

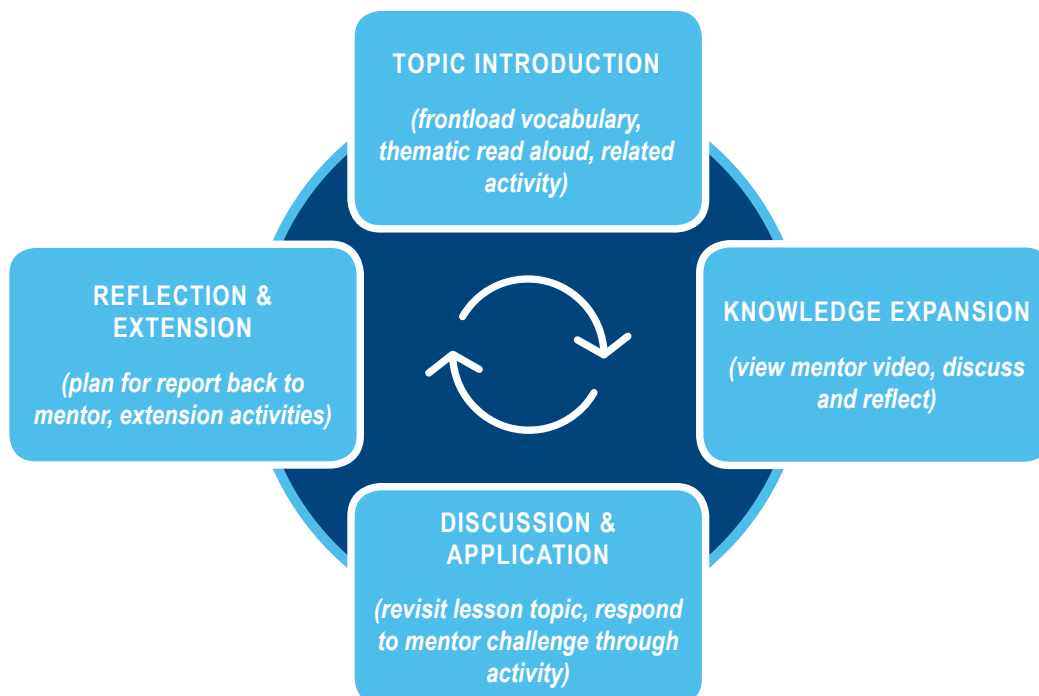


## Scope and Sequence

Each month, the implementation of Classroom Champions follows a predictable pattern (with the exception of Welcome to Our Journey and Community, which have slight variations).

During Week 1 of any month, teachers introduce the topic by frontloading vocabulary, doing a read aloud, or doing an activity with the students. During Week 2, students watch and reflect on the mentor video, using technology to learn from their mentor and strengthen the student-mentor relationship. Students then talk or write about the shared experience. During Week 3, students respond to their mentor’s challenge in some way. During Week 4, students and teachers share their response to the challenge with their mentor, reflect on the topic, and extend their learning. Throughout the program, students demonstrate active listening skills and build the classroom community.

Over the course of the month, students are sent home with family engagement materials. These encourage families to talk with their children about school, which increases the child’s school engagement and builds the school-home connection.



# TOPIC 1: Welcome to Our Journey

## TEACHER TRAINING AND ORIENTATION

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### CONCEPTS

### OBJECTIVES: STUDENTS WILL



#### LESSON 1

Introduce Classroom Champions, the Olympics and Paralympics, and the concept of mentorship — frontload vocabulary, read aloud related texts, and/or do a brief activity.

At the Olympics and Paralympics, the very best athletes from around the world respectfully compete in various sporting events.

An elite athlete is someone who has worked incredibly hard to become one of the best competitors in his or her sport.

A mentor can advise you and help you reach your goals.

Sharing the mentorship experience with each other can help you feel more connected to each other.

Understand significance of the Olympics and Paralympics.

Understand the meaning of *elite athlete*.

Understand the purpose of a mentor.

#### LESSON 2



Reveal your mentor and his or her sport with a game, activity, or research project.

Working together to solve a puzzle makes the task more fun and manageable.

Learning about your mentor's skills, background, and interests helps you establish the relationship.

Collaborate with others to solve a puzzle that reveals their mentor's identity.

Discover several facts about their mentor.

#### FAMILY MATERIALS SENT HOME

*Talking with families about the identity and characteristics of the mentor helps students deepen their understanding of and relationship with their mentor.*

*Talk with their families about mentorship.  
Tell their families about their mentor.*

#### LESSON 3



Show your mentor's introduction video and briefly discuss.

Enjoy the excitement of an introduction from your mentor.

You can learn a lot from the advice of a caring adult.

Sharing thoughts, feelings, and questions about a the mentoring experience helps to build the classroom community.

Learn more about their mentor's background, skills, and interests, and connect to themselves.

Learn more about the mentor-student relationship.

#### LESSON 4



Students collaborate to create a home movie to introduce the classroom community to your mentor.

Collaborating on a creative task helps everyone feel valued for their unique strengths.

Responding to your mentor's greeting with your own helps to build the relationship between you and your mentor.

Collaborate in diverse groups to use classroom technology for communication.

Build on the mentor-student relationship by sharing a bit of themselves with their mentor, in a clear and respectful way.

September  
**TOPIC 2: Goal Setting**

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**CONCEPTS**

**OBJECTIVES: STUDENTS WILL**

**LESSON 5**



Build schematic understanding about goal setting — frontload vocabulary, read aloud related texts, and/or do a brief activity.

A long-term goal is something that will require sustained focus and perseverance to achieve.

A short-term goal is something that you plan to achieve in the near future.

The practice of setting goals helps you develop a roadmap to achieve your dreams, and helps to keep you motivated.

Understand the definitions of *long-term* goal and *short-term* goal.

Understand the purpose of setting goals.

**LESSON 6**



Watch the goal-setting mentor video and briefly discuss.

Successful people set long- and short-term goals.

A good goal is specific, measurable, attainable, realistic, and timely.

Telling someone else about your goals keeps you accountable.

Learn techniques for setting long- and short-term goals.

**FAMILY MATERIALS SENT HOME**

*Talking with families about their long- and short-term goals further motivates students to strive for those goals.*

*Talk with their families about setting goals.*

*Tell their families about their long- and short-term goals.*

**LESSON 7**



Review goal setting and respond to the mentor challenge by setting long- and short-term goals.

Setting class goals requires collaboration, open discussion, and respectful listening.

Setting long-term goals helps you see that your big dreams are within reach.

Short-term goals should be related to achieving your long-term goal.

Collaborate with peers to identify and express whole-class long- and short-term goals.

Identify and express a long-term goal.

Identify and express short-term goals related to achieving the long-term goal.

**LESSON 8**



Share your class's response to the challenge with your mentor, reflect on the goal-setting topic and activity, and extend the goal-setting lesson.

Establishing long- and short-term goals for the whole class builds community and a shared sense of purpose.

Sharing your goals with a mentor who cares about you motivates you to strive for those goals.

Reflect on the goal-setting process.

Understand the importance of setting short- and long-term goals.

Use technology to share goals with their mentor, strengthening the mentor-student relationship.

# TOPIC 3: Diversity

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## CONCEPTS

## OBJECTIVES: STUDENTS WILL

### LESSON 9



Build schematic understanding about diversity and empathy — frontload vocabulary, read aloud related texts, and/or do a brief activity.

In diverse groups, everyone matters and everyone has a voice and a right to be heard.

When someone “has a voice,” what they think, feel, and say matters to those around them. They are taken seriously.

Empathy is when you try to understand how someone else feels.

Comprehend the basic concept of *diversity*.

Explore what it means to “have a voice.”

Understand the meaning of *empathy*.

### LESSON 10



Watch the diversity mentor video and briefly discuss.

Diversity makes a group stronger.

When people from different backgrounds work together, they can achieve great things.

It's important to consider others' points of view.

Learn why diversity is important to a community.

### FAMILY MATERIALS SENT HOME

*Talking with their families about the importance of diversity and empathy helps build the school-home connection.*

*Talk with their families about the importance of diversity in a community.*

*Have conversations with their families about diversity, inclusivity, and empathy.*

*Work with their families to identify items in their home that represent their uniqueness, family culture, or background.*

### LESSON 11



Revisit the concepts of diversity and empathy, and respond to the mentor challenge with an activity.

In any group, people have similarities and differences — each person brings unique strengths.

Including and trying to understand others helps build a stronger community.

Collaborating with different types of people helps you gain perspective and expand possibilities.

Demonstrate empathy toward others.

Recognize the value in different backgrounds and personality traits.

Communicate with each other respectfully and effectively.

### LESSON 12



Share your class's response to the challenge with your mentor, reflect on the value of diversity, empathy, and inclusivity, and extend the diversity lesson.

Learning about the members of your community helps you act more inclusively.

Learning more about others often helps you learn more about yourself as well.

Acknowledge and appreciate the value of diversity in a group by better understanding themselves and others.

Apply empathy and inclusivity skills when interacting with peers.

Use technology to share thoughts on diversity with their mentor, strengthening the student-mentor relationship.

November and December  
**TOPIC 4: Community**

**TEACHER TRAINING AND NETWORKING**

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**CONCEPTS**

**OBJECTIVES: STUDENTS WILL**

**LESSON 13**



Build schematic understanding about community — frontload vocabulary, read aloud related texts, and/or do a brief activity.

A social community is composed of friends, family, and others with shared interests. Your social community may or may not live near you.

A geographic community includes people in your class, school, town, and so on.

Understand the definition of *community*.  
 Differentiate between a *social community* and a *geographic community*.

**LESSON 14**



Watch the community mentor video and briefly discuss.

Communities are groups of people who support us and help us on the path toward our goals, including your volunteer Classroom Champions mentor.

It is important to give back to or help strengthen your community!

Learn why community — and giving back to their community — is important.  
 Understand that their mentor is a volunteer, and that their involvement with Classroom Champions is their way of giving back to their community.

**FAMILY MATERIALS SENT HOME**

*Talking with families about their plans to give back to or strengthen their community further motivates students to complete those plans.*

*Tell their families about their plans to give back to or strengthen their school, local, or larger community.*



**LIVE CHAT WITH MENTOR**



Mentorship relationships are strengthened when you have face-to-face conversations.

When people ask questions about each other or play fun games that help them get to know each other, their relationship becomes stronger.

With the help of technology, you can talk to anyone in the world.

Sharing the live chat with the home and district teams helps add importance to the experience for students.

Ask their mentor thoughtful questions about him or herself.

Answer questions about themselves, including how they are progressing toward their goals.

Play an engaging game with their mentor.

Share the experience with families and district officials live, or through viewing a recording.

**CONTINUED**

November and December  
**TOPIC 4: Community**

CONTINUED

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CONCEPTS

OBJECTIVES: STUDENTS WILL

**LESSON 15**



Revisit the concept of community and begin to plan your service project.

Communities become stronger when we all give back in some way.  
 You can give back to your school community, local community, or even the broader community of people who need a hand across the country.  
 It doesn't have to take much time or money to help others.

Understand the importance of giving back to the community.  
 Collaboratively develop a plan to serve the community in some way.

**LESSON 16**



Begin to carry out your community service project.

Helping out in your community is a way to make other people and yourself feel good!

Work together to carry out their plan to serve the community.

**LESSON 17**



Complete your community service project.

Completing a community service project as a team helps build individual self-esteem as well as classroom cohesion.  
 Serving the community is a great way for even young people to see the importance of an active civic life.

Complete their community service project.

**LESSON 18**



Share your class's response to the challenge with your mentor, reflect on the community topic and service project, and extend the community lesson.

Reflecting on your community service project helps you to understand more deeply the value in helping others.  
 Sharing your project with your mentor helps strengthen your relationship with each other and gives your mentor a chance to share in all that you've accomplished.

Demonstrate an understanding of the value of giving back in their community.  
 Use technology to share their community service projects with their mentor, strengthening the student-mentor relationship.

# TOPIC 5: Perseverance

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## CONCEPTS

## OBJECTIVES: STUDENTS WILL

### LESSON 19



Build schematic understanding about perseverance — frontload vocabulary, read aloud related texts, and/or do a brief activity.

*Perseverance* is when you continue to work toward your goals, even when you face obstacles.

*Resilience* is the ability to bounce back from difficulties quickly and with renewed commitment.

When you have a growth mindset, you believe that if you invest time and work in something, you will see growth or improvement.

Understand the definitions of *perseverance* and *resilience*.

Understand the meaning of the term *growth mindset*.

### LESSON 20



Watch the perseverance mentor video and briefly discuss.

The ability to bounce back from failure — resilience — is the key to eventually succeeding.

Even the best athletes in the world have suffered adversity, setbacks, and failures at one time or another. Perseverance is what made them successful.

Making mistakes is okay — what's important is that you learn from them and keep moving forward.

Learn about the importance of being resilient in the face of challenges, and the role that mistakes play in their path to success.

Learn a variety of strategies and tools for personal reflection.

### FAMILY MATERIALS SENT HOME

*Sharing each other's experiences with perseverance strengthens a family's understanding of the topic as well as their relationship with each other.*

*Share stories of perseverance from their own lives with their families.*

### LESSON 21



Revisit the concept of perseverance and respond to the mentor challenge with an activity.

When you think about times when you've had to persevere to reach your goals, or when others have had to persevere, you realize how important perseverance is to your success.

Overcoming failure and persevering takes good problem-solving skills.

Keeping a positive attitude, or repeating a positive mantra, are ways to stay resilient.

Reflect on goals that they set for themselves earlier this year and describe how they had to persevere to reach those goals. Likewise, students could consider what they still need to do to persevere and achieve those goals, including altering the goals if necessary.

Describe a time in their lives that they gave up. Determine how they might have done things differently to persevere instead of giving up.

Explain how a fictional character or historical figure showed perseverance in the face of adversity.

Create a positive mantra to repeat when faced with obstacles.

January

# TOPIC 5: Perseverance

CONTINUED

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## LESSON 22

Share your class's response to the challenge with your mentor, reflect on perseverance and discuss how it connects to goal setting, and extend the perseverance lesson.

### CONCEPTS

When you set big goals, you will likely have to persevere and be resilient in order to achieve them.

The most successful people are those who strive to achieve big goals, deal with failure, and keep trying until they reach their goals.

There are many small ways that you persevere each day.

### OBJECTIVES: STUDENTS WILL

Demonstrate an understanding of the value of perseverance in achieving their goals.

Reflect on ordinary ways that they persevere in the course of their week.

Describe how perseverance relates to goal setting, and how a strong support community can help them persevere.

Use technology to share thoughts on perseverance with their mentor, strengthening the student-mentor relationship.



# TOPIC 6: Friendship

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## CONCEPTS

## OBJECTIVES: STUDENTS WILL



### LESSON 23

Build schematic understanding about friendship — frontload vocabulary, read aloud related texts, and/or do an activity.

Empathy is when you try to understand how someone else feels.

People who feel more energized after time alone are called *introverts*. People who feel more energized after spending time with a lot of people are called *extroverts*. Many people are a little bit of both.

*Self-awareness* is when you know your own personality well. You know what makes you happy, sad, frustrated, and excited.

When you show someone respect, you treat them in a polite and kind way.

Review the meaning of *empathy*.

Understand the basic difference between introverts and extroverts.

Understand the definitions of *respect* and *self-awareness*.



### LESSON 24

Watch the friendship mentor video and briefly discuss.

A good friend helps you feel good about yourself.

Disagreements between friends are normal — try to understand where your friend is coming from to try solve the problem respectfully.

Friends from different backgrounds and with different interests help you learn new things and make life more interesting.

Learn the traits of a good friend and some techniques for being a good friend to others, like treating others the way you want to be treated.

### FAMILY MATERIALS SENT HOME

*Sharing each other's experiences with friendship strengthens a family's understanding of the topic as well as their relationship with each other.*

*Share stories of friendship from their own lives with their families.*



### LESSON 25

Revisit the concept of friendship and respond to the mentor challenge with an activity that demonstrates an understanding of friendship.

When you know what you are looking for in a friend, you are more likely to choose friends who are good for you and help you reach your goals.

Taking the time to have a conversation with someone you don't know can help you make more great friends!

Being polite and using good manners helps show people that you care for and respect them.

Determine the qualities of a good friend.

Get to know someone they may not be friends with yet.

Find commonalities with people they don't know well.

Use good manners and be polite when speaking with others. Practice being a good friend, speaking to peers respectfully and honestly.

February  
**TOPIC 6: Friendship**

CONTINUED

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**LESSON 26**



Share your class's response to the challenge with your mentor, reflect on the qualities of a good friend, and discuss the connection between friendship and goal setting, diversity, community, and perseverance.

**CONCEPTS**

Having friends with differing interests and backgrounds helps keep life interesting — they can teach you a lot!

Friends are a part of your social community and can help you persevere by supporting you during tough times.

**OBJECTIVES: STUDENTS WILL**

Demonstrate an understanding of the qualities of a good friend.

Demonstrate an understanding of how friendship relates to goal setting, diversity, community, and perseverance.

Use technology to share thoughts on friendship with their mentor, strengthening the student-mentor relationship.

# TOPIC 7: Leadership

## TEACHER TRAINING AND NETWORKING

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### CONCEPTS

### OBJECTIVES: STUDENTS WILL

#### LESSON 27



Build schematic understanding about leadership — frontload vocabulary, read aloud related texts, and/or do an activity.

A leader is someone who helps motivate, support, and guide a group of people to reach a common goal.

When you are accountable for something, you are responsible for it. If something goes wrong, you have to take ownership over the error and work to correct it.

Understand the definitions of *leader* and *accountability*.



#### LESSON 28

Watch the leadership mentor video and briefly discuss.

Good leaders inspire and motivate people to achieve the common goal, and are great communicators.

Leaders have a vision of a better world and take action to make it happen, even if it involves making difficult decisions.

Leaders create a positive environment where everyone feels included and important.

Good leaders lead by example — this is a great way for quieter people to lead!

Learn the traits of a good leader.

Understand the role of modeling in leadership.

#### FAMILY MATERIALS SENT HOME

*Sharing each other's ideas about positive leadership qualities strengthens a family's understanding of the topic as well as their relationship with each other.*

*Share ideas about what makes a good leader with their families.*

#### LESSON 29



Revisit the concept of leadership and respond to the mentor challenge with an activity demonstrating leadership skills.

You can be a leader in small ways every day.

If you pay attention, you might notice people you'd never thought of as leaders demonstrating some great leadership qualities. Famous leaders can also be examples to you.

If you are passionate about getting something done, you can be a leader to help people achieve that goal together.

Describe the positive qualities of leaders in their own lives or in history.

Determine some ways they can be leaders in their communities or peer groups.

Describe leadership qualities that they have, and leadership qualities they could improve on.

Notice ways in which our peers use positive leadership qualities.

CONTINUED

March

# TOPIC 7: Leadership

CONTINUED

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CONCEPTS

OBJECTIVES: STUDENTS WILL

## LESSON 30



Share your class's response to the challenge with your mentor, reflect on the qualities of a good leader, and discuss how leadership connects with goal setting, diversity, community, perseverance, and friendship.

Different people exhibit leadership qualities in different ways.

It's important for leaders to use each individual's unique strengths to the advantage of the group.

Leaders have to keep a positive outlook when the group hits a setback, so that everyone uses perseverance.

Demonstrate an understanding of the basic qualities of a good leader.

Describe how leadership relates to goal setting, diversity, community, perseverance, and friendship.

Use technology to share thoughts on leadership with their mentor, strengthening the student-mentor relationship.

April

# TOPIC 8: Healthy Living

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CONCEPTS

OBJECTIVES: STUDENTS WILL



## LESSON 31

Build schematic understanding about healthy living — frontload vocabulary, read aloud related texts, and/or do an activity.

A healthy lifestyle includes a balanced diet, plenty of water, daily exercise, the right amount of sleep, and caring for your mental health.

*Mental health* is your emotional well-being. If you have good mental health, you generally feel capable of handling life's challenges, and know how to help yourself when you feel angry, sad, or stressed.

When you are young, you may not have much control over the foods you eat or how much sleep you get. It's important to know the components of a healthy lifestyle so that you can make good choices when you are able.

Understand the main components of a healthy lifestyle.

Understand the meaning of *balanced diet*, *hydration*, and *mental health*.

Understand the importance of learning about the components of a healthy lifestyle, even if they may not be able to make those changes right now.



## LESSON 32

Watch the healthy living mentor video and briefly discuss.

Small changes in your lifestyle can make a huge difference in your health. Balance is important in life.

Eating well, staying active, and drinking water will help your mind and body perform well.

Taking care of your mental health is a critical part of healthy living!

Getting enough sleep is a big part of staying mentally sharp and healthy.

Learn several ways to lead a healthier life, as well as how to implement those strategies.

Learn the importance of mental health and good hygiene to their well-being.

FAMILY MATERIALS SENT HOME

*Sharing their plans to get more sleep, exercise more, drink more water, and eat healthier with their families helps students commit to those goals.*

*Share with their families their plans to eat healthier, drink more water, exercise more, and/or get more sleep.*

CONTINUED

April

# TOPIC 8: Healthy Living

CONTINUED

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CONCEPTS

OBJECTIVES: STUDENTS WILL

## LESSON 33



Revisit healthy living and respond to the mentor challenge with an activity.

If you pay attention to how good you feel when you make life changes, you'll be more likely to stick with them.

Tracking food and water intake and time spent exercising can help you see where you might want to improve. Often, just the act of tracking these things will improve your habits.

Describe healthy living goals they have set or plan to set.

Practice making healthier choices — try to drink more water in place of juice or soda.

Track how much water they drink or how much exercise they get for a set period of time.

## LESSON 34



Share your class's response to the challenge with your mentor, reflect on ways to lead a healthy life, and discuss how healthy living connects with goal setting, community, perseverance, and leadership.

A supportive community of friends and family can help you reach your healthy living goals.

As with any goal, you may have setbacks along the path to achieving your healthy living goals — don't give up!

You can be a healthy living leader in your community, either by extending the challenge to your friends and family, or simply leading by example.

Explain changes made for the healthy living challenge, and how those changes made them feel.

Continue to strive toward goals set in response to the mentor challenge.

Describe how making healthy choices relates to goal setting, community, perseverance, and leadership.

Use technology to share responses to the healthy living challenge with their mentor, strengthening the student-mentor relationship.

# TOPIC 9: We Are Champions

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## CONCEPTS

## OBJECTIVES: STUDENTS WILL

### LESSON 35



Build schematic understanding of personal reflection, celebrating hard work and progress.

When you reflect on something, you think about it carefully.

Personal reflection helps you celebrate what went well and plan to improve things that didn't go well.

Understand the meaning of *personal reflection*.

Learn a variety of strategies and tools for personal reflection.

### LESSON 36



Watch the final mentor video and briefly discuss.

The skills you learned from your mentor will help you continue being a champion throughout your life.

You've come a long way over the course of the year, and accomplished some great things — you should feel proud!

Success looks different for everyone.

If you are working toward your goals, you are successful. If you have achieved your goals, you can celebrate by creating new ones.

Close the mentor relationship with reflection on the year.

### FAMILY MATERIALS SENT HOME

*When students have conversations with their families about the past year and celebrate all of the hard work they put in, they are able to further reflect and build their relationships with family members.*

*Share reflections on the past year with their families and celebrate all of the hard work the students have put in.*



### LIVE CHAT WITH MENTOR



Mentorship relationships are strengthened when you have face-to-face conversations.

When people ask questions about each other, their relationship becomes stronger.

With the help of technology, you can talk to anyone in the world.

Ask their mentor thoughtful questions about him or herself.

Answer questions about themselves, including how they are progressing toward their goals.

Play an engaging game with their mentor.

### LESSON 37



Revisit concepts from the mentor video and respond to the mentor challenge with a celebratory final activity.

Achieving your goals isn't the end of the process — you should always be striving for something.

When you struggle on your path to achieving your goals, you can become stronger if you reflect thoughtfully and learn from those struggles.

Set a new goal for the summer, and come up with a plan to achieve it.

Consider how they can make a struggle they've had into a strength.

Continue to reflect on and work toward their goals.

May/June

# TOPIC 9: We Are Champions

CONTINUED

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CONCEPTS

OBJECTIVES: STUDENTS WILL

## LESSON 38



Share the class's response to the challenge with your mentor, close the relationship with your mentor, reflect on the year's lessons and work done, and extend any lessons learned from the year.

Continuing to set goals helps give you purpose and direction.

It's important to thank and say goodbye to those who help you grow and accomplish your goals.

Celebrating accomplishments and sharing goals for the summer help to strengthen your classroom community.

Share new goals for the summer with peers.

Participate in a celebratory activity.

Use technology to celebrate the year with their mentor and say goodbye, closing the student-mentor relationship.

Please note that this is a sample scope and sequence. Topics vary a bit from year to year.