

UBD-aligned Knowledge & Skills framework

EmberWood | Invisibility & Inclusion | Grades 1–5

GRADES 1–5

KNOWLEDGE & SKILLS

(Conceptual Understanding)

JOY FRAMEWORK

Students will KNOW that:

- **Joy is created through effort**, not just comfort or rewards.
- **Openness** means being willing to try, feel, and learn—even when it is hard.
- **Everyone has unique gifts (“You”)** that matter to the community.
- Joy grows when people feel **seen, included, and valued**.

ENERGY LITERACY

Students will KNOW that:

- Emotions are a form of **energy in the body**.
- Energy can feel:
 - Fast or slow
 - Heavy or light
 - Calm or explosive
- Energy **moves, shifts, and changes**, especially when we notice it.
- Other people’s energy affects how we feel and behave.

HALT (Body-State Awareness)

Students will KNOW that:

- Big feelings often grow when we are:
 - **Hungry**
 - **Angry**
 - **Lonely**
 - **Tired**
- HALT states make it harder to:
 - Be kind
 - Focus
 - Share
 - Regulate emotions
- Noticing HALT is **not trouble**—it is **information**.

DOI — DEPTH OF INSIGHT

Students will KNOW that:

- People have **inside feelings we cannot always see**.
- Behavior is often the **outside signal of an inside feeling**.
- Some struggles are **invisible**, even if someone looks “fine.”
- It takes curiosity and care to understand what is happening for someone else.

INCLUSION LITERACY

Students will KNOW that:

- **Everyone belongs**, even when they are quiet, different, or alone.
- Being included feels different than being:
 - Ignored
 - Left out
 - Judged
 - Tolerated
- **Inclusion is a choice**, not an accident.
- Popularity and kindness are **not always the same thing**.
- Noticing someone who is invisible can change their whole day.

STUDENTS WILL BE ABLE TO DO ***(Transferable Skills)***

JOY-ALIGNED SKILLS

Students will be able to:

- Try again after making a mistake.
- Name effort as something valuable.
- Celebrate small growth in themselves and others.
- Stay open to new ideas, games, and friendships.
- Use their talents to help or uplift others, not just to show off.

ENERGY LITERACY SKILLS

Students will be able to:

- Identify how their body feels during big emotions.
- Describe energy using age-appropriate language:
 - “Fast,” “slow,” “tight,” “wobbly,” “buzzy,” “heavy,” etc.
- Notice when classroom energy is:
 - Calm
 - Distracted
 - Overwhelmed
- Use simple tools to shift energy:
 - Breath
 - Movement
 - Stillness
 - Water
 - Connection

HALT REGULATION SKILLS

Students will be able to:

- Recognize when they or a peer might be:
 - Hungry
 - Angry
 - Lonely
 - Tired
- Ask for help when their body or feelings feel “too big.”
- Use classroom-safe strategies before emotions become overwhelming.
- Practice compassion instead of punishment when others are dysregulated.

DOI (DEPTH OF INSIGHT) SKILLS

Students will be able to:

- Ask gentle questions instead of assuming.
- Practice thinking:
 - “Maybe something important is happening inside them.”
- Reflect on how their actions affect others emotionally.
- Understand that people can feel multiple emotions at the same time.
- Identify invisible struggles using story, metaphor, and observation.

INCLUSION LITERACY SKILLS

Students will be able to:

- Notice when someone is alone, quiet, or left out.
- Invite others to join games or conversations.
- Stand beside someone who is being excluded.
- Choose kindness even when it is not socially rewarded.
- Practice being a “Social Light-Bringer” in daily life.
- Repair harm when someone has been unintentionally excluded.

TRANSFER GOAL (UbD-Aligned)

Students will independently use their understanding of emotions, energy, effort, and inclusion to: Notice when someone is becoming invisible, recognize what their body and feelings may need, and choose actions that grow belonging for themselves and others.

ESSENTIAL QUESTIONS for this UNIT

- What does it feel like to be invisible?
- How do I know what is happening inside my body?
- What is the difference between being popular and being kind?
- How do my choices affect the energy of the room?
- How does effort help grow joy?
- What can I do when someone else feels left out?