

Osseo High School STRIVE Experience

Core Beliefs and Philosophical Foundation

All students have the potential to be successful learners. For students to be successful, students, mentors, presenters and leaders need to foster an atmosphere of legitimate trust and respect.

Fostering positive attitudes, relationships, and feelings are as important as imparting intellectual skills, knowledge, and processes. As students mature, emphasis on developing empathy and respect for others happens when students are personally and actively involved with their learning. As mentors, leaders, and presenters it is incumbent to help students find relevance and significance in their lives. Thus, students should become more fully functioning learners in school, and more fully developed emerging adults in their lives outside of and beyond school.

Learning is most effective when all concerned cultivate self-discipline, spontaneity, and creativity. Subjects and topics need to relate to students' real life situations both in and out of school. The content and processes that are introduced, taught, modeled, and practiced should be relevant to students. Relevance to their current high school experience is essential for active engagement, and potential relevance to their lives outside of and beyond high school should be emphasized. A coherent scope and sequence of topics in a clearly articulated curriculum is designed to advance student relevance.

Curricular Goals

1. Students will learn to understand and manage emotions using a research-based model of social and emotional learning.
2. Students will better understand what personally motivates them.
3. Students will work toward setting and achieving positive goals based upon their acquired understanding of personal motivation.
4. Students will further develop skills of feeling and showing empathy for others.
5. Students will establish and maintain positive relationships.
6. Students will develop a repertoire of specific study skills that advances their academic achievement.
7. Students will develop their ability to make responsible decisions.
8. Students will develop and apply communication skills of more clear, accurate, and open personal expression.

Organizing Centers of Student Experiences

The STRIVE Experience will be organized with a scope and sequence of three organizing centers, or units, two of which will be presented concurrently, "Becoming a Successful Student" and "Becoming an Emotion Scientist". The third organizing center introduces an interpersonal communication model, titled "Applying the Awareness Wheel".

“Becoming a Successful Student” will address strategies and tactics to improve educational outcomes. Many of them are not often taught in high school courses. Thus, students are often frustrated with less than satisfactory achievement and grades.

“Becoming and Emotion Scientist” will introduce a model of social and emotional learning. This organizing center is based upon a researched-based model adapted from the Yale Center for Emotional Intelligence, and has been introduced into more than 2000 schools nationwide.

The third organizing center, “Applying the Awareness Wheel”, is an interpersonal communication model developed by two University of Minnesota professors and a University of Wisconsin-Milwaukee professor. Has been taught by thousands of instructors in the United States, Canada, and Europe. It is intended to develop skills of more clear, accurate and open expression.

Schedule and Topics

9/19, Period 3 (9:26-10:19): Introduction and Orientation of potential students

9/26, Period 2 (8:28-9:21): Knowing Your Brain

10/10, Period 3: Finding Your Motivation

10/24, Period 2: Improving Reading Skills, Creating a Study Environment; Introduction of RULER—Emotions as Information

11/7, Period 3: Organizing Classes, Time, and Yourself; RULER—Recognizing Emotions

11/21, Period 2: Study Methods—Strategies and Tactics; Continuing with Recognizing Emotions

12/12, Period 3: Preparing for Class; RULER—Understanding Emotions

12/19, Period 2: Memorize Faster, Remember Longer; Continuing with Understanding Emotions

1/9, Period 3: Working With a Study Partner; RULER—Labeling Emotions

1/23, Period 2: Communicating With Teachers; Continuing with Labeling Emotions

2/13, Period 3: Test Preparation—Strategies, Tactics, Performance; RULER—Expressing Emotions

2/27, Period 2: Killing the Ants (Automatic Negative Thoughts); Continuing with Expressing Emotions

3/6, Period 3: Getting the Best Out of Yourself; RULER—Regulating Emotions

3/20, Period 2: Getting the Best Out of Others; Continue with Regulating Emotions

4/3, Period 3: Introduction to the Awareness Wheel—Sensing

4/17, Period 2: The Awareness Wheel—Thinking and Feeling

5/15, Period 3: The Awareness Wheel—Wanting and Doing

5/22? Concluding Banquet