



Middle Grades 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 students effectively communicate with each other and reach their goals.

- A1. 1.c Identify, recognize, and name personal complex emotions
- A1. 2.c Explain that emotions may vary based on the situation, including people and places
- A1. 3.c Utilize appropriate time & place to safely process emotions, independently, with a trusted adult or peers
- A1. 4.c Explain how others’ responses to current events can impact emotions
- B1. 1.c Describe the relationship between thoughts, emotions & behavior & apply strategies to regulate response
- B1. 2.c Analyze positive and negative consequences of expressing emotions in different settings
- B1. 3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors
- C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others
- E1. 2.c Gather evidence to support and solve academic and social challenges

Q2 Quarter 2 gives the students opportunities to explore their interests and strengths and how these can guide them in decision-making, new experiences, goals and potential career paths. We explore ways to advocate for self and others and how to get additional help from adults when needed. Positive self-talk and encouragement is highlighted in this quarter as students navigate emotions, setbacks and personal responsibility.

- A2. 1.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals
- A2. 2.c Investigate a potential career path that builds on personal strengths and addresses challenges
- A3. 1.c Seek appropriate support from a trusted adult when help is needed academically, socially, or emotionally
- A3. 2.c Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths
- A4. 2.c Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk
- B2. 1.c Recognize the importance of short and long-term goals for success in school and life
- B2. 2.c Identify school, family and community resources that may assist in achieving a goal
- B2. 3.c Set a short-term school or life goal with action steps to achieve success
- B2. 4.c Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed
- B3. 1.c Utilize strategies for persevering through challenges and setbacks
- B3. 2.c Reframe a challenge or setback into an opportunity, with assistance
- D2. 3.c Utilize strategies to manage social pressures
- E2. 2.c Identify reliable sources of adult help in various settings and actively seek adults for support
- E4. 1.c Engage in new opportunities to expand one’s knowledge and experiences
- E4. 2.c Recognize that new opportunities or unfamiliar situations may require productive struggle
- E4. 3.c Demonstrate ability to manage transitions & adapt to changing situations & responsibilities in school & life



Middle Grades Scope & Sequence

Quarter 3 and 4

Q3

Quarter 3 demonstrates the ability to disagree with others while maintaining respect and understanding. This quarter gives the students opportunities to practice validation and mindful listening when others are expressing their feelings or opinions. Students have the opportunity to discuss ways that differences in cultural and socioeconomic backgrounds may contribute to different perspectives. The lessons in this quarter demonstrate how these differences can be challenging but beneficial when working in groups. We practice appropriate ways to safely advocate for oneself or others through conflict.

- A3. 3.c Identify & utilize appropriate processes for reporting unsafe behaviors/situations for self/others
- A4. 1.c Describe how personal responsibility is linked to being accountable for one's choices and behavior
- A4. 3.c Demonstrate basic self advocacy academically and socially
- C1. 2.c Demonstrate respect across school, community, face-to face and virtual settings, when viewpoints or perceptions differ
- C1. 3.c Demonstrate empathy by understanding others' feelings & acknowledgement of their perspective
- C3. 1.c Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice
- C3. 2.c Participate in crosscultural activities and demonstrate respect for individuals from different social and cultural groups
- C3. 3.c Demonstrate respect for human dignity virtually and in person
- C4. 1.c Generate positive responses to various social situations
- C4. 2.c Recognize that social cues are based on rules and expectations and can change based on context
- D1. 1.c Demonstrate the ability to actively listen and understand multiple perspectives
- D1. 2.c Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others
- D1. 3.c Interact on social and digital media responsibly and understand the potential impact on reputation and relationships
- D3. 1.c Recognize and acknowledge different perspectives of others to prevent conflict
- D3. 2.c Use a non-judgmental voice during conflict resolution to maintain safe relationships
- E2. 1.c Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence
- E2. 3.c Utilize knowledge of outcomes to inform future decisions
- E3. 1.c Apply honesty, respect, and compassion to the decision-making process
- E3. 2.c Demonstrate safe practices to guide actions for self and toward others

Q4

Quarter 4 gives the students a chance to work in groups to make positive change in their school or community. They practice communication and self-advocacy when expressing viewpoints and listening to the perspectives of others.

- C2. 1.c Explain the importance of civic mindedness
- C2. 2.c Pursue opportunities to contribute to school or the broader community
- C2. 3.c Explore a school or community need and generate possible solutions
- C4. 3.c Recognize personal & group needs can differ & identify positive actions to balance needs of all
- E3. 1.c Apply honesty, respect, and compassion to the decision-making process
- E3. 3.c Research opportunities for participation in civic-minded activities that contribute to the larger community
- C2. 4.c Engage in an activity to improve school, home, or community
- D2. 1.c Participate in a healthy network of personal and school relationships
- D2. 2.c Demonstrate inclusiveness in relationship building
- D3. 3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed

Lesson 6

State Standard:

B1. 3.c Apply productive self-monitoring strategies to reframe thoughts and behaviors
D1. 1.c Demonstrate the ability to actively listen and understand multiple perspectives

Materials: Clip Boards/Hard drawing surface for half of the class, pencils, paper

Location: Calm Room or Outdoor Classroom



Mindfulness Continued + Mindful Listening

Opening:

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

Discussion

Because of its stress-reducing effect, Mindfulness has become more popular in our western culture in recent years. However, practices like meditation and intentional relaxation have been around since the dawn of time. Many of the practices we share today are influenced by eastern culture in Asia such as India, Tibet and China.

Mindful Listening

Similarly to practicing mindfulness while we breathe, we can also practice it while we listen to sounds around us. First, simply notice all of the different sounds around you. Try not to name them or categorize them. Just notice. Now, we're going to practice focusing on the sound of the singing bowl. A Tibetan Singing Bowl is basically like a fancy bell. Because of the round shape of a bell, it creates a sound that lasts for a while.

Activity

When you hear the sound of the singing bowl, raise your hand. When you no longer hear the sound, close your hand. Make sure you listen carefully until the sound totally disappears. Repeat 3x. Practicing to focus on simple things like the sounds and sights around us can help us focus on the present moment and relax distracting thoughts.

Discussion Continued

Research studies around mindfulness have proven to reduce stress which, in some cases, relieved people of chronic pain, illnesses and emotional dysregulation. Simply taking the time to slow down at any given moment can bring you back to presence and relax the nervous system—whether you slow down your walking, breathing, eating or process of getting ready to leave the house.

Activity 2

Now that we've listened to the sound of the singing bowl, let's practice listening to each other.

1. Pass out a clipboard or hard surface for half of the class
2. Everyone will partner up and sit back to back
3. One partner will be the "drawer" and one will be the "communicator."
4. The "communicator" will have an object in mind for the "drawer" to draw (such as a cat).
5. The "communicator" will give clear instructions, like "draw a medium circle at the center of your page, now draw two triangles connected to the top of the circle, etc. (without saying they're drawing a cat!)"
6. The drawer and communicator will be aware of how clearly they're communicating to each other to reach a goal.

Discussion Continued

After several classes of mindfulness activities, like mindful eating and mindful listening, how would you explain your definition of mindfulness, and ways to practice it, to someone else?

Closing:

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