

The Wellness Project

Scope & Sequence

The Wellness Project is a content-rich student planner that focuses on students' mental health and well-being. It's packed with information, strategies, and tools that promote mental wellness, in order to give students easy access to the resources they need to come to school focused and ready to learn.

The Scope & Sequence chart provides an overview of the planner's themes and learning outcomes to assist you in your planning process.

THEMES EXPLORED IN THE WELLNESS PROJECT STUDENT PLANNER

| MONTH | THEME | LEARNING OUTCOME |
|-------|---------------------------|---|
| AUG. | Mental Wellness | Students are introduced to The Wellness Project and explore the idea that mental wellness is a life-long journey. This month, students explore the definition of mental wellness and consider what it looks, sounds, and feels like. |
| SEP. | Feelings/Emotions | Students consider the way feelings/emotions impact thoughts, actions, and attitudes. Younger students will explore what feelings look and feel like, while older students will examine the complexities of emotions and consider self-regulation strategies. |
| OCT. | Worry/Anxiety | Students explore the topic of worry/anxiety and learn to identify the role it plays in their lives. Students examine ways worry/anxiety can manifest physically and learn strategies to help manage worrisome or anxious feelings. Younger students consider things they can/can't control; older students explore anxiety triggers, such as social or performance-driven situations. |
| NOV. | Physical Health | Students consider the connection between their physical and mental health. They will explore the impact diet and exercise can have on their mental wellness and learn strategies to incorporate fitness and nutrition into their daily lives. |
| DEC. | Friendships/Relationships | Students will examine the role healthy relationships play in their overall mental well-being. Younger students will explore ways they can be a good friend to others and make good friend choices. Older students will dive into topics related to resolving conflict, avoiding friend drama, and the difference between healthy and unhealthy relationships. |
| JAN. | Growth Mindset | Students will consider the importance of a growth mindset and the impact it has on their mental wellness. Younger students will explore the differences between fixed and growth mindsets. Older students will consider ways their thought patterns influence their well-being. |
| FEB. | Resilience | Students will explore strategies and techniques that help them develop a resilient spirit, as well as the impact resiliency has on their mental well-being. Both younger and older students will examine ways to reframe mistakes as opportunities. |
| MAR. | Gratitude | Students will dive deep into the role gratitude plays in their mental wellness. They will explore ways to look for silver linings in all situations, as well as incorporate mindfulness into their daily practices. |
| APR. | Technology/Social Media | Students will consider the concept of a "digital diet" and will explore how the music, television, video games, and social media they consume impacts their overall mental wellness. Younger students will focus on ways to stay safe online, while older students will analyze the impact messages and images have on their mental state. |
| MAY | Self-Confidence | Students will examine strategies for completing long-term projects, such as breaking a large task into smaller, manageable steps and assembling the necessary materials in advance. |
| JUNE | Communication | Students will focus on the important role feedback, criticism, and compliments play in their mental wellness. They will explore ways to give constructive criticism to others, as well as ways to take and apply feedback and to accept compliments. |
| JULY | Asking for Help | Students will examine the importance of asking for help when it's needed. They will consider when and why they may need help, as well as the people or resources they can access to get the help they need. |

