



K-2 Scope & Sequence

Quarter 1 and 2

Q1 Quarter 1 establishes expectations and agreements for our group in an effort to build trust and safety: "1. Notice. 2. Listen 3. Choose." We then explain the "why" behind our programming; to overcome obstacles through understanding and managing emotions and to connect with ourselves and others.

A1. 1.a: Identify basic personal emotions

A1. 2.a: Recognize emotions as natural and important

A1. 3.a: Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult

A1. 4.a: Recognize that current events can impact emotions

B1. 1.a: Identify personal behaviors or reactions when experiencing basic emotions

B1. 2.a: Describe verbal and nonverbal ways to express emotions in different settings

B1. 3.a: Identify and begin to use strategies to regulate emotions and manage behaviors

B2. 1.a Identify goals for classroom behavior and academic success

C2. 1.a: Identify the purpose for having school-wide expectations and classroom rules

C2. 2.a: Identify characteristics of positive citizenship in the classroom and school

C1. 1.a: Identify facial and body cues representing feelings in others

C1. 2.a: Identify words and actions that may support or hurt the feelings of others

C1. 3.a: Define empathy and identify empathetic reactions in others

Q2 Quarter 2 helps the students understand that each person has their own interests and strengths and this relates to our emotions. Based on their interests, we teach strategies to help the students understand basic steps toward accomplishing small goals—personally and for their community. We practice how to ask for help from a peer or trusted adult if they need further assistance with their goals, emotions and challenges, and how to find the proper person to ask.

A2. 1.a: Identify personal interests and qualities

A2. 2.a: Explore opportunities to develop skills and talents

A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them

A3. 2.a: Seek help when faced with challenges or when frustrated with a task, skill, or situation

A3. 3.a: Describe situations or locations that feel safe

A4. 2.a: Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self

A4. 3.a: Identify ways to respectfully advocate for basic personal needs

B2. 2.a: Identify how adults and peers can help with a goal

B2. 3.a: Describe what action steps can be taken to reach a short-term goal

B2. 4.a: Discuss obstacles that can get in the way of reaching a goal and ideas for handling those obstacles

B3. 1.a: Describe a time when you kept trying in a challenging situation

B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback

C2. 3.a: Perform activities to contribute to classroom, school & home, with adult involvement as needed



K-2 Scope & Sequence

Quarter 3 and 4

Q3

Quarter 3 begins with the concept of individuals being similar and different from us. We further explain that this can create conflict and disagreements. We teach the students ways to navigate conflict and differences in a productive way. Our goal is for students to understand that differences are important and can be helpful if we use communication skills to understand and include others. Similarly, the concept of new opportunities and experiences can also help us grow if we navigate them with mindfulness and additional support as needed.

C3. 1.a: Discuss how people can be the same or different

C3. 2.a: Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups

C3. 3.a: Discuss the concept of, and practice, treating others the way you would want to be treated

C4. 1.a: Recognize social cues in different settings

C4. 2.a: Identify norms for various family and social situations

C4. 3.a: Recognize others' personal space and boundaries

D1. 1.a: Identify and engage in positive communication skills

D1. 2.a: Practice giving and receiving feedback in a respectful way

D1. 3.a: Develop an awareness that people communicate through social and digital media

D2. 1.a: Demonstrate an awareness of roles in various relationships

D2. 2.a: Recognize the need for inclusiveness

D2. 3.a: Recognize that people may influence each other with words or actions

D3. 1.a: Identify common conflicts and describe possible causes

D3. 2.a: Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems

D3. 3.a: Apply listening and attention skills to identify the feelings and perspectives of others

E1. 1.a: Identify a problem or needed decision and recognize that there may be multiple responses

E1. 2.a: Identify strategies to solve a problem

E4. 1.a: Recognize that new opportunities may have positive outcomes

E4. 2.a: Identify physical and emotional responses to unfamiliar situations

E4. 3.a: Identify examples of transitions and how they are a necessary and appropriate part of school and life

Q4

Quarter 4 further emphasizes the importance of making clear, calm decisions. We help the students understand that emotions help us understand how we feel about things. As we learn more about our emotions, we can communicate what we need or get extra help without hurting others in the process. We continue to practice mindfulness exercises to help our students become more self-aware and accomplish this on their own. The concept of asking for help when further assistance is needed is reiterated and practiced in this final quarter.

E2. 1.a: Identify factors that can make it hard for a person to make the best decision in the classroom

E2. 2.a: Identify reliable sources of adult help in the immediate setting

E2. 3.a: Identify how personal choices will impact the outcome of a situation

E3. 1.a: Identify how certain actions can impact others

E3. 2.a: Recognize safe practices and actions

E3. 3.a: Recognize the need for group decisions that support a common goal

Lesson 8:

MULTI-DAY LESSON



State Standards:

A1. 4.a: Recognize that current events can impact emotions

B1. 3.a: Identify and begin to use strategies to regulate emotions and manage behaviors

Materials

1. Calm Corner
2. Singing Bowl
3. Glitter Jar
4. Laminated emotions wheel as reference of basic and more complex emotions for teacher
5. Video: busy being right here

Opening:

Singing Bowl | Glitter Jar with 3 Deep Breaths | Affirmation Finger Tapping

DISCUSSION:

Guide: *In this class we'll learn about our different emotions and what they feel like. We will also learn ways to calm ourselves down just like a glitter jar before the lid pops off.*

1. Notice that you may have an emotion rising up
2. Try to identify which emotion it may be
3. If you are in a situation where you may not be able to talk to someone about it yet, try taking 3 deep breaths (smell the flowers, blow out the candles) or a few extra until you feel calm.
4. If you think that your lid is about to pop off, tell a trusted adult which emotion you may be feeling and let them know if you need help processing it.

Guide: *If you are feeling an emotion in class that is building and building and you need help, hold up the peace sign and you can go to the calm corner until you feel relaxed again to come back into the class.*

Calm Corner Agreements:

1. The teacher will always let the student go if they ask, as long as everyone is respectful of the space.
2. The student will always agree to go if the teacher asks them to go take a break.

DISCUSSION:

Guide: *Sometimes, emotions may rise up while in class. You may get a little frustrated during a test or frustrated when a teacher asks you to do something you do not want to do. Another way emotions may rise up is if someone says something that isn't nice. Emotions may rise up at home too—frustration may rise up with little siblings if they took something that was yours, or excitement may rise up if you get news that you're going to a place that you love, like your favorite store or restaurant. Our bodies can communicate with us through our emotions anywhere, any time. Some people may feel emotions more than others, and that is natural too.*

Some situations are in our control:

1. We can make choices to change the situation to benefit ourselves and others.
2. We can ask the teacher for help.
3. We can share an idea to improve the situation.

Closing:

"The Goodness in Me Sees the Goodness in You."