



3-5 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 connect with ourselves and others and accomplish growth through understanding and managing emotions. We teach the emotions from a scientific perspective to help the children understand what they are and how they may feel in a practical, age-appropriate way. The students are invited to discuss emotions from their own experience to understand that it can be similar and different from others in the group.

A1. 1.b Identify a range of personal emotions

A1. 2.b Identify that emotions are valid, even if others feel differently

A1. 3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult

A1. 4.b Describe how current events trigger emotions

A3. 3.b Utilize strategies that support safe practices for self and others

A4. 1.b Identify and describe how personal choices and behavior impacts self and others

B1. 3.b Apply strategies to regulate emotions and manage behaviors

C1. 1.b Identify verbal and nonverbal cues representing feelings in others

Q2 Quarter 2 highlights the concept of strengths and challenges. This concept is combined with the importance of kindness toward oneself and others, despite differences. With drawing, writing and conversational exercises, we uncover things the students enjoy and things they find difficult. Self-affirmations are introduced in this quarter to help the students encourage themselves when things get challenging. We demonstrate that strengths, challenges and interests vary among groups and show how this can be helpful when accomplishing goals in a community. The students learn that diversity in perspective, cultural background and strengths can be interesting and important when working and being with others. Community resources are identified for additional support. With the use of "Compliment Stickers" and other props, the students practice giving each other words of affirmation and encouragement at the end of this quarter.

A2. 1.b Identify personal strengths based on interests and qualities

A2. 2.b Demonstrate a skill or talent that builds on personal strengths

A3. 2.b Seek help and acknowledge constructive feedback that addresses challenges and builds on strengths***

A4. 2.b Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self

B2. 1.b Identify goals for academic success and personal growth

B2. 2.b Identify school, family, and community resources, with adult support, that may assist in achieving a goal

B2. 3.b Plan steps needed to reach a short-term goal

B2. 4.b Identify alternative strategies with guidance toward a specified goal

B3. 1.b Identify strategies for persevering through challenges and setbacks

B3. 2.b Identify the cause of a challenge or setback and with assistance, develop a plan of action

C3. 1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true*****

C3. 2.b Participate in crosscultural activities and acknowledge that individual and group differences may complement each other

D2. 1.b Identify what creates a feeling of belonging in various relationships

D2. 2.b Demonstrate behaviors associated with inclusiveness in a variety of relationships

E2. 2.b Identify reliable sources of adult help in various settings

E4. 3.b Practice ability to manage transitions & adapt to changing situations and responsibilities in school & life



3-5 Scope & Sequence

Quarter 3 and 4

Q3

Quarter 3 continues the skill of practicing kindness and empathy toward others. We spiral the curriculum for several lessons to review emotions and the way people may feel about various situations. We help the children practice listening skills through mindfulness and validation when conflict arises. The use of our "Emotions Card Deck" helps the students practice different scenarios and helpful ways to respond. The students understand how to ask for help from a trusted adult when additional help is needed.

- A1. 2.b Identify that emotions are valid, even if others feel differently
- A1. 4.b Describe how current events trigger emotions
- A3. 1.b Describe how a trusted adult can provide academic, social, emotional support/assistance for self & others
- A4. 3.b Identify ways to respectfully advocate for academic and personal needs
- B1. 1.b Demonstrate strategies to express a range of emotions within the expectations of the setting
- B1. 2.b Describe possible outcomes associated with verbal & nonverbal emotional expressions in different settings
- C1. 2.b Identify & acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful
- C1. 3.b Demonstrate empathetic reactions in response to others' feelings and emotions
- C3. 3.b Define and practice civility and respect virtually and in person
- C4. 1.b Identify others' reactions by tone of voice, body language and facial expressions
- C4. 2.b Identify ways that norms differ among various families, cultures, and social groups
- C4. 3.b Recognize that individuals' needs for privacy and boundaries differ and respect those differences
- D1. 1.b Apply active listening and effective communication skills to increase cooperation & relationships
- D1. 2.b Demonstrate the ability to give and receive feedback in a respectful way
- D1. 3.b Describe the positive and negative impact of communicating through social and digital media
- D2. 3.b Distinguish the helpful and harmful impact of peer pressure on self and others
- D3. 1.b Identify and demonstrate personal behaviors to prevent conflict
- D3. 2.b Apply conflict resolution skills to manage disagreements and maintain personal safety
- D3. 3.b Generate ideas to reach a compromise and find resolution during conflict
- E1. 1.b Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective
- E1. 2.b Implement strategies to solve a problem
- E2. 3.b Predict possible future outcomes of personal actions in various settings
- E4. 2.b Develop and practice strategies to appropriately respond in unfamiliar situations

Q4

Quarter 4 emphasizes the importance of making contributions to the school and community. We practice different activities that create opportunities for students to plan and execute actions that create positive change around them while respecting the rights and viewpoints of others.

- C2. 1.b Identify reasons for making positive contributions to the school and community
- C2. 2.b Demonstrate citizenship in the classroom and school community
- C2. 3.b Perform activities that contribute to classroom, school, home and broader community
- C2. 4.b Identify areas of improvement for school or home. Develop action plan to address these areas
- E3. 1.b Demonstrate the ability to respect the rights of self and others
- E3. 2.b Demonstrate safe practices to guide actions
- E3. 3.b Consider various perspectives and sources of information when participating in group decision-making
- E4. 1.b Explore new opportunities to expand one's knowledge and experiences

Lesson 13



State Standards:

B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors

Materials:

3 glass jars, an eye dropper, butterfly pea flower (or blue food coloring)

Clear Cup

Opening:

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

Discussion:

Remember, that no matter what—you matter and are very important here on Planet Earth! There's no one exactly like you. You can make a big difference by spreading kindness in your own unique way to yourself and to others. Sometimes, it's the ones who are unkind who need kindness from us the most.

Activity:

Bring in three glass jars and an eye dropper. Fill one with Butterfly Pea Flower to make blue and place it on one end. Explain that the blue jar is an example of mean words and actions, whether it's a person or a group of people or just difficult things that can happen during a hard day.

Explain that the clear jar on the other end is an example of kind words and actions, whether it's a person or a group of people or a great day. Refer to the clear jar in the middle as YOU! Imagine that you are having a pretty good day so far and feel calm, clear and relaxed.

1. "Suddenly, someone tells you to shut up when you were sharing an idea during class."
2. Place an eye dropper of blue liquid into the middle jar.
3. "Then, you trip in the cafeteria and spill your food and people start laughing instead of helping you."
4. Place another eye dropper of blue liquid from the left jar.
5. "Then, you get to class and some students say they don't want you to be in their group."
6. Place another eye dropper of blue liquid.
7. "All of a sudden, you're feeling really heavy and blue. It feels like this feeling will last a while..."

BUT THEN,

1. "When you get to recess, a few kids notice you seem sad and ask if you want to play a game with them."
2. Place a dropper of clear liquid in the middle jar.
3. "One of the kids tells you that they love your laugh."
4. Place a dropper of clear liquid in the middle jar
5. "THEN, when you get home from school, you decide to sit outside and draw because you love that activity."
6. Place a final dropper of clear water in the jar.

Discussion Continued:

Some people are met with a lot of unkindness and spill that onto other people. If we give them kindness and give others more clear water in their jar, their water becomes more clear. YOUR water becomes more clear too. We can do the same thing for ourselves. We can tell ourselves kind and encouraging things, practice our mindfulness exercises when our day gets difficult and do our favorite activities like sports, drawing, singing, dancing, listening to music, because we know it makes us feel good. This helps give us more clear water for others who may need it, too. As humans sharing space on Planet Earth, we want to help each other replace blocks that may have been taken off, and clear each others water when it gets blue. Our water and other peoples' water can become clear again.

Closing:

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