

12-Week Thematic Map (All Grade Bands)

1. **Week 1 – Being Seen**
 - What does it feel like to be seen? What does invisibility feel like?
 - Activities: “being noticed” circle, simple exit tickets.
2. **Week 2 – What Is Inclusion?**
 - Inclusion vs. exclusion; daily actions.
 - Activities: Inclusion scenario cards, class norms.
3. **Week 3 – HALT & My Body Signals**
 - Hungry, Angry, Lonely, Tired as body clues.
 - Activities: HALT check cards, classroom calm plan.
4. **Week 4 – DOI: Asking for Help and Trying Again**
 - “I want to keep trying, but I don’t know how.”
 - Activities: role-plays, academic + social DOI scripts.
5. **Week 5 – Friendship & Invitations**
 - How to invite, include, and widen circles.
 - Activities: Partner interviews, who I played/talked with logs.
6. **Week 6 – Empathy: Feeling With Others**
 - Noticing others’ feelings, responding with care.
 - Activities: empathy stories, response sentence stems.
7. **Week 7 – Social Cues & Body Language**
 - Reading facial expressions, posture, tone.
 - Activities: social cue image analysis, “what might they be feeling?”
8. **Week 8 – Calming, Coping & Co-Regulation**
 - Strategies when upset + how adults help regulate.
 - Activities: breathing practices, calm corner norms, Piper/Elephant metaphors.
9. **Week 9 – Bravery & Social Courage**
 - Standing up, speaking up, inviting in.
 - Activities: bravery role-plays, JOY Flame courage reflections.
10. **Week 10 – Conflict & Repair**
 - Apologies, making things right, staying in community.
 - Activities: repair scripts, mini “conflict maps.”
11. **Week 11 – Identity, Differences & Gifts**
 - Who am I? What makes each of us unique?
 - Activities: Identity book pages, Nova stories, preference sharing.
12. **Week 12 – Leadership in Belonging**
 - How students lead inclusion (not just adults).
 - Activities: class leadership commitments, “Belonging Leaders” reflections.

Assessment Overview (Formative & Summative)

Layered evidence system of Ongoing Formative Assessments Used weekly or bi-weekly:

- **“How’s My Flame?” exit tickets**
- **HALT check-ins** (cards or quick visuals)
- **Belonging scales** (“Today I felt: very included / a little left out / invisible”)
- **Connection logs** (“Who did I talk/play with today?”)
- **Short reflections** (“One way I helped someone feel seen this week...”)
- Teacher observations using a **“Spot the Signs of Invisibility” checklist**.

Periodic Performance Tasks

Every 3–4 weeks:

- Small **reflection pieces** (drawings for 1–2, paragraphs for older students).
- Short **group projects** (class inclusion poster, kindness bingo challenge, friendship web).
- Identity book progress check.

Culminating Assessments (Per Grade Band)

- **Grades 1–2:**
 - A simple “About Me & My Flame” booklet.
 - Oral sharing about inclusion, feelings, and one way they can help a classmate feel seen.
- **Grades 3–4:**
 - A short written or illustrated story about a time someone felt invisible and how they helped.
 - Self-assessment + teacher checklist on specific skills (using DOI, inviting others, noticing feelings).
- **Grades 4–5:**
 - A “Belonging Leader Project”: students identify a real inclusion problem (e.g., someone always alone at recess), design a small action, implement it, and reflect.
 - Written piece tying their experience to JOY, HALT, and help-seeking.

These are all **evidence of understanding** of:

- What invisibility is
- Why belonging matters
- How their *specific actions* change class climate

CORE FRAMEWORK

JOY Framework

- **J = Joy** (deep joy, not surface happiness)
- **O = Openness** (trying new things, flexibility, growth)
- **Y = You** (identity, responsibility, gifts, contribution)

HALT (Self-Regulation Tool)

- **Hungry**
- **Angry**
- **Lonely**
- **Tired**

Used for:

- Emotional check-ins
- Dysregulation awareness
- Compassion for self & others
- Behavior interpretation

DOI (Help-Seeking Language)

“I want to keep trying, but I don’t know how.”

Used for:

- Academic struggle
- Emotional struggle
- Social struggle
- Normalizing help-seeking

Invisibility vs. Inclusion

- Invisibility = being unseen, unheard, left out
- Inclusion = daily **actions**, not slogans
- Focus on:
 - eye contact
 - naming
 - invitations
 - partner choice
 - noticing who is silent