

CONNECTION CURRICULUM

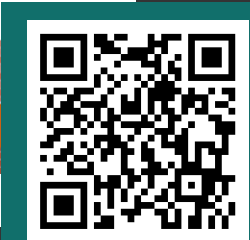
FACILITATOR GUIDE

The screenshot displays the website interface for the Connection Curriculum. At the top, there is a search bar with the text "A toolkit to inspire youth to make intentional connections" and a magnifying glass icon. Below the search bar is a navigation menu with the "ONLY 7 SECONDS" logo and links for "FACILITATOR TRAINING", "FACILITATOR TOOLKIT", "RESOURCES", and "BACK TO HOME PAGE". The main header features a large image of three young people smiling, with the text "CONNECTION CURRICULUM" and the subtitle "A TOOLKIT TO INSPIRE YOUTH TO MAKE INTENTIONAL CONNECTIONS".

The "THE LESSONS" section contains a grid of 30 lesson thumbnails, each with a small icon and a star rating. The lessons are arranged in five rows and six columns, labeled from LESSON 01 to LESSON 30.

The "YOUR TOOLKIT" section lists eight resources with corresponding icons: FACILITATOR GUIDE, STUDENT JOURNAL, SLIDE DECK, RECOMMENDED RESOURCES, DOWNLOADS & PRINTABLES, CALENDAR GUIDE, PARENT LETTER, and UCLA LONELINESS SURVEY.

At the bottom, there are three buttons labeled "RESOURCES", "FACILITATOR TRAINING", and "ADDITIONAL TOOLS".



INTRODUCTION AND BACKGROUND

Here at Only7Seconds, we are on a mission to end loneliness. One of the ways we do that is through our Connection Curriculum. The Connection Curriculum is grounded in Circles of Connection with each person at the center of their relationships. Through three types of lessons, the curriculum builds on those circles. In the Personal Connection lessons, participants engage with their own story building capacity to connect with the people in their life arriving at the outcome: MY STORY MATTERS. In the lessons featuring the I Know Lonely Storytellers, questions are provided to support community discussion focused on three types of empathy (cognitive, emotional, and behavioral) which are essential for building stronger bonds across the circles. When students have engaged with these lessons, they learn that EMPATHY MATTERS. And finally, the Connection Challenges allow for intentional connection across the different circles of connection in their life, arriving at the outcome: CONNECTION MATTERS. Together, using their own story, empathy and connection allows students to feel less lonely. We recognize that every school and place that supports youth is different, and we know that doing this work will make a difference. We encourage you to create the situations that allow students to get the most out of this curriculum. We believe that is through the relationships they have. To help you do that we have a sample calendar that helps to pace the 30 lessons over the course of the school year or the period of time you have! Each lesson takes about 30 minutes, and we suggest doing them consistently over time to keep the conversation about connection top of mind.

Additionally, setting up the classroom or workspace to support students is important. We have seen success where our curriculum is used school wide to deepen the connections throughout the school. Each facilitator role is a critical one. You guide the conversation and can be an example for relationship building. You can use your own stories or the ones included in the curriculum—we have provided a facilitator guide and slides for you to use, but encourage you to make this your own. Dig in deeper where you are most comfortable and use our material when the topic is new to you. Practice the lessons at home or with friends and see how they help deepen your own relationships. We have also provided a letter you can send to parents.

We recommend students work with the same small group over the course of the curriculum—2-4 students holding each other accountable to making connections, finishing the journal, and engaging in questions with the videos. Research shows that even when groups don't know each other well at the start, accountability groups allow for deeper engagement and provide opportunities to connect.

The videos and journals are important aspects to the curriculum and are designed to allow students to step outside of themselves and engage with empathy building. If your students are slow to engage, use wait time and model your answers for them. We have found that doing these repeatedly leads to rich conversations by the second or third video. As far as the journals go, the format is not as writing heavy as a traditional reflection journal, but we hope it provides the same use—a time for students to slow down and dig into what they know about themselves and what they know about their relationships in order to find ways to connect with people in their lives. This is such an essential element and we hope you put a priority on time to allow students to complete it with intention.

And, finally, ongoing research and feedback is paramount to us. Having students complete the UCLA Loneliness Survey at the beginning and end of the curriculum helps us evaluate how effective our work is. If you have suggestions or questions, please do not hesitate to reach out. Not only will your input help us to grow our lessons for years and students to come, it helps us to include you in the work. If you have ideas for personal connection lessons or connection challenges, send them our way. And if you or a student is interested in becoming one of our storytellers, we would love to talk to you.



LESSON 01

Introduction

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Introduce Only7Seconds and the Connection Curriculum by focusing on Circles of Connection

PREP LIST

Student Journal
Introduction Video & Slide Deck
UCLA Loneliness Survey
Parent Letter

KEY TAKEAWAY

Circles of Connection can help us see our relationships and take action to change them based on what we need.

LESSON GUIDE

1. Introduce Only7Seconds by playing the introduction video. This video shares about Only7Seconds, introducing the Circles of Connection, and the three lessons types (personal connection, empathy lesson, connection challenges).
2. Discuss the characteristics of relationships in each of the circle levels, fill those in on the Circles poster. Remember, an ideal circle looks like 2-5 people in the closest circle and no more than 50 in the three circles past self. (Closest, Family & Friends, Neighbors & School). We draw upon the people in our acquaintance circle to fill in the other circles as we go through life.
3. Continue the discussion by talking about how people may move in and out of the circles of connection over time as we navigate the ebbs and flows of life. Empower students by sharing that there is no correct way to have relationships, but knowing who is in your circles and what you expect from them will help to have fulfilling relationships. No one person can fulfill all the needs you have, so having circles with many people can ensure you get the things you need from each relationship. Hand out student journals and have students fill in at least 1 person in their circle—if they cannot identify someone for each ring, have them start with where they would put you, the teacher. Talk about how there are no correct answers, some people might put a sibling in the closest circle and others might put them further out. Use a personal example, if possible. If you don't have one or would prefer not to share, use this story from Denise:

"My brother was really young when I was in high school. Due to our age difference, the relationship I had with him was really superficial because my role was mostly his babysitter. For me, he would have been in the outermost circle, just an acquaintance because I didn't really know much about him and he absolutely didn't know me. However as we grew up and became adults, my brother has moved in my circles and is now one of my closest contacts. I consider him one of the first calls I make when I have good news to share."

4. Have each student complete the UCLA Loneliness Survey. They will retake the survey on our final lesson to evaluate the effectiveness of our program and celebrate the progress they've made in their own connection journey.

UCLA SURVEY



*also linked in
the slidedeck!*

5. Have students store the journal or collect them to use for next lesson based on what makes the most sense for your teaching style and what the students are most comfortable with.



LESSON 01

Lesson 01: Continued

Date:

STUDENT JOURNAL PREVIEWS

HI! WE'RE GLAD YOU'RE HERE!

ONLY7SECONDS*

Welcome to the Only7Seconds' Connection Curriculum! We are working to create a world without loneliness and we do that by inspiring you to make intentional, meaningful connections with the people you care about.

BEFORE WE GET STARTED, HERE'S WHAT YOU NEED TO KNOW:

- You aren't alone in feeling alone. Feeling lonely is normal. Just like feeling thirsty means you need a glass of water, feeling lonely is a sign that you need to connect or reconnect on a meaningful level.
- Building connection takes intention! Thinking about and reaching out to the people you care about is vital. Relationships change over time, and it is through intentional connection that you get to decide which relationships to focus on to get what you need!
- You get to decide what you need in a connection to make it meaningful. By looking at what you believe, what you like, and where you are in your life, you get to choose what you are looking for from other people.

WHEN WAS THE LAST TIME YOU FELT LONELY?

Throughout the year, there are 3 types of lessons:

- YOUR STORY MATTERS**
Connect with yourself to learn what you want and need from relationships.
- EMPATHY MATTERS**
Build empathy skills for other people's stories through our storyteller videos. You'll reach out to someone you are thinking about in that moment.
- CONNECTION MATTERS**
Engage with connection challenges to reach out to someone in your circles of connection.

Here are some of the people who you'll hear stories from!

MY CIRCLES OF CONNECTION

List people that you count in this group

List people you would like to add to this group

CLOSEST CONTACTS

FAMILY & FRIENDS

NEIGHBORS & SCHOOL CONTACTS

ACQUAINTANCES

ADDITIONAL RESOURCES IN YOUR TOOLKIT:



FACILITATOR GUIDE



STUDENT JOURNAL



SLIDE DECK



RECOMMENDED RESOURCES



DOWNLOADS & PRINTABLES



CALENDAR GUIDE



PARENT LETTER



UCLA LONELINESS SURVEY



SCAN HERE FOR ALL ADDITIONAL RESOURCES

WWW.SCHOOLS.ONLY7SECONDS.COM

YOUR FEEDBACK IS ESSENTIAL!

If you have stories about the way students have engaged, noticed trends, or have ideas on what to improve, please share them with us. Your feedback is vital to us. Email us anytime: schools@only7seconds.com



LESSON 02

Personal Connection

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Reflect and engage on personal stories to set the foundation to build better connections

PREP LIST

Student Journal
Slide Deck

KEY TAKEAWAY

Reflecting on what we need and who we are helps us build connections with others.

LESSON GUIDE

1. Remind students about Only7Seconds, show the introduction video again if needed.
2. Share that this lesson is a MY STORY MATTERS lesson and will be completed in their student journal. Over the course of the curriculum, students will use this type of lesson to be able to share their own personal story with the people in their circles.
3. Lead the lesson with this focus:
 - Each person is at the center of their circle of connection.
 - Growing our personal skills helps us build connection with others.
 - Asking questions like the following engage our brain, heart, and taking action to better connect with ourselves:
 - What am I thinking about this situation, day, person, etc.?
 - How am I feeling about this?
 - Is there anything I want or need to do or stop doing?
4. Have students engage with the journal pages for this lesson individually or in small groups. They can work alone or share the process. This is a great place to add in any strength finders or personality inventory you already use to help complete these pages. You may discover that some students find it beneficial to share with the entire group before they are ready to write. Using what you know about your class will build higher engagement and buy in from your students!
5. Have students look back at their circle of connection from Lesson 1 and make any additions to the names they included in the first lesson.

Dear future me,
Describe yourself. What makes you unique? What are your current interests? What is your background? What do you appreciate about yourself?
What are some ways you connect with yourself?
What strategies do you use to reset and refocus?
How do you feel like you have worked all that apply, circle the one focus on improving.)
Greater Community
Background/history
Activities/Interests
Role Model
How often do you intentionally connect with...
How important is it to take time to connect...
WHAT IS YOUR STORY?
MARK HOW CONNECTED YOU FEEL TO PEOPLE IN YOUR LIFE
very connected 10
MY TOP EMOTION THIS WEEK
MY FAVORITE THINGS
I HOPE & DREAM ABOUT...
Who are the people you want to see, talk to, and interact with the most every day?
How well do they know you?



LESSON 03

Empathy Lesson

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build empathy skills and make an intentional connection

PREP LIST

Student Journal
Storyteller Video: Sammy Vasquez
Slide Deck

KEY TAKEAWAY

Engaging with other people's stories builds empathy.

LESSON GUIDE

1. Introduce the video by sharing about Sammy. Here's a bit to share as an intro to his story: "Coming from a Mexican-American family of ten, Samael shares how he's experienced loneliness as a high school student while embracing a society that is not tied to his culture of origin. He's realized his story is just beginning and he's determined to write a good one." Explain to students about the three types of empathy— cognitive: what you think, emotional: what you feel, and compassionate: what you want to do when you hear a story.

2. Encourage students to take notes in their journal to use during the discussion following the video. Explain how the discussion will take place so the students can feel prepared. We find it best to start with small accountability groups and then have each group share with the larger group. Play the video and then have a discussion with students with these "big picture" questions organized around three types of empathy:

- o What does that story make you think about?
- o What does it make you feel?
- o What does it make you want to do?

Or use these questions that refer to Sammy's story specifically:

- o Where are you in your family birth order? Siblings? How does that impact you?
- o Sammy talks about trust in relationships, have you experienced a time when trust was broken in a friendship? How would you handle it differently?
- o As you think about your future potential career, what kind of support from friends and family do you expect to need?

EMPATHY MATTERS

THINGS I NOTICE

I'm thinking about...

This story makes me feel...

When we talk, I want to remember to say...

THIS STORY MAKES ME THINK ABOUT:

Mark the connection circle that person fits in!

IM GOING TO REACH OUT BY:

- Snap, text, or dm
- Facetime or phone call
- In person

Connection Circles: ACQUAINTANCES, NEIGHBORS & SCHOOL CONTACTS, FAMILY & FRIENDS, CLOSEST CONTACTS, SELF

3. Ask students if the video or discussion makes them think about anyone in their life specifically. If so, take a moment (or 7 seconds) and send a message to that person. If the video itself doesn't remind them of someone, is there someone in their life that they have been meaning to connect with? Can they take 7 seconds to send a text?



LESSON 04

Connection Challenge

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Use personal history to identify important people in circles of connection

PREP LIST

Student Journal
Slide Deck (includes sample artwork)
Shoe Project
(in student journal and available as a printable)

KEY TAKEAWAY

Looking back at relationships
helps current and future
relationships.

LESSON GUIDE

1. Have students review their circles of connection from Lesson 1.
Can they add to or update their circles since the last lesson?

2. Introduce this Connection Challenge as a simple art project that represents where they stand today. They will fill in each section of the shoe based on relationships that have impacted them. Ask these questions:

- o Who are you today?
- o What experiences have impacted who you are?
- o Who has had the greatest influence in your life?

2. Share the sample artwork featuring Denise's shoe. Point out that for Denise who she is today is really about her closest relationships, so her husband and sons show up on sole of the shoe, and the work that she does for Only7Seconds are the laces because it is there that she feels her life is pulled together.

3. Ask students to fill in and decorate their shoe to represent their history and the people in their life.

4. Direct students to update their circle of connection with anyone they included on their shoe. Ask: "Are there people you included in your shoe that are not as close to you as they once were?" In the discussion, model for the students that relationships change over time. If possible, use a personal example. Remind them that it is perfectly normal for your circles to change. In Denise's example, her parents and teachers are on the back of the shoe representing that she has taken what she learned from them and now uses it to move forward.

5. Have the students share their shoe art with at least one person in their circles of connection. If you'd like to display the diversity of students and their experiences around the school, have students use the printable version.

CONNECTION MATTERS Date: **LESSON 04**

Fill out the different parts of the shoe with the people and life experiences that has shaped who you are. Think about this:

- Who are you today?
- What experiences have impacted who you are?
- Who has had the greatest influence in your life?

Are there people you included in your shoe that are not as close to you as they once were?

YES, THEY'VE MOVED CIRCLES

NO, THEY ARE IN THE SAME CIRCLES

Do the people you wrote about all fall in one circle or are they listed in various circles?

ONE VARIOUS

What happens if they change circles? Has that happened to you before?

How would you feel about someone moving further out in your circles? What about someone moving to a closer circle?

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LESSON 05

Personal Connection

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Identify patterns of behavior that impact connections.

PREP LIST

Student Journal
Slide Deck

KEY TAKEAWAY

How we show up impacts how we
are treated in relationships

LESSON GUIDE

1. Talk about how we show up differently for different people in our lives. A great example is how we talk to our friends versus a grandparent, or a school principal or coach versus our little sister.

2. Lead a conversation either with small groups or whole class about the differences between what they share with their closest friends versus with acquaintances. Continue the conversation with these other topics and comparing group to group:


- o Amount I share
- o Activities we do together
- o Emotions I exhibit

3. Once students have shared some ideas, have them complete the journal page for themselves, spending more time on the specific people in their lives that are represented by each group. Encourage them to share what they wrote with at least one person they listed!

4. Ask, based on what they wrote in the journal, would they make any changes to their overall circles?

5. A fun final question or two is a great way to wrap up this lesson:

- o Do you think you are asking too much or too little from the people in your circles?
- o Do you show up differently online than you have written about in your journal?



Date: **LESSON 05**

We all show up differently for different people in our lives. Choose one individual from each of your circles of connection. Use these prompts to evaluate how you show up in these specific relationships.

	CLOSEST CONTACTS	FAMILY & FRIENDS	NEIGHBORS & SCHOOL CONTACTS	ACQUAINTANCES
Name:				
Things I like to share:	<input type="checkbox"/> Ideas <input type="checkbox"/> Feelings <input type="checkbox"/> Experiences	<input type="checkbox"/> Ideas <input type="checkbox"/> Feelings <input type="checkbox"/> Experiences	<input type="checkbox"/> Ideas <input type="checkbox"/> Feelings <input type="checkbox"/> Experiences	<input type="checkbox"/> Ideas <input type="checkbox"/> Feelings <input type="checkbox"/> Experiences
Amount I share with them:	<input type="text" value=""/> %	<input type="text" value=""/> %	<input type="text" value=""/> %	<input type="text" value=""/> %
Activities we do together:				
Emotions I feel when we are together:				
How often we talk:	<input type="text" value=""/> per week	<input type="text" value=""/> per week	<input type="text" value=""/> per week	<input type="text" value=""/> per week
What's a specific memory we have?				
Changes I'd like to make:				
Will you share this with them?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Do you think you show up differently online versus in your circles? If yes, how?

8



LESSON 06

Empathy Lesson

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build empathy skills and make an intentional connection

PREP LIST

Student Journal
Storyteller Video: Kelly Lemon
Slide Deck

KEY TAKEAWAY

Engaging with other people's stories builds empathy.

LESSON GUIDE

1. Introduce the video by sharing about Kelly. Here's a bit to share as an intro to her story: "A near fatal car accident changed everything for 12 year old Kelly. After losing the use of her right arm, Kelly shares how she's continued to push through the impossible in order to pursue her dreams as a one-armed photographer and business woman."

2. Encourage students to take notes in their journal to use during the discussion following the video. Explain how the discussion will take place so the students can feel prepared. We find it best to start with small accountability groups and then have each group share with the larger group.

Play the video and then have a discussion with students with these "big picture" questions organized around three types of empathy:

- o What does that story make you think about?
- o What does it make you feel?
- o What does it make you want to do?

Or use these questions that refer to Kelly's story specifically:

- As Kelly talks about the car accident and the loss of use of her arm, she talks about the loss of her identity as an athlete and being the kid that didn't "get sick", what is a core piece of your identity that you would be devastated if you lost?
- How do you ask for help? What is something you need help with now? Could you ask for help? What would asking for help do for your situation?
- Kelly talked about failing but learning to try again, do you have any experience with that? Why do you think we get embarrassed or feel ashamed when we know failure happens to everyone?

EMPATHY MATTERS

THINGS I NOTICE

I'm thinking about...

This story makes me feel...

When we talk, I want to remember to say...

THIS STORY MAKES ME THINK ABOUT:

I'M GOING TO REACH OUT BY:

ACQUAINTANCES
NEIGHBORS & SCHOOL CONTACTS
FAMILY & FRIENDS
CLOSEST CONTACTS
SELF

3. Ask students if the video or discussion makes them think about anyone in their life specifically. If so, take a moment (or 7 seconds) and send a message to that person. If the video itself doesn't remind them of someone, is there someone in their life that they have been meaning to connect with? Can they take 7 seconds to send a text?



LESSON 07

Connection Challenge

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Consider how a role model can impact connection

PREP LIST

Student Journal
Slide Deck
Note Cards (optional)

KEY TAKEAWAY

Sharing what you admire
about someone can create a
strong connection.

LESSON GUIDE

1. Share with students a role model from your own life and why you value them. If you would rather, you can share this.

For Denise, one of her role models is Kristin Wall, the founder of Only7Seconds. Kristin started the organization when her son was at home and feeling very isolated. She thought how long does it take to reach out to someone so they know you are thinking about them? Not only did she find out it only takes 7 seconds, but she took it a step further and built something from that need. Denise values Kristin's passion and also how much she looks after her family plus always entering the world with a smile to share.

SEE THE EXAMPLE
ON THIS PAGE


2. Have the students consider their own role models and brainstorm in their journals who they admire and the characteristics that come to mind. You can assist with the brainstorming by asking:

- When you notice someone you like or admire, what's the first thing you think about?
- How would someone in a role model position make you feel?
- What is something you look to a role model to do with or for you?

3. Have students review their circles and identify one role model they can focus on for this activity. Explain that this is a great way to engage with someone in your circle at any time and they can repeat it regularly to build connections.

4. Have students complete the journal page about their role model. If a student says they don't have a role model, have them think of someone they could be a role model for and complete the page thinking about themselves in that position. If all else fails they can think about someone they don't know personally that they consider a role model and then they can write a hypothetical letter to them.

5. Once students have thought about their person and reflected in their journal, have the students write a letter or note to their role model explaining why and what characteristics they admire.



CONNECTION MATTERS

Date: **LESSON 07**

1. Brainstorm who your role models might be, choose one and write 3 characteristics on why they are your role model. We hope this is someone you know and can interact with!

2. Complete this worksheet by listing the characteristics and traits you admire in your role model.

3. Share it with your role model in some way- write a note, send a dm, post a picture!

★ When you notice someone you like or admire, what's the first thing you think about?

★ How would someone in a role model position make you feel?

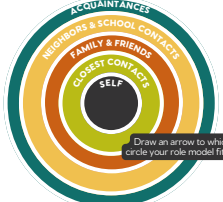
★ What is something you would like a role model to do with you or for you?

BRAINSTORM HERE

WHO ARE YOUR ROLE MODELS?

MY ROLE MODEL IS:

WHAT ARE THE CHARACTERISTICS AND TRAITS YOU ADMIRE IN THEM?



Draw an arrow to which circle your role model fits in!



LESSON 08

Personal Connection

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Manage emotions to bring other people closer

PREP LIST

Student Journal
Slide Deck
Resource App: How We Feel

KEY TAKEAWAYS

Knowing my values and how they tie to my emotions helps me to move through them more easily.

LESSON GUIDE

1. Share how emotions are the connective tissue in life. When we show up with no emotion, people don't know what to do or say. When we can experience emotion with someone, memories are made—both positive and negative. We are constantly experiencing emotions and thoughts. And often our values impact which emotions we feel the most comfortable sharing with others. As time allows, talk about emotions in-depth using other resources and tools you already use in your classroom. We love the app [How We Feel](#) because it is free and allows students to track their emotions multiple times a day which allows them to see that even if they are experiencing a hard emotion it doesn't stay that way forever. We encourage you to have them check in on their emotions a couple times a day for a week for their own awareness.

2. Explain that emotional agility is a way to not become hooked by our emotions and experiencing them without having to respond to them. For example: if I feel angry because someone took my parking space, I don't have to act on the anger and plow into their car. I can let the emotion pass. I may yell or tell someone about it, but I don't need to directly respond to the anger.

3. Direct the conversation into personal values. Personal values help put what is most important in the center of the circle. Sometimes our values and our emotions don't line up. If I have a value of happiness and then I feel angry because of the car spot thief, then I may have additional feelings (mostly negative) because I value happiness and I'm not feeling happy. Part of becoming emotionally agile is recognizing both emotions and values and then responding in a way that feels productive and kind to ourselves. Another example would be having the value of learning. If I'm having a lazy weekend playing games, I could feel disappointed in myself for not reading or focusing on my schoolwork, or I could just say—"that was a lazy day and tomorrow I'll focus again because everyone needs rest". The difference is changing the narrative by allowing space to feel specific emotions, but knowing it doesn't change our values. The example being: "I'm feeling lazy" rather than "I am lazy and that doesn't fit my values."

4. Have students complete the values exercise in the journal and reflect how emotional agility gives them power over their thoughts and feelings.

MY STORY MATTERS
Date: **LESSON 08**

VALUES I HOLD CIRCLE 10 OF THE VALUES YOU HOLD

• Family	• Risk-taking	• Rest	• Self Respect
• Creativity	• Friendship	• Punctuality	• Diversity
• Communication	• Imagination	• Bravery	• Faith
• Achievement	• Intelligence	• Patience	• Balance
• Competition	• Growth	• Wealth	• Freedom
• Self-Confidence	• Inner Peace	• Adventure	• Resilience
• Structure	• Fitness	• Generosity	• Happiness
• Decision Making	• Self-Awareness	• Loyalty	• Positivity
• Education	• Fairness	• Honesty	• Efficiency
• Tradition	• Sincerity	• Respect	• Orderliness
• Passion	• Justice	• Independence	• Partnership
• Persistence	• Community	• Challenge	• Authenticity

From the 10 values I picked, the most important to me are...

1 _____

2 _____

3 _____

4 _____

5 _____

Now, consider which emotion might be the opposite or seem to be in conflict with the value you hold

1 _____

2 _____

3 _____

4 _____

5 _____

CIRCLE THE EMOJI THAT REPRESENTS HOW YOU'RE FEELING TODAY

MY SONG OF THE DAY IS:



LESSON 09

Empathy Lesson

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build empathy skills and make an intentional connection

PREP LIST

Student Journal
Storyteller Video: Kevin Berthia
Slide Deck

KEY TAKEAWAYS

Engaging with other people's stories builds empathy.

LESSON GUIDE

1. Introduce the video by sharing about Kevin. Here's a bit to share as an intro to his story: "With over 20 suicide attempts, Kevin is no stranger to the pain of mental health illness. Now as an example that depression recovery is possible for everyone, he wants everyone to know the value they bring to the world."

2. Encourage students to take notes in their journal to use during the discussion following the video. Explain how the discussion will take place so the students can feel prepared. We find it best to start with small accountability groups and then have each group share with the larger group. Play the video and then have a discussion with students with these "big picture" questions organized around three types of empathy:

- What does that story make you think about?
- What does it make you feel?
- What does it make you want to do?

Or use these questions that refer to Kevin's story specifically:

- Kevin talks openly about his suicide ideation and what led him to his lowest points. If he was in your class, if he was your age right now, what would you say to him?
- Do you have someone in your life that listens to you without judgement and really hears you? Do they know they are that person for you?
- Is there someone in your life that you would like to listen to more? What could you ask them to learn what they need for you to do to be a better listener?
- What things do you love about yourself? What do you think your unique gift is?

3. Ask students if the video or discussion makes them think about anyone in their life specifically. If so, take a moment (or 7 seconds) and send a message to that person. If the video itself doesn't remind them of someone, is there someone in their life that they have been meaning to connect with? Can they take 7 seconds to send a text?

EMPATHY MATTERS

THINGS I NOTICE

-
-
-
-

I'm thinking about....

THIS STORY IS TALKING ABOUT

This story makes me feel...

When we talk, I want to remember to say...

THIS STORY MAKES ME THINK ABOUT:

Mark the connection circle that person fits in!

I'M GOING TO REACH OUT BY:

- Snap, text, or dm
- Facetime or phone call
- In person

ACQUAINTANCES
NEIGHBORS & SCHOOL CONTACTS
FAMILY & FRIENDS
CLOSEST CONTACTS
SELF



LESSON 10

Connection Challenge

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Connect with others based on common interests and activities.

PREP LIST

Student Journal
Slide Deck
Name Tags/Labels (template available online)

KEY TAKEAWAY

Connecting with others with
common interests builds
community.

LESSON GUIDE

1. Have students review their circles of connection. Can they add to or update their circles since the last lesson?
2. Introduce the challenge activity by asking students which groups they identify with and which groups they feel most like themselves with. Consider how others think about them. Share that sometimes what you are interested in is sports or acting which has a built-in group or sometimes your interests are more solo like reading, writing, or even fishing. Either way engaging with others about what you like to do is an easy way to start a conversation. Even if your interests aren't the exact same, it is a starting point. Share your own story of finding a common connection or use this one:



One time I (Denise) went to a concert and met some people that loved the band, but loved the venue even more. Throughout the concert, we talked, laughed, held each other spots and sang along with the bands. They were friends for just that night, but then the very next year, we went to the same festival and again and ran into the same people. This time we ended up exchanging phone numbers and staying in touch until the next show. Now we have even gone to an entire different venue to hear a new band with the new friends.

3. Have students create a name tag or sign that introduces themselves and include the following information: name, grade, interests (list at least 3).
4. Challenge them to find three people who have something they are interested in throughout the school day and introduce themselves. Encourage them to connect with people across grades and classes that are outside of their normal group or class.
5. If time allows, continue this lesson by randomly partnering students to have them share about their interests and then have a group conversation about what they learned about others and themselves. Remind students how expanding your connections and developing relationships through shared interests or experiences provides another way to fill out the Connection Circles. It is also a powerful way to connect when you are feeling lonely because there is a built-in conversation starter.



CONNECTION MATTERS

Date: **LESSON 10**

WHICH GROUPS DO I FEEL THE MOST MYSELF WITH?

- _____
- _____
- _____



When I am with this group, I feel: _____

I want others to think... _____ about me.

What do I need or get from this group? _____

DURING THE CHALLENGE, 3 PEOPLE I MET:


- _____
- _____
- _____

WHAT I LEARNED ABOUT THEM

- _____
- _____
- _____

WE HAVE THIS IN COMMON:

WHAT I LEARNED ABOUT MYSELF







LESSON 12

Empathy Lesson

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build empathy skills and make an intentional connection

PREP LIST

Student Journal
Storyteller Video: Apuroopa Kavikondala
Slide Deck

KEY TAKEAWAYS

Engaging with other people's stories builds empathy.

LESSON GUIDE

1. Introduce the video by sharing about Apuroopa. Here's a bit to share as an intro to her story: "As an ambitious high school student, Apuroopa is a 4x self-published author and mental health advocate. She shares her story to encourage others to advocate for themselves and use their influence for the greater good."

2. Encourage students to take notes in their journal to use during the discussion following the video. Explain how the discussion will take place so the students can feel prepared. We find it best to start with small accountability groups and then have each group share with the larger group.

Play the video and then have a discussion with students with these "big picture" questions organized around three types of empathy:

- What does that story make you think about?
- What does it make you feel?
- What does it make you want to do?

Or use these questions that refer to Apuroopa's story specifically:

- We've talked about the circles of connection and how we can have people in many areas of our lives, close and further away connections. Apuroopa talks about this as well, why do you think we start with a lot of friends and then end up with a smaller group?
- In your current friend groups, do you allow others in and is it easy or hard for someone new to the school to find their people?
- How do you work on your mental health?

3. Ask students if the video or discussion makes them think about anyone in their life specifically. If so, take a moment (or 7 seconds) and send a message to that person. If the video itself doesn't remind them of someone, is there someone in their life that they have been meaning to connect with? Can they take 7 seconds to send a text?

EMPATHY MATTERS

THINGS I NOTICE

•
•
•
•

I'm thinking about...

THIS STORY IS TALKING ABOUT

This story makes me feel...

When we talk, I want to remember to say...

THIS STORY MAKES ME THINK ABOUT:

Mark the connection circle that person fits in!

I'M GOING TO REACH OUT BY:

☀️ Snap, text, or dm 🟢 Facetime or phone call 🌟 In person

Circles of Connection Diagram:

- ACQUAINTANCES
- NEIGHBORS & SCHOOL CONTACTS
- FAMILY & FRIENDS
- CLOSEST CONTACTS
- SELF



LESSON 13

Connection Challenge

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Participate in acts of kindness to connect with community

PREP LIST

Student Journal
Slide Deck
Acts of Kindness Challenge

KEY TAKEAWAY

Intentional kindness leads to
creating connection.

LESSON GUIDE

1. Have students review their circles of connection. Can they add to or update their circles since the last lesson? If they didn't complete other journal pages from previous lessons this would be a great time to catch up as this challenge extends beyond today's lesson.

2. Introduce the challenge activity by asking students about the difference between random and planned acts of kindness. Have them consider which is more impactful and why. To help the conversation go deeper you can share personal reflections or this information: Random acts of kindness are nice, and they help people feel happier, but the impact on our own well-being comes from doing the act of kindness and how it can change the relationships in our lives. When we think specifically or plan an act of kindness the impact is greater on both the receiver and giver. The planned act might take a little more creativity, but we believe that anything you can do randomly you can do for a specific friend, family member, or someone in your circles of connection.

3. Lead a conversation about the students' love language and have them reflect on what they need and what others in their circles may need. Not all students will be familiar with the love languages, so it is okay to talk about them in general for students to identify what really makes them feel connected. We know and want to call out that they are not an exact science but can be an entry point for this type of conversation. In general, the love languages are:

- Acts of Service: actions speak louder than words
- Receiving Gifts: receiving a heartfelt gift is what makes them feel most loved/appreciated.
- Quality Time: engaging in undivided attention is important
- Words of Affirmation: using words to affirm other people
- Physical Touch: appropriate physical touch matters most

4. Review the list and brainstorm additional ways they can exercise kindness in their community specifically focusing on the people in their circles of connection and what they think would be important to the people in their lives.

5. Have students choose at least two acts of kindness to do this week.

CONNECTION MATTERS
Date: **LESSON 13**

Describe the difference between random and intentional acts of kindness...

How does random make you feel?

What about intentional?

BRAINSTORM YOUR OWN IDEAS FOR ACTS OF KINDNESS HERE

KIND @
THE NEW
COOL

What makes you feel the most loved?

How do the people in your circles feel the most loved?

Choose at least two acts of kindness to do for someone in your circles this week

1. Give someone a compliment
2. Smile at a stranger
3. Hold a door open for someone
4. Help someone who is struggling
5. Give 5 people a high five
6. Express love to a family member
7. Show appreciation to a staff member
8. Say thank you to a family member
9. Be nice to someone you don't know
10. Send a positive text
11. Write a kind note
12. Take time to listen
13. Hug somebody
14. Do something kind for someone
15. Say "I'm sorry"
16. Leave a positive note on someone's car
17. Give a gift
18. Show respect when you disagree
19. Speak up for someone
20. Do a chore
21. Post a shoutout to someone you love
22. Say "hi" to someone new
23. Share something special to you
24. Let go of a wrong
25. Let someone else pick what to watch on TV
26. Write something positive on a sticky note
27. Post something positive online
28. Let someone go ahead in line
29. Send someone a video saying you love them
30. Offer help to someone
31. Remind someone that they matter

CIRCLE YOUR LOVE LANGUAGE: Words of Affirmation Act of Service Physical Touch Quality Time Gifts



LESSON 14

Personal Connection

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Expand knowledge about what they and others need to be in healthy relationships

PREP LIST

Student Journal
Slide Deck

KEY TAKEAWAYS

Knowing ourselves well helps
build connection.

LESSON GUIDE

1. Continue the conversation from previous lessons about relationships. Discuss how we sometimes show up differently in relationships depending on the person (lesson 5) and how we need different things from different people (lesson 11).

For this lesson students will think about the specific ways they show up with people and the different things they need from those people really focusing on the closest connections. It is important in this lesson to share that no one relationship provides everything you need. And our needs change over time so taking the time to reflect on what we need is important, so we don't feel disappointed in people for not fulfilling our needs. An example of this is the difference between a close friend our own age and a parent. With parents, we often expect love, support (both financial and emotional), and a ride to practice. With our friends, we might need time talking on the phone or someone to shoot hoops with. Sometimes those cross over but often not. Knowing how you feel appreciated and asking that of others in your life, you have the opportunity for your expectations and reality to match up!

2. Allow time to reflect in the student journal filling in each area. This is a great opportunity for them to work independently and then share with their small group and ultimately the entire class. We find these discussions help students fill in areas that they might not know what to write when doing it alone.

3. Encourage students to share with one person in their life and find out the same things from them.

MY STORY MATTERS Date: **LESSON 14**

IN MY BEST RELATIONSHIPS:

I feel happy when... _____

I feel appreciated when... _____

When I'm happy, I like to: _____

When I am upset, I need to do _____

MY FAVORITE THINGS

Color: _____

Song: _____

Snacks: _____

Hobby: _____

App: _____

Movie: _____

Season: _____

For me to feel the most connected, I need: _____

THIS OR THAT?

Book	Podcast
Morning Person	Night Owl
TV Show	Movie
Introvert	Extrovert
Pizza	Tacos
City	Country
Beach	Mountains
Neutrals	Colorful

RATE HOW CONNECTED YOU FEEL TODAY

☆☆☆☆☆

17



LESSON 15

Empathy Lesson

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build empathy skills and make an intentional connection

PREP LIST

Student Journal
Storyteller Video: Chris Cruz
Slide Deck

KEY TAKEAWAYS

Engaging with other people's stories builds empathy.

LESSON GUIDE

1. Introduce the video by sharing about Chris. Here's a bit to share as an intro to his story: "Coming from a childhood of adversity, Chris shares how he began striving for success by pursuing money, position, and relationships. But it was only when he gained understanding for the value of his story that he feels he was able to truly find success."

2. Encourage students to take notes in their journal to use during the discussion following the video. Explain how the discussion will take place so the students can feel prepared. Play the video and then have a discussion with students with these "big picture" questions organized around three types of empathy:

- What does that story make you think about?
- What does it make you feel?
- What does it make you want to do?

Or use these questions that refer to Chris' story specifically:

- Chris' expectations of his future was one thing and it became something else. He identified what was most important to him—talking and interacting with other people. What things bring you the most joy in your life? How do those fit in with your future career aspirations?
- It is powerful when Chris says, "You can't give what you don't have," and how he had to focus on his own growth before he could help others. What is the risk if you don't do that?
- Which of the five questions do you think is hardest to answer? And why? Which one points out your purpose when you answer it?
 - Who am I?
 - Where am I from?
 - Why am I here?
 - What can I do?
 - Where am I going?

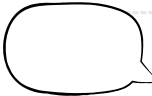
3. Ask students if the video or discussion makes them think about anyone in their life specifically. If so, take a moment (or 7 seconds) and send a message to that person. If the video itself doesn't remind them of someone, is there someone in their life that they have been meaning to connect with? Can they take 7 seconds to send a text?

EMPATHY MATTERS

Storyteller

THINGS I NOTICE

-
-
-
-

I'm thinking about...  THIS STORY IS TALKING ABOUT




This story makes me feel...

When we talk, I want to remember to say...

THIS STORY MAKES ME THINK ABOUT:

Mark the connection circle that person fits in!

I'M GOING TO REACH OUT BY:

-  Snap, text, or dm
-  Facetime or phone call
-  In person

ACQUAINTANCES

NEIGHBORS & SCHOOL CONTACTS

FAMILY & FRIENDS

CLOSEST CONTACTS

SELF



LESSON 16

Connection Challenge

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Ask questions to build understanding and connection

PREP LIST

Student Journal
Slide Deck
5 Questions Worksheet

KEY TAKEAWAY

Asking questions and listening
to people builds connection.

LESSON GUIDE

- Hand out the student journals and have students review the page.
- Introduce the challenge by reminding them of the questions that Chris asks in his video.
 - Who am I?
 - Where am I from?
 - Why am I here?
 - What can I do?
 - Where am I going?
- Have students complete the questions that Chris asks about themselves. By having these answers in place, they can use them when they interview someone in their life. Have them commit to the person they want to interview and fill in where on the circles of connection that person currently is as well as have them set a targeted date for completion.
- Have students record in their journal how they are feeling about doing this exercise and then remind them to fill it in again after they are complete.



CONNECTION MATTERS

Date: _____

LESSON 16 

Who am I?

Where am I from?

Why am I here?

What can I do?

Where am I going?



WHO IS ON YOUR MIND?



19 Today I am grateful for: _____



LESSON 17

Personal Connection

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Demonstrate how relationships change over time

PREP LIST

Student Journal
Slide Deck

KEY TAKEAWAYS

Develop a way to identify
changing needs in relationships

LESSON GUIDE

1. Share with students that relationships are meant to change over time based on what you need—you had to be fed and dressed when you were little and that would be awkward now! Some changes are ones that we want or need to change, and others can be painful like a best friend you no longer talk to. You can share a personal story about a change in a relationship or use something like this:

Growing up, my best friend lived in the house behind ours, we played together every day. She was a great friend, and we had sleepovers all the time. We were really close. In high school, we ended up getting involved in different activities. Life changed and we didn't really see each other much. By the end of high school, we didn't even talk. It was a little sad because I missed her, but it felt okay because nothing bad happened—things just changed. Now I see parts of her life on social media and while I have warm feelings about our memories, but I don't really feel sad anymore.

Another time, my husband and I were really good friends with another couple, and we felt like they were always talking down to us and not treating us with respect, so we stopped doing things with them. It felt better to not be friends. Even now I'm glad that we were brave enough to do that, but still grateful for the time we did have together when things were more on an even footing.

USE THIS EXAMPLE AS AN EXAMPLE

2. Have students complete the journal as they look at their relationships at 5 years old, their relationships today and what they imagine it will be like when they are 30 years old. It may be hard to imagine the future, so have them think of someone in their life that is around 30 and consider who is in their circles. Ask what are the biggest changes between their circles at five vs now?

3. Continue the conversation by asking what goals they have—how many close friends? What do they want to be able to do with those connections—is it deep conversations? Is it traveling together? Have them write down what they are thinking about. Finish the journal page by thinking about advice they would give to their younger self about a relationship that has changed and writing down examples of people that have moved in and out of their circles, why that happened and how they feel about it. If time allows, wrap up with a conversation in the room to see if they want to add anything after hearing others talk about their examples.

MY STORY MATTERS Date: **LESSON 17**

My circles when I was 5 years old:

Closest Contacts _____
Family & Friends _____
Neighbors _____
Acquaintances _____

My circles now:

Closest Contacts _____
Family & Friends _____
Neighbors & School _____
Acquaintances _____

My circles when I am 30 years old:

Closest Contacts _____
Family & Friends _____
Neighbors & School _____
Acquaintances _____

The biggest difference is:

My connection goals for the future:

BE SOMEBODY WHO MAKES EVERYBODY FEEL LIKE A SOMEBODY.
KID PRESIDENT



LESSON 18

Empathy Lesson

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build empathy skills and make an intentional connection

PREP LIST

Student Journal
Storyteller Video: Mike Elvasky
Slide Deck

KEY TAKEAWAYS

Engaging with other people's stories builds empathy.

LESSON GUIDE

1. Introduce the video by sharing about Mike. Here's a bit to share as an intro to his story: "In his 100 years of life, Mike has a wealth of wisdom to share. Whether it was his time serving in World War II, his years as a farmer, or his career as an educator, Mike shares that generosity, friendship, and connection is what makes life rich."

2. Encourage students to take notes in their journal to use during the discussion following the video. Explain how the discussion will take place so the students can feel prepared. Play the video and then have a discussion with students with these "big picture" questions organized around three types of empathy:

- What does that story make you think about?
- What does it make you feel?
- What does it make you want to do?

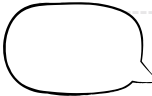
Or use these questions that refer to Mike's story specifically:

- Mike has had a long life filled with friendship. What stands out about the friendships he talks about? Why do you think that is?
- In Mike's story, friendship is described as a place where people care about each other's well being and their favorite activities, plus are people who are enjoyable to be around and you can learn from. When you think about your closest connections, what characteristics would you say makes a friendship?
- How do you show generosity in your relationships?

EMPATHY MATTERS

THINGS I NOTICE

•
•
•

I'm thinking about...  THIS STORY IS TALKING ABOUT




THIS STORY MAKES ME FEEL...

When we talk, I want to remember to say...

THIS STORY MAKES ME THINK ABOUT:

Mark the connection circle that person fits in!

I'M GOING TO REACH OUT BY:

 Snap, text, or dm  Facetime or phone call  In person

ACQUAINTANCES
NEIGHBORS & SCHOOL CONTACTS
FAMILY & FRIENDS
CLOSEST CONTACTS
SELF

3. Ask students if the video or discussion makes them think about anyone in their life specifically. If so, take a moment (or 7 seconds) and send a message to that person. If the video itself doesn't remind them of someone, is there someone in their life that they have been meaning to connect with? Can they take 7 seconds to send a text?



LESSON 19

Connection Challenge

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Connect with others to create a group response to a question

PREP LIST

Student Journal
Slide Deck
Community Survey Challenge

KEY TAKEAWAY

Sharing ideas encourages
others to engage on a topic.

LESSON GUIDE

1. Hand out student journals and lead a conversation about how to get to know people. Often what you plan to do at the beginning of the year when working with students is an example. Remind them of what you did to find out about them. These often include questionnaires or surveys, sometimes it's individual meetings or doing an activity or icebreaker that helps the entire class get to know each other. Have a conversation about the different ways they have experienced this with teachers or in other groups.

2. Explain that in this challenge we are going to have them engage with seven people and find out more about this bigger group of people to identify patterns and needs! Together, brainstorm some questions that the students would ask to get to know someone. As a class, decide which one question you want to use to engage with the broader community during this challenge. Students can ask more than one, but having everyone use the same question can lead to a richer conversation.

3. Encourage the students to use that one question with at least seven people. They can ask directly of people in their life, pose the question on social media, make a TikTok asking the question, or just give someone a note or via text. Give students a deadline to ask the question and get responses.

4. Come back together when students have the results and have them meet in groups based on the question they asked. Have them share the answers. Complete the journal page with how many responses they got, which was their favorite answer, which was the most emotional and what follow up they might ask!

CONNECTION MATTERS Date: **LESSON 19**

Things I find interesting:

<input type="checkbox"/> Video Games	<input type="checkbox"/> Fitness
<input type="checkbox"/> Being Outdoors	<input type="checkbox"/> Travel
<input type="checkbox"/> Music	<input type="checkbox"/> Shopping
<input type="checkbox"/> Sports	<input type="checkbox"/> Photography
<input type="checkbox"/> Movies & TV	<input type="checkbox"/> Cars & Trucks
<input type="checkbox"/> Art	<input type="checkbox"/> Dance
<input type="checkbox"/> Cooking	<input type="checkbox"/> Reading
<input type="checkbox"/> Movies & TV	<input type="checkbox"/> Collecting _____
<input type="checkbox"/> Writing	<input type="checkbox"/> Other: _____

Brainstorm questions you can ask to make connections with new people

I am asking people this question:

I asked the question via

<input type="checkbox"/> Tiktok	How many people responded? <div style="background-color: #f9c74f; width: 20px; height: 20px; display: inline-block;"></div>
<input type="checkbox"/> Instagram	
<input type="checkbox"/> In person	
<input type="checkbox"/> Other: _____	

My favorite response was:

22



LESSON 20

Personal Connection

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Asking for help is a normal part of relationships

PREP LIST

Student Journal
Slide Deck

KEY TAKEAWAYS

Creating a plan for asking for help
makes it easier in the long run.

LESSON GUIDE

1. Lead a conversation with students about the different ways they need and receive help. You can share a personal story or speak generally about the different kinds of help that you have received over the course of your life. Help can look differently for everyone and come in many ways. It may be a supportive conversation, financial assistance, providing a service, or getting something done like a chore or project. If you don't have a story to share, use this example from Denise.

One time Denise wanted to build an arbor in the garden, but she could not do it herself. She asked her dad to help her, but what she was really asking was if he could do it. She assisted him by holding posts, mixing concrete and having a conversation as he worked, but the reality was- her dad was doing most of the work. To Denise, it felt like an easy thing to ask for help on because it was something he liked to do and something she needed. A different time she asked for help was a little harder. When her dad died, she asked her college kids to come spend a day with her instead of their friends because she was sad and needed the support of relationships she cared about. That one was a harder ask because it involved more emotions.

Have a group conversation about the types of things they ask for help on and how they feel about asking for help.

2. Have students complete the journal by thinking about the things that get in the way of them receiving the help they need.

3. Introduce the idea of having a sentence starter around help that they use when they need help. "I could use your help with _____
Would you be willing to _____?" In the second part of the sentence, have them ask for exactly what they need. Then when they don't know what they need, they are still in the practice of engaging the people closest to them can help them discover what they need. A good example of something that is often hard for kids is asking for something from a teacher. You could role play asking for extra time on an assignment or extra help. See how they feel about asking for help and if they are able to ask the question.

4. Allow them time to think about what they may need help with right now. Who can they engage with to get that help?

MY STORY MATTERS Date: **LESSON 20**

WHAT DO YOU NEED HELP WITH?

- School work
- Finances
- Rides/transportation
- Emotional support
- Talking through ideas
- Problem solving decisions
- Other

HOW DO YOU FEEL ABOUT ASKING FOR HELP?

WHAT KEEPS YOU FROM ASKING FOR HELP?

WHAT DO YOU NEED RIGHT NOW?

WHO IS SOMEONE WHO CAN HELP?

Draw an arrow to the circle this person fits in!

LET'S PRACTICE!
"I could use your help with..."

"More than anything, my wish for you is this: That when your awful darkest days come, you will know you're not alone. Pain will tell you to keep quiet, but that's a lie. Life is fragile and we all break in different ways. I hope you know that you can be honest. I hope you know that you can ask for help. Did you catch that? **IT IS ABSOLUTELY, POSITIVELY OKAY TO ASK FOR HELP.**"
It simply means you're human. Help is real and it is possible; people find it every day."
- Jamie Tworkowski

23

USE THIS EXAMPLE TO INSPIRE YOUR OWN



LESSON 21

Empathy Lesson

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build empathy skills and make an intentional connection

PREP LIST

Student Journal
Storyteller Video: Lorie LeDoux
Slide Deck

KEY TAKEAWAYS

Engaging with other people's stories builds empathy.

LESSON GUIDE

1. Introduce the video by sharing about Lorie. Here's a bit to share as an intro to her story: "When her story took a different direction than she expected, Lorie found herself alone at the darkest point in her life. A friend reaching out during a moment of crisis ended up changing the trajectory for her. Lorie hopes her story reminds others that they don't have to struggle alone."

2. Encourage students to take notes in their journal to use during the discussion following the video. Explain how the discussion will take place so the students can feel prepared. Play the video and then have a discussion with students with these "big picture" questions organized around three types of empathy:

- What does that story make you think about?
- What does it make you feel?
- What does it make you want to do?

Or use these questions that refer to Lorie's story specifically:

- Lorie describes a pretty clear picture of what she wanted from her life. How did that expectation help her? How did it cause her harm?
- If Lorie was your friend today and you knew what life experiences were coming that she hadn't gone through it yet, what advice would you give her?
- When Lorie talks about not sharing the big things with her friends, it seems like she might be afraid of being vulnerable. What do you do to make your friends feel like it's safe to talk to you?

EMPATHY MATTERS

STORYTELLER

THINGS I NOTICE

-
-
-
-

I'm thinking about...

THIS STORY IS TALKING ABOUT

This story makes me feel...

When we talk, I want to remember to say...

THIS STORY MAKES ME THINK ABOUT:

Mark the connection circle that person fits in!

ACQUAINTANCES
NEIGHBORS & SCHOOL CONTACTS
FAMILY & FRIENDS
CLOSEST CONTACTS
SELF

IM GOING TO REACH OUT BY:

- ☀ Snap, text, or dm
- 📞 Facetime or phone call
- 👤 In person

3. Ask students if the video or discussion makes them think about anyone in their life specifically. If so, take a moment (or 7 seconds) and send a message to that person. If the video itself doesn't remind them of someone, is there someone in their life that they have been meaning to connect with? Can they take 7 seconds to send a text?



LESSON 22

Connection Challenge

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build community through a shared activity

PREP LIST

Student Journal
Slide Deck
Connection Bingo Download

KEY TAKEAWAY

Enhance connections by learning new things about the people you see every day.

LESSON GUIDE

1. Have students turn to Lesson 22 in their journals or hand out the printable Connection Challenge bingo sheets.

2. Students will search for people who match the descriptors listed on their bingo page. Remind students the goal is to reach out to those outside your circle to make more connections. You can take this a step further and consider having them come up with 2-3 follow up questions they might ask to engage in a deeper conversation rather than just finding out this one thing, we like the questions Chris shared in his story (lesson 16) so those are listed here with some additional examples:

- Who are you?
- Where are you from?
- Why are you here?
- What can you do?
- Where are you going in life?
- What are you doing when you are having the most fun?
- What do you do when you are stuck on something?
- What's your go to strategy to meet people?

3. When they find someone, have students take a photo with that person and check off their bingo box. If completing the challenge tech-free, students can obtain their signature.

Consider allowing 2-5 minutes per connection for students to engage in a deeper conversation. The goal is not to fill the board but rather to learn about people that may lead to a meaningful connection.

Note: we recommend that this activity includes the participation of the whole school or grade level!

CONNECTION MATTERS Date: **LESSON 22**

CONNECTION BINGO:
Here's your chance to expand your connection circle! Search for people who fit the following descriptors. When you find someone who fits a connection to you, take a selfie or sign each other's bingo square. Your goal is to get at least one bingo. (5 in a row, column, or diagonal.)

ACQUAINTANCE
NEIGHBORS & SCHOOL CONTACTS
FAMILY & FRIENDS
CLOSEST CONTACTS
SELF

Remember to reach out to those outside your usual circle to make more connections.

likes the same music artist	is in the same birth order as you (oldest, middle, youngest, only)	listens to the same youtuber or podcaster	shares a favorite sports team (or dislikes sports too)	wants to work in the same career or field
enjoys the same hobby	has the same favorite movie	went to the same elementary school	agrees with you on pizza toppings	been on vacation at the same place (or also hasn't traveled out of state)
has the same future goal	has the same type of pet (or no pet if you don't have a pet)	FREE	shares your birthday month	had the same favorite tv show or movie as a kid
has the same favorite camp/school memory	shares the same cultural or ancestral history	agrees with you on an unpopular opinion	can quote the same tv show	shares the same celebrity crush
dislikes the same food	can do the same dance move	chooses the same icecream flavor	can speak or is learning the same language	played the same sport or extracurricular activity

HERE'S WHAT IS BRINGING ME JOY:

25



LESSON 23

Personal Connection

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Develop a plan to bring someone into a closer relationship

PREP LIST

Student Journal
Slide Deck

KEY TAKEAWAYS

Building closer connections
takes intentional planning.

LESSON GUIDE

1. Lead a conversation about the circles of connection and how we can use them to work on relationships. If we notice that someone is in our acquaintance circle but we would like to know them better, we can set a plan to engage with them in order to bring them into a closer circle. If there is a relationship we miss because they have moved from a closer circle to a further circle out, we can set a plan to work with them to become closer again. There is no magic here, but by reflecting on who is in your life and how you want to be friends with them going forward- you can use your skills to build the relationships you want.

2. Encourage students to look back through their student journal and think about the skills they have gained through this curriculum and what they might use to engage with one specific person in their circles of connection.

3. Once most students have identified their person and the skill or tool they might use, have a small group or whole class conversation to encourage those who are still trying to develop their plan. Have students help brainstorm ideas of tools that might fit. Some of the tools we recommend are:

- Sharing parts of your story, your activities, and your emotions.
- Asking specific questions about values or what they need in a friendship
- Asking for support
- Performing an act of kindness
- Sharing one of the storyteller videos and asking about their reaction
- Sharing what they need

4. Have students design a plan to engage with someone in an outer circle and determine how they can bring them in closer.

5. Give them time to formalize their plan and then set a deadline for when they will complete it.

Date: **LESSON 23**

You may have noticed that some of the relationships that were the most meaningful to you have changed over time, either bringing people in closer or further away. That is natural as you change and grow. Some relationships make sense to be more distant while others you would like to have close again. Use what you have learned so far in this journal to plan how to bring an acquaintance into a closer circle.

Who was the last person who made you laugh?

Rate how connected you feel today!

"Relationships are never static. They have to evolve over time as the individuals in them change."
—Sheryl Woods

WHO IS IN THIS OUTER CIRCLE THAT YOU WOULD LIKE TO BRING CLOSER?

-
-
-

LET'S MAKE A PLAN!

HOW CAN YOU BRING SOMEONE FROM AN OUTER CIRCLE TO ONE OF YOUR INNER CIRCLES? Plan Deadline: _____

Who? _____

What am I going to do? _____

I want to move them into my _____

How can I make the connection? _____

26



LESSON 24

Empathy Lesson

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build empathy skills and make an intentional connection

PREP LIST

Student Journal
Storyteller Video: Tyler Bjork
Slide Deck

KEY TAKEAWAYS

Engaging with other people's stories builds empathy.

LESSON GUIDE

1. Introduce the video by sharing about Tyler Bjork. Here's a bit to share as an intro to his story: "Understanding the deep hurt that comes from bullying and feeling unseen, Tyler shares his story of loneliness. His story explains how where we feel seen, where we feel accepted and where we feel belonging are often the places we can be the most authentic."

2. Encourage students to take notes in their journal to use during the discussion following the video. Explain how the discussion will take place so the students can feel prepared. Play the video and then have a discussion with students with these "big picture" questions organized around three types of empathy:

- What does that story make you think about?
- What does it make you feel?
- What does it make you want to do?

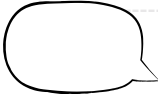
Or use these questions that refer to Tyler's story specifically:

- Tyler describes how his friendships changed over time especially when he was thinking about coming out. What can be a positive spin to relationships changing over time? What is hard about those relationships changing?
- Do you agree with Tyler that everyone is hiding something about themselves? Why do you think they do that? Is there ever a time when not sharing is the right thing to do?
- Tyler talks about authenticity. What does that mean to you?

EMPATHY MATTERS

THINGS I NOTICE

-
-
-

I'm thinking about...  THIS STORY IS TALKING ABOUT




This story makes me feel...

When we talk, I want to remember to say...

THIS STORY MAKES ME THINK ABOUT:

Mark the connection circle that person fits in!

I'M GOING TO REACH OUT BY:

-  Snap, text, or dm
-  Facetime or phone call
-  In person

Relationship Circles: ACQUAINTANCES, NEIGHBORS & SCHOOL CONTACTS, FAMILY & FRIENDS, CLOSEST CONTACTS, SELF

3. Ask students if the video or discussion makes them think about anyone in their life specifically. If so, take a moment (or 7 seconds) and send a message to that person. If the video itself doesn't remind them of someone, is there someone in their life that they have been meaning to connect with? Can they take 7 seconds to send a text?



LESSON 25

Connection Challenge

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Connect intentionally with connections to show appreciation

PREP LIST

Student Journal
Slide Deck
Sticky Notes

KEY TAKEAWAY

Spreading hope and encouragement matters.

LESSON GUIDE

1. Discuss with students how having a reminder of encouragement is a quick touchpoint for when people are feeling alone. We often don't know who needs support, so spreading it widely can help more than we might ever know. At Only7Seconds, we have made it a habit on the 7th of every month to have SHARE (Spread Hope and Remind Everyone) Day. There are many ways to do that, but our sticky note challenge has always been a crowd favorite.

2. Hand out sticky note packets and have students turn to the sticky note prompt sheet (lesson 25) in their journals.

3. Have students write at least 7 encouraging sticky notes (they can use the prompts or write their own)

4. Then challenge students to personally deliver three of the notes to someone in their circles and make an intentional connection. Encourage them to engage in conversation with each of the people about what they wrote and why they are sharing it.

5. Have them place the remainder of sticky notes around the school and community—encourage them to get creative.

6. Share with the school community what you are doing and encourage others to take a note for themselves if they feel like it is a message or reminder that they need to carry with them!

Note: we recommend that this activity includes the participation of the whole school or grade level!

CONNECTION MATTERS Date: **LESSON 25**

Write at least 7 sticky notes to share with the world! You can use the prompts here or write your own.

Give 3 of them to someone in your circles. ★

Be sure you include @only7seconds on the bottom of the sticky note so that when people find them, they can understand how only 7 seconds of kindness can make a big difference.

Spread some hope! You can leave them around your school and community. The possibilities are endless so get creative! Here are some ideas to get you started: locker rooms, bathroom stalls and mirrors, car windshields, grocery stores, bus stop benches, or the gym.

Practice one here!

1. You are right where you need to be.
2. Have an amazing day! You've got this!
3. Check in with yourself. How are you really doing?
4. Taking care of yourself is kind to the people around you.
5. Your worth is not found in what you do, but in who you are.
6. Having a bad day doesn't make you weak; it makes you human.
7. Just wanted to say, you have purpose. Keep going!
8. You are NOT a burden. You are a gift. You matter here.
9. You are not alone.
10. I hope you have a great day today, glad you're here!
11. You're crushing it!
12. You were given this life because you were strong enough to live it.
13. Be gentle with yourself, you're growing. It's not perfect, that's ok.
14. Chin up, you are doing great! Keep showing up!
15. The world needs you today. Thank you for being here!
16. I'm happy you're alive today.
17. You make our community a better place, thanks for being here.
18. You will rise above your struggles. You are so so strong!
19. Your feelings are valid.
20. It's okay to not have it all figured out right now.
21. You are loved.
22. You can do hard things!
23. It's okay to ask for help, you aren't suppose to do life alone!
24. It's a bad day, not a bad life.
25. Stay hopeful, good things are on the horizon.
26. You have survived 100% of your worst days, you'll get through this one too.
27. If you haven't heard it today— you are loved.
28. It's okay to feel overwhelmed. Take it one day at a time.
29. You bring so much value to the world.
30. You are doing your best. And that is enough.

ACQUAINTANCE
TEACHERS & SCHOOL CONTACTS
FAMILY & FRIENDS
PEOPLE YOU KNOW
SELF

★ Draw a star next to the circles where the 3 people you are sharing a sticky note belong!



LESSON 26

Personal Connection

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Consider setting boundaries and what is needed to be a good friend to themselves.

PREP LIST

Student Journal
Slide Deck

KEY TAKEAWAYS

Boundaries are an important
element of close relationships.

LESSON GUIDE

1. This lesson is about setting and keeping boundaries. Boundaries are setting limits that separates you from others. We often talk about physical boundaries—when someone is too close and in our space.

But we also can talk about boundaries in other areas like:

- Time: I can only stay here for 30 minutes, or I need to be home by 10.
- Mental health: I respect your perspective, but mine is different.
- Emotions: As much as I want to support you, I'm having my own emotions and don't have the capacity right now.
- Material: I already bought you lunch last week and can't do it again this week.
- Internal: I have been social all day, I need tonight to be on my own.
- Conversational: I don't feel comfortable talking about someone when they aren't here.

2. Have students reflect in their journal about a friendship/connection that has caused them some hurt. You can share a personal story or use this one:

In college, I had a friend that was coming to visit for spring break. I was really excited about it because I was far from home and hadn't had a lot of visitors. Over the same time, my grandma was sick. I made the decision to visit with my friend and then go home after the visit to see my family. But then the day my friend was supposed to be there, she changed her mind and went to see her boyfriend a few hours away, which meant I was just at school by myself instead of back at home. I ended up waiting and waiting for her and then when I finally went home, I had missed saying goodbye to my grandma. It was hard. I was mad for a lot of years. However what I learned though that experience was that I let that happen to me by waiting around for her. I needed to be able to say, "I know you are coming to visit and I'm really excited about that, but I need to be at home." She might have been angry, but I would have been true to my own needs. Since then, I've tried to be better about setting a boundary and thinking about what I need in a situation, not just what someone else needs.

LESSON 26

Lesson 26: Continued


Date: _____

3. Share that boundaries come in all shapes and sizes. Boundaries are something that we define on our own and can update at any time. For an example: a class boundary might be how often they contact a teacher and how quickly that teacher responds. You can share more about why it is important to set boundaries. And share how defining boundaries helps develop your own voice and establishes respect for yourself.

Finish the conversation with these steps they can use when communicating a boundary or seeking help to set one.

- Define the desired boundary.
- Communicate what is needed.
- Stay simple, don't over-explain.
- Set consequences or say why it is important.

4. Finally, have students consider making a plan for when they feel their boundaries are being threatened and who they can ask for help. What circles are those people in? Have them share this lesson and conversation with those people, so when boundaries are threatened or this comes up again, they can be more prepared.



MY STORY MATTERS

Date: **LESSON 26**

When have I been hurt by a friendship or connection?

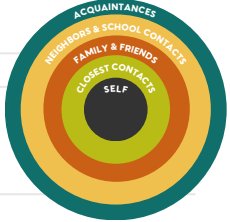
What did I do?

What do I wish I would have done?

Where does that relationship stand now?


MY SUPPORT TEAM IS:

Share this with your support team
Check this box once you've shared!



Boundaries in relationships are important. Often we form them after we've have been hurt and don't want to be hurt again, or we can form them proactively to define what you want a relationship to be like. Boundaries come in all shapes and sizes. You define your own boundaries and can update them at any time. When you set a boundary in your relationships, think about 3 steps:

1. **Communicate what you need.**
2. **Stay simple, don't over-explain.**
3. **Set consequences or tell them why it is important.**





LESSON 27

Empathy Lesson

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Build empathy skills and make an intentional connection

PREP LIST

Student Journal
Storyteller Video: Abbi Hamlin
Slide Deck

KEY TAKEAWAYS

Engaging with other people's stories builds empathy.

LESSON GUIDE

1. Introduce the video by sharing about Abbi Hamlin. Here's a bit to share as an intro to her story: "As a young athlete, Abbi struggled with a severe eating disorder. As she shares her story, she hopes to shed a light on the loneliness of eating disorders and remind others that there is hope and healing even when things feel dark."

2. Encourage students to take notes in their journal to use during the discussion following the video. Explain how the discussion will take place so the students can feel prepared. Play the video and then have a discussion with students with these "big picture" questions organized around three types of empathy:

- What does that story make you think about?
- What does it make you feel?
- What does it make you want to do?

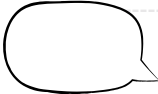
Or use these questions that refer to Abbi's story specifically:

- Abbi's journey was pretty dire and she felt really alone. How much are you paying attention to your friends and thinking about what they might be going through? How might you help a friend like Abbi?
- Once Abbi was on the road to recovery, she really benefited from the realization that her identity was not what she was going through. That feels like a big realization because we are often defined by what we do. How would you describe yourself without talking about what you do?
- What is the best thing your friends and family say about you? What would you like them to say and is there anything you need to change to get that kind of feedback?

EMPATHY MATTERS

THINGS I NOTICE

•
•
•

I'm thinking about...  THIS STORY IS TALKING ABOUT

This story makes me feel...




When we talk, I want to remember to say...

THIS STORY MAKES ME THINK ABOUT:

Mark the connection circle that person fits in!

ACQUAINTANCES
NEIGHBORS & SCHOOL CONTACTS
FAMILY & FRIENDS
CLOSEST CONTACTS
SELF

I'M GOING TO REACH OUT BY:

 Snap, text, or dm  Facetime or phone call  In person

3. Ask students if the video or discussion makes them think about anyone in their life specifically. If so, take a moment (or 7 seconds) and send a message to that person. If the video itself doesn't remind them of someone, is there someone in their life that they have been meaning to connect with? Can they take 7 seconds to send a text?



LESSON 28

Connection Challenge

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Connect with people in closest circles

PREP LIST


Student Journal
Slide Deck
3x5 My People Notecards

KEY TAKEAWAY

Sharing why people matter in our lives helps us and them to feel more connected.

LESSON GUIDE

1. This is the final connection challenge for this season, and we want students to focus on the people in our closest circles one last time, knowing that it is in those relationships that we can feel the most secure and can seek help from when we need it.
2. Have students fill in their circles of connection one more time, encouraging them to look back through their journal to see what has changed over the course of the curriculum.
3. Encourage students to talk in small groups to brainstorm three people in their closest circle (example: family member, coach, etc.) that they want to write a note to.
4. Pass out the 3x5 My People cards, three for each student. Have students write a brief message on each of their cards thanking their people and deliver the cards to them. Encourage them to set a plan to do this regularly.



CONNECTION MATTERS

Date: **LESSON 28**

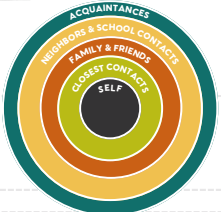
Complete your circles one last time!

CLOSEST CONTACTS

FAMILY & FRIENDS

NEIGHBORS & SCHOOL CONTACTS

ACQUAINTANCES



MY 3 PEOPLE ARE:

1 _____

2 _____

3 _____

Check the box once you've delivered your note!

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LESSON 29

Personal Connection

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Reflecting and setting plans for connection make relationships more meaningful

PREP LIST

Student Journal
Slide Deck

KEY TAKEAWAYS

Taking an active role in our
relationships is helpful.

LESSON GUIDE

1. Hand out journals and give students time to review, complete pages, or content they missed and then review the first letter to themselves from Lesson 2.

2. Lead a discussion about things that they see that are the same from the beginning of the year and things that have shifted. Talk about relationships that have changed and how. Consider what they have learned and what insights they have. Often this works well in small groups first and then out to the whole or starting with whole class and then having each member of the group share with the others. The more students can talk and share together, the more likely they are to internalize this work and carry it with them in the future.

3. Discuss a connection goal as a class and have students record what they want to work on regarding connections for the summer or the coming year. This is a great time to talk about accountability and who they might share their goal with, so they make sure it happens.

Important notes about accountability you can share are:

- Accountability is setting an agreement with themselves on something they want to achieve.
- Accountability works when we share our goals with someone else.
- Goals work when they are specific and measurable. Setting a deadline helps as well.
- Choosing an accountability partner should be someone they trust. This should be someone they feel comfortable to say, “no, I haven’t done that yet” to.

MY STORY MATTERS

Date: **LESSON 29**

Go back to page 5 and reread the letter you wrote to yourself at the start of this journey. Now, answer the following questions!

THINGS THAT SEEM NEW:

- _____
- _____
- _____

PARTS OF ME THAT FEEL THE SAME:

- _____
- _____
- _____

CONNECTIONS I'VE GROWN THIS YEAR
In the boxes below, share how you were able to grow your connection to them.

Name:

Name:

Name:

Name:

GOING FORWARD, MY GOAL IS:

I'm sharing this goal with someone!
Check this box once you've shared:

32



LESSON 30

Wrap Up

Date:

ACCESS LESSON MATERIALS,
AND ADDITIONAL RESOURCES:
WWW.SCHOOLS.ONLY7SECONDS.COM



OBJECTIVE

Complete loneliness survey and provide feedback to Only7Seconds

PREP LIST

Student Journals
Slide Deck
Loneliness Survey

KEY TAKEAWAYS

Relationship and communication skills built
overtime can improve connection while
lowering feelings of loneliness.

LESSON GUIDE

1. Have one final conversation this year on the importance of connection.

The main points to emphasize are:

- We all have different types of relationships. From close contacts to general people in the world, each circle of connection gives us something unique.
- Knowing ourselves improves how we interact with others.
- It is normal and expected that relationships change over time.
- There are intentional actions we can use to build meaningful connection.
- Empathy is a tool that helps all relationships.

2. Lead the group in a conversation about the reflection questions and what feedback they might want to share. You can provide a link to our survey for each student or gather the information and send it to us in an email.

3. Have students complete the final reflection and complete the UCLA Loneliness Survey

4. Thank them for investing in their connections! Encourage students to stay connected by following Only7Seconds on social media.

SCAN FOR SURVEY



*also linked in
the slidedeck!*

YOUR FEEDBACK IS ESSENTIAL!

If you have stories about the way students have engaged, noticed trends, or have ideas on what to improve, please share them with us. Your feedback is vital to us. Email us anytime: schools@only7seconds.com