

At Wyman, we believe that ensuring impact with the ever-changing needs of teens requires aggressively pursuing continuous learning and program enhancement. Rigorous research on TOP, broader research on positive youth development, and feedback from regional and national implementations have all been leveraged to produce Wyman's revised **Teen Outreach Program Curriculum**.

Highlights and Curriculum Organization

The curriculum revision is divided into three books focused on specific content areas that converge to promote positive youth development:

- Skill building with book *Building My Skills*
- Developing a sense of self with book *Learning About Myself*
- Making connection with book *Connecting with Others*

Given Wyman's leadership role in identifying best practices for social-emotional learning through the Susan Crown Exchange, the revised curriculum includes more explicit instruction, responsive staff practices and project-based learning to promote the development of these vital life skills.

To help ensure the curriculum meets the varying developmental needs of teens, each section features three developmental levels that progress in content and structure:

- Foundational Level
- Intermediate Level
- Advanced Level

Wyman has also developed a fourth book—known as the Facilitation Guide—to support the effectiveness of our partners and providers implementing the program directly with teens. Best practices are included to help facilitators:

- Build safe and supportive environments for teens to practice and hone skills they are learning
- Maintain healthy boundaries during facilitation
- Account for cultural diversity
- Facilitate in a way that is supportive of youth who have experienced, or are experiencing trauma
- Be inclusive of lesbian, gay, bisexual, transgender and queer/questioning youth

Book Descriptions

The curriculum is divided into three books and the lessons within each book have been designed to promote teens' social and emotional learning (SEL). Within the context of TOP, SEL is supported through explicit instruction, responsive staff practices, and project-based learning. Given what we know about how to develop teens' competencies and pave the way for a successful transition into adulthood, the curriculum focuses on core content areas that work together as protective factors, reducing the impact of risk and promoting positive youth development. These three content areas are skill building, developing a sense of self, and making connections with others.

Building My Skills

Successful transition into adulthood is strengthened when adolescents are able to manage their emotions, set goals, solve problems and make healthy decisions. Growth in these skills prepares youth to carry out adult relationships and roles, and build leadership capacity. In *Building My Skills*, teens' skill development is supported by lessons focused on:

- Emotion Management
- Decision-Making
- Problem-Solving
- Goal-Setting

Learning About Myself

A firmly established identity provides a sense of uniqueness as a person and is related to positive outcomes such as academic competence and greater overall well-being. In *Learning About Myself*, teens' skill development is supported by lessons focused on:

- Self-Understanding
- Social Identity
- Health & Wellness

Connecting with Others

Making connections with others involves developing supportive relationships with peers and significant adults, as well as being engaged with one's school and community. Relationships grounded in trust help teens develop the confidence they need to achieve their goals. In *Connecting with Others*, teens' skill development is supported by lessons focused on:

- Relationships
- Communication
- Empathy
- Community