The Fearless elective program course design refers to the planning and structured work sessions between your school and Conditioned Minds to achieve specific instructional goals. This work session packet will help you identify if there is a benefit to having the Conditioned Minds Fearless elective program in your school. The areas in <mark>yellow</mark> should be filled out as part of your internal work session. We work closely with your school psychologist; therefore, it is advised that they be a part of this intake.

The course design process includes the following activities:

- Identifying appropriate goals

- Choosing content that's consistent with those goals

- Selecting ways to achieve such goals

- Assessing participant learning in relation to the goals

As part of the design process, each program element considers:

- Integrated teaching styles applicable to the Conditioned Minds leadership model

- The learning styles of "each" participant

- The roles of each elective program theme and Grade Level Expectations (GLE)

Before the Fearless affective skills program begins

Most design decisions must be made as a collaborative effort before stepping into the actual programming. These decisions relate to these basic areas:

- The content to include

- The delivery methods to use

- The time allocated for each goal

- The tools for assessing participant learning

During the Fearless affective skills program

As training is conducted, we will learn more about the participants and their needs. This information may lead us to make adjustments in the course design. For example, after working with the group, we may decide to

- Change the time allocation for a particular topic.

- Change the type of activity associated with a particular topic, for instance, from an individual to a group activity or vice versa.

CONDITIONED MINDS

SCHOOL ELECTIVE PROGRAM PERFORMANCE GOALS:

- Help develop effective skills useful in preparation, communication, follow through, and goal setting.

PRODUCT MODEL:
STUDENTS NEEDS TO ACHIEVE OBJECTIVES:

- Understand the possibilities.
- Be willing to buy in to a process.
- Show them a way out of what they believe is the only path.

PROCESS MODEL / CONTENT
(Ways in which students will learn):

- Communication
- Role Management
- Placing Balance into Success
- Defining Roles of Responsibility
- Conquering the Insecurity of Failure
- Creating the Drive Factor
- Finding the Mission Possible

ELIGIBILITY REQUIREMENTS:

QUOTAS PER SEMESTER _____15 - 30

STAFFING (Steady State)

_____In Class Lead Teacher_____

REASONS FOR PROPOSED CURRICULUM/CHANGES:

- Student Engagement
- Ability to meet assessment goals

RECOMMENDED IMPLEMENTATION DATE:

ASAP as 2nd Semester Implementation

Learning Outcomes and Active Plan

Focusing Lens:

The frame through which students filter information. The lens brings together concepts and content for deeper thinking and meaning making; it draws instruction (and students) continually back to the significance of what they are studying

Standards and Grade Level Expectations Addressed in this Unit The codes for the County Academic Standards and Grade Level Expectations met in this unit

A,B,C Reporting Measurements (End goal is to move students up to green): (Definitions/requirements of each listed below)

Red:

Yellow:

Green:

Inquiry Questions (Engaging- Debatable): List connections that have been relevant, catch students' interest, and guide students to think more conceptually and abstractly (i.e., these questions are open-ended and will not have one "correct" answer)

Active Plan & Generalizations

(Work Session)

Unit Title	Fearless Affective Skills Leadership Class	Length of Unit	17 weeks
Inquiry Questions (Engaging- Debatable):	• What examples are we currently experiencing? • What are their (potential) effects/impacts?		

Generalizations My students will Understand that…	Guiding Questions	
	Factual	**Conceptual**
Changing (or constant) values often shape and/or determine the future and direction. This format creates trigger/disruptors (whether negative or positive) or resolve in each of us.	What is the problematic concern?	How are personal or social values represented by the choices made so far?
Youth alter and adapt to exciting resources to meet personal/social, cultural, and economic needs.	Which resources are typically associated with the problematic concerns to date?	How do creative resources impact the personal or social values?

Generalizations	Guiding Questions	
My students will Understand that…	Factual	Conceptual
Every decision involves potential risks and benefits.	What examples illustrate the social and personal components of risk/reward decision-making?	Which factors are most significant in determining the right risk-benefit balance in this decision-making?
Physical characteristics and human activity (availability and allocation of resources) contribute to the growth and sustainability.	What specific resources are distinctly tied to such physical characteristics and human activity?	Who decides the best ways to manage resources to the benefit or interests?

Learning Outcomes

Critical Content:

My students will Know… The "locked in time and place" topics and factual information that students must know in order to successfully master the unit's essential understandings (generalizations)

Key Skills:

My students will be able to (Do)… The transferable skills (i.e., skills that are applicable across content areas) that will be introduced and/or refined in order for students to successfully master the unit's essential understandings (generalizations)

Critical Language…

The Academic and Technical (Tier 2 and Tier 3) *vocabulary, semantics, and discourse* particular to and necessary for accessing and demonstrating understanding of the content, concepts and skills of the unit

Academic Vocabulary: Cross-discipline language and discourse patterns (e.g. migration, direction, mapping, examine, analyze)

Technical Vocabulary: Discipline-specific language and discourse patterns (e.g., longitude, latitude)