strategies they found most helpful in the “Updates” tab of this activity. The activity aims to empower students to set boundaries, prioritize their well-being, and effectively communicate their limits.	500	<= 1 week	- It’s How You Say It - Prosocial Problem-Solving
Relationship Skills	How to Set Healthy Boundaries	“How to Set Healthy Boundaries” emphasizes the importance of physical and emotional boundaries for personal well-being. It discusses the spectrum of emotional boundaries, from rigid to loose, and highlights the characteristics of healthy boundaries. The activity provides practical tips for setting healthy boundaries, such as saying “no” when uncomfortable, seeking help when needed, and speaking up against mistreatment. Students are encouraged to assess their boundaries, reflect on their importance, and identify areas for improvement. Sharing progress in setting healthier boundaries is encouraged within the “Updates” tab of this activity. The activity aims to empower students to prioritize their well-being and advocate for their comfort and safety.	750	<= 1 week	- Building Students’ Agency - What I can Control (these are both self-management)



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Responsible Decision Making	Body Scan	“Body Scan” introduces the concept of using a guided body scan meditation to manage stress and regain control over emotions. The activity recommends finding a comfortable space and listening to a guided body scan meditation provided in the link: https://www.youtube.com/watch?v=z8zX-QbXIT4 Students are encouraged to maintain focus during the meditation and reflect on their experience afterward. They are also advised to keep the meditation and other similar practices accessible for future use, especially before important decision-making moments. Sharing reflections on the experience is encouraged through the “Updates” tab of this activity. The activity aims to help students connect their minds and bodies, relax their muscles, and alleviate stress.	250	1 day	- Think it Through - Flexible Thinking (these are both a big stretch)
Responsible Decision Making	Mentor Moment	The activity highlights the significance of having mentors in life, drawing a parallel to the relationship between Harry Potter and Dumbledore. It encourages reflection on the presence of trusted mentors and the qualities that make them great. For those without mentors, it suggests identifying individuals who possess desired qualities. Journaling the important qualities of mentors is also recommended. The activity encourages reaching out to existing mentors or connecting with potential mentors. Submitting qualities for mentors in the “Updates” tab of this activity is encouraged.	500	<= 1 month	- Caring for Others - What’s Important To Me
Responsible Decision Making	How to Take the High Road	The activity emphasizes the importance of staying true to one’s beliefs and values when faced with peer pressure from friends. It encourages creating a list of nonnegotiable values and principles and having open conversations with friends about their significance. The activity suggests maintaining personal boundaries and being mindful of friendships that do not respect one’s values. Sharing the list of nonnegotiable values in the “Updates” tab of this activity is encouraged.	750	<= 1 week	- What’s Important To Me - Making Positive Decisions in Difficult Situations
Self-Awareness	Take Five	The “Take Five” activity is a suggested strategy with a series of tasks to help students improve their morning routines and set a positive tone for the day. It emphasizes the importance of taking a brief moment, around five seconds, at the beginning of each day to consider the kind of day they want to have and the type of person they aspire to be (such as responsible, friendly, or hard-working). After this reflection, ask your students to write one to three specific intentions or goals for the day under the “Updates” tab of this activity.	250	3x/week for 1 month	- Looking Forward To It - Today’s Purpose



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Self-Awareness	What makes you...YOU?	In the “What makes you...YOU?” activity, students are encouraged to engage in self-reflection and self-appreciation. They start each morning by giving themselves three compliments, focusing on qualities they appreciate about themselves. They reflect on their chosen compliments and the reasons behind them. Throughout the day, they practice complimenting their fellow students on similar traits and observe their reactions. At the end of the day, they take a moment to reflect on their experiences of giving and receiving compliments. After one week, students submit a reflection on the impact of compliments on their peers and their own emotional response within the “Updates” tab of this activity. This activity aims to boost students’ self-esteem, promote positivity, and develop the habit of recognizing and celebrating their unique qualities.	500	1 week	• Understanding Who I Am • Identifying Your Strengths
Self-Awareness	Dream Big, Create Bigger	In the “Dream Big, Create Bigger” activity, students are encouraged to create a vision board to explore their personal goals and values. By compiling images and words that represent their aspirations, students can visualize their dreams and stay motivated to achieve them. The activity includes tasks such as giving oneself three compliments each morning, reflecting on the qualities behind those compliments, practicing complimenting others throughout the day, and reflecting on the experience of giving and receiving compliments. After one week, students are asked to submit a reflection on their peers’ reactions to compliments and their own feelings about giving and receiving them within the “Updates” tab of this activity. This activity promotes self-reflection, positive self-talk, and fostering a supportive and encouraging environment among students.	750	1 week	• Using Your Strengths • Exploring Your Interests