

DESIRED RESULTS (ALL GRADE BANDS)

GRADES 1–2

Standards Addressed:

- SEL: Self-awareness, regulation, social awareness, relationship skills
- Literacy: Listening, drawing/writing feelings
- Speaking/listening: Turn-taking, partner sharing
- Community: Basic cooperation & kindness

Learning Goals / Enduring Understandings:

- Everyone deserves to feel seen
- Feelings matter
- I can ask for help
- My actions affect others
- Small kindness builds belonging

Essential Questions:

- What does it feel like to be seen?
- How can I help someone feel included?
- What do I do when I feel lonely or tired?

Knowledge & Skills:

- Feelings vocabulary
- HALT awareness
- DOI sentence
- Taking turns
- Inviting peers

GRADES 3–4

Standards:

- Expanded SEL skills
- Literacy reflection writing
- Academic discussion
- Peer cooperation

Enduring Understandings:

- Inclusion is intentional
- Social cues communicate feelings
- HALT affects behavior
- DOI builds resilience
- Everyone influences class climate

Essential Questions:

- How do I know someone feels left out?
- How do I show empathy?
- How do we build class belonging?

Knowledge & Skills:

- Reading body language
- Using DOI independently
- Emotion regulation strategies
- Inclusive language

GRADES 4–5

Standards:

- Leadership, perspective-taking
- Narrative writing
- Academic dialogue
- Peer mentorship

Enduring Understandings:

- Inclusion is leadership
- Invisibility is real and preventable
- HALT is lifelong
- DOI is courage
- Behavior shapes identity & climate

Essential Questions:

- What kind of leader am I in belonging?
- How does inclusion affect identity?
- What responsibilities do I have to others?

Knowledge & Skills:

- Advanced self-regulation
- Supporting peers emotionally
- Ethical decision-making
- Social courage

WEEKLY LESSON STRUCTURE (ALL GRADES)

Day	Purpose
Monday	Teach & Begin
Wednesday	Check-in & Regulate
Friday	Reflect, Share & Reset

Each week includes:

- Mini-lesson from *Effortwood*
- Group or partner activity
- Assessment
- JOY Flame reflection
- HALT & DOI practice

WEEKS 1–4 SCRIPTED LESSONS (ALL THREE GRADE BANDS)

Topics Covered:

- **Week 1:** Being Seen
- **Week 2:** What Is Inclusion?
- **Week 3:** HALT & Self-Regulation
- **Week 4:** DOI & Help-Seeking

Each week includes:

- Monday lesson
- Wednesday regulation check
- Friday reflection
- Weekly assessment tool

WEEKS 5–12 SCRIPTED LESSONS + HOME EXTENSIONS

Week	Theme
5	Friendship & Invitations
6	Empathy
7	Social Cues
8	Calming & Regulation
9	Bravery & Social Courage
10	Conflict & Repair
11	Identity & Differences
12	Leadership in Belonging

Each week includes:

- Classroom lessons
- Student reflection work
- **Friday take-home family guide**

PARENT & CAREGIVER AT-HOME INCLUSION GUIDES

Each Friday students take home:

WHAT WE LEARNED THIS WEEK

One paragraph student-friendly summary

FAMILY TALK PROMPT

One powerful discussion question

FAMILY ACTION CHALLENGE

One small act of inclusion to practice at home

JOY FLAME CHECK

“How was your JOY Flame this week?”

DOI PRACTICE

“When did you want to keep trying, but didn’t know how?”

SET 1: CORE ASSESSMENT TOOLS FOR ALL GRADE BANDS

1. How's My Flame? Exit Tickets
2. HALT Check Cards
3. DOI Help-Seeking Cards
4. Who I Talked/Played With Today
5. JOY Flame Weekly Reflection
6. Belonging Scale
7. Social Snapshot Reflection
8. Identity Book Pages

SET 2: FULL INTERACTIVE ACTIVITY LIBRARY

- Partner Interview Cards
- Inclusion Scenario Cards
- JOY Flame Poster Templates
- Social Cue Image Analysis Sheets
- Connection Circle Prompts
- "Invisible → Included" Case Studies
- Kindness Bingo Cards
- Friendship Web Activity
- HALT Posters (all grade bands)

CORE MISSION STATEMENT

Our mission is to help build a world where:

- no child feels invisible
- help is safe to ask for
- effort is celebrated
- belonging is practiced
- joy is cultivated skillfully
- identity is honored
- and the JOY Flame is kept bright.

TEACHER GUIDEBOOK INTRODUCTION

- Purpose & philosophy
- Monday/Wednesday/Friday rhythm
- What teachers are actually assessing
- How to avoid SEL overload
- The teacher's role in preventing invisibility
- Long-term student outcomes

STUDENT / ADMIN / TEACHER OPENERS

- Student-facing version (short & powerful)
- Why This Work Matters
- Administrator version
- Teacher version (human connection focus)

INVISIBILITY DIAGNOSTIC TOOL (TEACHER)

- 5 Domains of Invisibility:
 - Physical
 - Social
 - Emotional
 - Academic
 - Engagement
- Weekly scoring checklist
- Intervention thresholds
- Adult connection tracking
- Red-flag indicators

IEP / 504-FRIENDLY SEL ACCOMMODATIONS

- Emotional regulation
- Communication & social interaction
- Executive function
- Sensory needs
- Academic barriers
- Inclusion/belonging
- Trauma-informed support
- ELL/MLL
- Identity & self-esteem
- Safety & trust
- Sample IEP language
- Weekly SEL access checklist

EMOTIONAL & PEDAGOGICAL CORE:

- Inclusion as a daily practice (not a slogan)
- Belonging as a biological need
- Connection as a learning foundation
- Effort as joyful, not punishing
- Help-seeking as courageous
- Emotional regulation as a life skill
- Identity as something to explore safely
- Quiet students as important
- Invisible students as priority

12-CHAPTER FLAMEKEEPER ORIGIN MYTH

- The **Time Before Effortwood**
- The **Bench**
- The **Invisible Child**
- The **First Flicker**
- The **Choice Not to Take**
- The **Forest Awakening**
- **Skyla's First Leap**
- **Benny's Inclusion**
- The **Naming of Effortwood**

Each chapter includes:

- Emotional theme
- Symbolic lesson
- Locked illustration prompt

STORY, CHARACTER, SYMBOLS & MEANING

Effortwood Forest - A sparkly, magical forest where learning happens through:

- effort
- practice
- kindness
- emotional honesty
- inclusion

The JOY Flame - A living purple-and-gold flame that represents:

- emotional regulation
- intrinsic motivation
- belonging
- courage
- identity
- perseverance

The flame:

- brightens with effort, openness, kindness, and being seen
- dims with loneliness, invisibility, shame, exhaustion, and fear

Skyla - A purple-and-white flying squirrel:

- energetic
- curious
- expressive
- socially brave
- struggles with impulsivity but models joyful effort

Benny - A soft blue-gray baby water buffalo:

- gentle

- thoughtful
- slow-to-speak
- deeply loyal
- models quiet courage and persistence

Piper - A golden, fluffy calm dog:

- the “Keeper of Calm Flames”
- models regulation, safety, rest, grounding
- teaches HALT and soothing strategies