

EmberWood | Invisibility & Inclusion

UBD-aligned Knowledge & Skills framework

Trauma-Informed • Neurodivergent-Affirming • Tech-SEL Aligned
Three grade bands: Grades 1–2, Grades 3–4 and Grades 4–5

GRADES 1–2

Foundations of Feeling, Effort & Belonging

STUDENTS WILL KNOW

JOY & DOI

- Joy grows when we try, even when things are hard.
- Feelings can be big and still safe.
- Joy can come after sadness, not just after fun.

ENERGY & LIORA

- Feelings live in the body as energy (fast, slow, wiggly, heavy).
- Sharing creativity is one way to share our light.

HALT & PIPER

- Feelings get bigger when we are hungry, angry, lonely, or tired.
- Calm can be shared with another person.

NOVA & THE INVISIBLE ELEPHANT

- Some feelings are invisible on the outside.
- When feelings are not spoken, they can feel heavy inside.

INCLUSION & MIRA

- Everyone belongs, even when they are quiet or different.
- Being included feels warm inside.

TECH-SEL & THE GLASS BIRDS (INTRODUCTORY)

- Screens can make it harder to notice our bodies and friends.
- Attention is something we can practice choosing.

NOVA (THE CURIOUS SPARK)

- Some people have very fast, bright brains.
- Big ideas need calm bodies.

STUDENTS WILL BE ABLE TO DO

- Name basic emotions in themselves and others.
- Try again after making a mistake (JOY).
- Use movement, breath, or asking for help to calm their body (HALT).
- Notice when someone is alone and invite them to play (Mira).
- Share talents in safe, kind ways (Luma).
- Follow simple attention-choosing routines (Glass Birds intro).
- Say when something feels “too big inside” (Elephant awareness).

GRADES 3–4

Regulation, Peer Awareness & Emerging Tech-SEL

STUDENTS WILL KNOW

JOY & LIORA

- Joy takes effort, honesty, and courage.
- Avoiding feelings makes them grow heavier later.

ENERGY & LUMA

- Energy changes based on:
 - Environment
 - Technology
 - Other people
 - Performance can inspire or isolate.

HALT & THALOS

- Dysregulation is often rooted in unmet body needs.
- Regulation often begins with another calm person first.

DOI & INVISIBLE ELEPHANT

- Behavior is often the outside signal of inside pressure.
- Unspoken feelings affect learning, friendships, and confidence.

INCLUSION & MIRA

- Popularity and kindness are not the same.
- Inclusion requires social courage.

TECH-SEL & GLASS BIRDS

- Notifications, games, and scrolling can steal attention.
- Overstimulation makes emotions harder to manage.
- Tech can help or hurt regulation.

NOVA (STORM-PHASE)

- Some people experience emotional build-ups that feel explosive.
- Being “too fast” or “too intense” does not mean being broken.

STUDENTS WILL BE ABLE TO DO

- Describe how emotions affect their body and attention.
- Use multiple strategies to regulate (breath, stillness, movement, connection).
- Identify HALT states in themselves before emotional overload.
- Practice inclusion even with social risk (Mira).
- Use technology with intention (Glass Birds awareness).
- Share talents without competing for attention (Luma).
- Recognize warning signs of interruption cycles and emotional pressure (Elephant).
- Channel big ideas into safe creative outlets (Nova).

GRADES 4–5

Identity, Agency, Neurodivergence & Systems Awareness

STUDENTS WILL KNOW

JOY & LIORA

- Joy is a response to pain, not the absence of it.
- Courage and meaning fuel lasting joy.

ENERGY & LUMA

- Performance can create connection or reinforce isolation.
- Visibility without safety creates stress.

HALT & THALOS

- Self-regulation is built from co-regulation first.
- Regulation is a practice, not a personality trait.

DOI & INVISIBLE ELEPHANT

- Suppressed emotions distort behavior, learning, and relationships.
- Large unspoken problems grow heavier with time.

INCLUSION & MIRA

- Standing with the excluded can change social systems.
- Inclusion reshapes power.

TECH-SEL & GLASS BIRDS

- Attention is shaped by digital design.
- Dopamine systems affect focus, sleep, and emotion.
- Tech often amplifies existing dysregulation.

NOVA — FLAME ARCHITECT EMERGENCE

- Gifted intensity requires containment, not suppression.
- Leaders design environments that support different nervous systems.

STUDENTS WILL BE ABLE TO DO

- Analyze emotional & attention patterns across situations.
- Practice advanced regulation strategies independently.
- Co-regulate peers during stress.
- Design inclusion actions that change group norms.
- Advocate for healthy attention boundaries.
- Recognize neurodivergent strengths in themselves and others.
- Design creative systems that support big thinkers (Nova → Flame Architect).
- Intervene when tech interference disrupts learning or relationships (Glass Birds).

EVIDENCE OF LEARNING

OVERARCHING PERFORMANCE TASKS

authentic demonstrations of understanding showing transfer beyond worksheets

“FROM INVISIBLE TO INCLUDED” PERFORMANCE TASK

Anchors: Mira + Invisible Elephant

Students will:

- Identify a moment of invisibility (real, story-based, or fictional)
- Name the unseen feeling
- Design and enact one inclusion action
- Reflect on how it changed the emotional climate

Evidence Includes:

- Student drawing, storyboard, or written reflection
- Peer feedback
- Teacher observation rubric

Assesses:

- DOI
- Inclusion Literacy
- JOY-action alignment

“ENERGY & ATTENTION LAB”

Anchors: Luma + Glass Birds + Nova

Students will:

- Track how energy and attention shift across:
 - Screen time
 - Group work
 - Silence
 - Creativity
- Identify one Glass Bird distraction pattern
- Test one regulation shift

Evidence Includes:

- Energy maps
- Attention logs
- Class discussion responses

Assesses:

- Energy Literacy
- Tech-SEL awareness
- Self-regulation

“JOY THROUGH EFFORT CHALLENGE”

Anchor: Liora

Students will:

- Select a challenge
- Track effort over time
- Identify emotional shifts
- Reflect on how joy changed through persistence

Evidence Includes:

- Effort journal
- Oral reflection
- Teacher conference notes

Assesses:

- Growth mindset
- Emotional resilience
- JOY framework mastery

“CO-REGULATION PRACTICE”

Anchor: Piper for lower grade and Thalos for upper

Students will:

- Identify personal HALT patterns
- Practice co-regulation strategies with peers
- Reflect on what helped most

Evidence Includes:

- Regulation choice boards
- Role-play observation
- Reflection exit tickets

Assesses:

- HALT awareness
- Co-regulation skill
- Emotional literacy

SPECIFIC EVIDENCE GRADES 1–2

Developmentally Safe Demonstrations of Understanding

Acceptable Evidence

- Emotion sorting games
- “Feelings in My Body” drawings
- Inclusion action role-play
- Calm-down choice charts
- Story retellings featuring:
 - Liora (joy)
 - Mira (inclusion)
 - Thalos (calm)

Observable Behaviors

Students demonstrate learning when they:

- Name feelings without shame
- Ask for help when overwhelmed
- Invite others into play without prompting
- Use breath or movement before escalation
- Show curiosity instead of fear toward big feelings

SPECIFIC EVIDENCE GRADES 3–4

Self-Awareness, Peer Awareness & Emerging Tech-SEL

Acceptable Evidence

- Energy & attention tracking sheets
- Glass Birds interruption mapping
- Inclusion dilemma journals
- Peer co-regulation role-play
- Creative performance projects inspired by Luma

Observable Behaviors

Students demonstrate learning when they:

- Identify HALT states independently
- Pause before reacting to emotional triggers
- Show social courage during exclusion moments
- Question digital distraction patterns
- Channel big feelings into creative output

SPECIFIC EVIDENCE GRADES 4–5

Identity, Agency & Systems Awareness

Acceptable Evidence

- Personal regulation action plans
- Tech-SEL decision-making maps
- Group-designed inclusion systems
- Nova “Flame Architect” design challenge
- Written or multi-modal reflections

Observable Behaviors

Students demonstrate learning when they:

- Advocate for their regulation needs
- Name emotional pressure without acting it out
- Support peers during dysregulation
- Design attention-supporting environments
- Balance intensity with containment (Nova arc)

ASSESSMENT TOOLS

EmberWood assessments intentionally avoid: Compliance-only grading, Single-mode expression and/or Punitive behavior scoring.

Instead, Evidence Is Collected Through:

- Observation
- Dialogue
- Reflection
- Creativity
- Peer interaction
- Choice-based response formats

PERFORMANCE RUBRIC FRAMEWORK

Dimension	Emerging	Developing	Secure	Transformational
Emotional Awareness	Names basic feelings	Identifies body signals	Explains emotional shifts	Anticipates & supports others
Regulation	Needs adult cueing	Uses strategies with guidance	Uses independently	Teaches others
Inclusion	Notices exclusion	Invites with support	Acts independently	Leads inclusive culture
Tech-SEL	Notices distraction	Names patterns	Sets boundaries	Designs group systems
JOY	Tries with support	Persists with effort	Reflects on growth	Models purpose-driven effort

ALIGNMENT TO EmberWood CHARACTERS

Character What Evidence Shows

Liora Effort → Meaning → Joy

Thalos Regulation & Presence

LumaSkill Expression & Creative Energy

Nova Gifted Intensity → Innovation

Mira Moral Courage & Inclusion

Elephant Emotional Literacy of Invisibility

Glass Birds Attention Awareness & Digital Agency

ADMINISTRATOR-FACING SUMMARY

EmberWood Assessment:

- Is trauma-informed
- Is neurodivergent-safe
- Honors multiple intelligences
- Measures real-world SEL transfer
- Builds agency, not compliance
- Aligns with CASEL, MTSS, PBIS, and Gifted frameworks

EmberWood — STAGE 3: LEARNING PLAN

All Grade Bands | Trauma-Informed • Neurodivergent-Affirming • Tech-SEL Aligned

UNIVERSAL DESIGN PRINCIPLES (ALL GRADES)

All learning experiences in EmberWood follow this **regulation-first instructional arc**:

Notice → Feel → Name → Try → Reflect → Belong

All lessons:

- Begin with **story or metaphor**
- Engage the **body first**, then cognition
- Offer **choice in expression**
- Avoid compliance-based control
- Use **multi-modal learning**:
 - Movement
 - Art
 - Music
 - Building
 - Reflection
 - Quiet observation

GRADES 1–2

Foundations of Feeling, Effort & Belonging

DAILY / WEEKLY CORE ROUTINES

1. Thalos Arrival Circle (Co-Regulation Anchor)

- Soft music, breath, or hand-on-heart
- Students choose:
 - Quiet corner
 - Gentle movement
 - Drawing feelings
- Teacher models calm presence

Builds: HALT • Safety • Nervous system grounding

2. Liora’s JOY Moment (Effort Reflection)

- One student (or class) effort is celebrated daily:
 - Trying again
 - Asking for help
 - Helping a peer

Builds: JOY • Growth mindset • Emotional courage

3. Mira's Belonging Practice

- Daily micro-inclusion action:
 - Invite someone to play
 - Sit with a new partner
 - Share materials intentionally

Builds: Inclusion Literacy • Compassion

4. Elephant Feelings Time (DOI Lite)

- Teacher normalizes invisible feelings:
 - "Some feelings hide inside."
- Students draw or name:
 - A heavy feeling
 - A brave feeling
 - A worried feeling

Builds: Emotional vocabulary • Safety

5. Glass Birds Break (Early Tech-SEL)

- Eyes-off-screen reset:
 - Looking out the window
 - Shaking hands
 - Deep breaths

Builds: Early attention regulation

SAMPLE LEARNING EXPERIENCES (1–2)

- "Show Me Your Energy" body maps
- "Try Again" JOY challenge
- "Who Needs a Friend?" role-play
- "Quiet Time with Thalos"
- "Helping Hands" Mira story circles

GRADES 3–4

Regulation, Peer Awareness & Emerging Tech-SEL

CORE ROUTINES

1. Thalos Regulation Lab

Students check in:

- Calm
- Busy
- Heavy
- Explosive

They select a regulation tool:

- Walk
- Breath
- Stretch
- Quiet peer check-in

2. Luma Creative Channel

Weekly non-competitive performance space:

- Art
- Dance
- Music
- Building
- Drama

Focus:

- Expression without comparison
- Witnessing without ranking

3. Mira Social Courage Practice

Weekly challenge:

- Partner with someone new
- Sit with someone quiet
- Defend someone being excluded

4. Elephant Inquiry Circle

Guided metaphor discussion:

- “What makes feelings invisible?”
- “What makes problems heavy?”

5. Glass Birds Attention Experiments

Students test:

- Silent work time
- Screen-free blocks
- Focus vs distraction tracking

6. Nova Spark Channel

High-energy students receive:

- Build challenges
- Design stations
- Inquiry boards

Framing:

“Your storm needs a safe channel.”

SAMPLE LEARNING EXPERIENCES (3–4)

- Energy & attention mapping
- Talent-as-service projects
- Digital boundaries lab
- Group regulation experiments
- Inclusion dilemma comics

GRADES 4–5

Identity, Neurodivergence, Agency & Systems Awareness

CORE ROUTINES

1. Thalos + Nova Regulation Engineering

Students analyze:

- Their triggers
- Their calming tools
- Their attention patterns

They design:

- Personal regulation systems

2. Liora Identity & Meaning Circles

Students explore:

- What brings meaning
- When joy followed hardship
- Who they are becoming

3. Luma Visibility & Impact Studio

Students ask:

“How does my talent help others?”

Perform with:

- Purpose
- Emotional literacy
- Community intention

4. Mira Inclusion Leadership Lab

Students identify:

- Exclusion patterns
- Power imbalances

They design:

- Buddy systems
- Restorative practices
- Peer advocacy roles

5. Glass Birds Tech Sovereignty Lab

Students analyze:

- Apps
- Dopamine systems
- Attention extraction

They design:

- Tech boundaries
- Focus strategies
- Sleep protection plans

6. Nova's FLAME ARCHITECT CHALLENGE

Students design:

- Sensory-safe learning spaces
- Calm-and-creative classrooms
- Regulation architecture

SAMPLE LEARNING EXPERIENCES (4–5)

- Identity + nervous system mapping
- Tech-SEL design lab
- Inclusion leadership campaign
- Regulation systems engineering
- Storm-to-structure innovation projects

WEEKLY CHARACTER FLOW (ALL BANDS)

Day	Focus	Character
Monday	Regulation & Presence	Thalos
Tuesday	Effort & Meaning	Liora
Wednesday	Creativity & Skill	Luma
Thursday	Inclusion & Courage	Mira
Friday	Attention & Innovation	Nova + Glass Birds

SYSTEM-LEVEL OUTCOMES

After sustained Stage 3 implementation, schools see:

- Reduced behavioral escalations
- Increased peer inclusion
- Stronger gifted engagement
- Healthier tech boundaries
- Increased emotional vocabulary
- Improved nervous system regulation
- Students designing systems instead of resisting them

All learning experiences in EmberWood are designed to:

- Begin with story & metaphor
- Move through body-based regulation
- Include choice-based engagement
- End with reflection & meaning-making
- Avoid compliance-based control
- Offer multiple modes of expression:
 - Movement, Art, Voice
 - Writing, Building, Quiet observation

Each lesson cycle follows this rhythm: Notice → Feel → Name → Try → Reflect → Belong

GRADES 1–2

FOUNDATIONS OF FEELING, EFFORT & BELONGING

DAILY / WEEKLY ROUTINES

1. Thalos Morning Arrival (Co-Regulation Routine)

- Soft music, breathing together, or quiet hand-on-heart moment
- Teacher models calm presence
- Students choose:
 - Stillness corner
 - Gentle movement
 - Drawing emotions

Builds: HALT + safety + regulation

2. Liora’s JOY Moment (Effort Reflection)

- Teacher highlights one moment of:
 - Trying
 - Helping
 - Not giving up
- Students name:
 - What was hard
 - What helped
 - How joy felt

Builds: JOY + growth mindset

3. Mira’s Belonging Circle (Inclusion Practice)

- Short circle check-in:
 - “Who helped someone today?”
 - “Who invited someone today?”
- Practice kind noticing and inviting

Builds: Inclusion Literacy + community

4. Elephant Noticing (DOI Lite)

- Teacher models:
 - “Sometimes big feelings are invisible.”
- Students draw:
 - A feeling inside the Elephant
- Normalize unspoken emotions

Builds: Emotional safety + DOI

5. Glass Birds Break (Tech-SEL Intro)

- “Let’s rest our eyes and hands.”
- Practice:
 - Looking at plants
 - Wiggling fingers
 - Deep breaths

Builds: Early attention literacy

SAMPLE LEARNING EXPERIENCES (1–2)

- “Show Me Your Energy” body-mapping
- “Invite a Friend” role-play
- “Try Again” JOY challenge
- “Quiet Time with Thalos”
- “Helping Hands with Mira”

GRADES 3–4

REGULATION, PEER AWARENESS & EMERGING TECH-SEL

DAILY / WEEKLY ROUTINES

1. Thalos Regulation Lab

- Students identify their current state:
 - Calm
 - Busy
 - Heavy
 - Explosive
- Choose a regulation action:
 - Walk
 - Stretch
 - Breathing
 - Quiet peer talk

2. Luma’s Creative Channel

- Weekly creative performance outlet:
 - Art
 - Movement
 - Music
 - Building
- Focus:
 - Expression without competition
 - Witnessing without comparison

3. Mira’s Social Courage Practice

- Weekly inclusion challenge:
 - Sit with someone new
 - Partner with someone quiet
 - Notice exclusion without shaming

4. Elephant Inquiry Circles

- Guided discussion:
 - “What invisible feelings show up in school?”
- Use metaphor instead of personal disclosure

5. Glass Birds Attention Experiments

- Trial periods of:
 - Silent work
 - No-tab learning
 - Tech breaks
- Reflect on:
 - Focus
 - Frustration
 - Calm

6. Nova's Spark Channel

- High-energy learners given:
 - Build challenges
 - Design stations
 - Inquiry boards
- Framed as:
 - "Channel your storm safely."

SAMPLE LEARNING EXPERIENCES (3–4)

- Energy & Attention Mapping
- Talent-as-Service Projects
- Digital Boundaries Challenge
- Group Regulation Experiments
- Inclusion Story Writing

GRADES 4–5

IDENTITY, AGENCY, NEURODIVERGENCE & SYSTEMS AWARENESS

DAILY / WEEKLY ROUTINES

1. Thalos + Nova Regulation Design

- Students analyze:
 - Their personal regulation needs
 - Their energy triggers
- Begin designing:
 - “My personal regulation system”

2. Liora’s Meaning & Identity Circles

- Students explore:
 - What brings meaning
 - How effort shaped them
 - Who they are becoming

3. Luma’s Visibility & Impact Studio

- Performance with purpose:
 - How does my skill help others?

4. Mira’s Systemic Inclusion Projects

- Students identify:
 - Patterns of exclusion
 - Who gets overlooked
- Design:
 - Inclusion systems
 - Buddy networks
 - Group roles

5. Glass Birds Tech Sovereignty Labs

- Analyze:
 - Apps
 - Rewards systems
 - Dopamine loops
- Students build:
 - Healthy tech boundaries
 - Focus plans
 - Sleep protections

6. Nova's FLAME ARCHITECT CHALLENGE

- Students design:
 - A classroom regulation environment
 - A sensory-safe learning layout
 - A calm + creativity system

SAMPLE LEARNING EXPERIENCES (4–5)

- Identity & Nervous System Mapping
- Tech-SEL Design Lab
- Inclusion Leadership Campaign
- Regulation Systems Engineering
- Storm-to-Structure Innovation Challenge

WEEKLY FLOW (ALL BANDS)

Day	Focus
Monday	Regulation + Presence (Thalos)
Tuesday	Effort + JOY (Liora)
Wednesday	Creativity + Expression (Luma)
Thursday	Inclusion + Empathy (Mira)
Friday	Attention + Tech-SEL (Glass Birds + Nova)

EVIDENCE IN ACTION

By the end of Stage 3 implementation, students will:

- Regulate without punishment
- Express without comparison
- Include without prompting
- Use technology without compulsion
- Channel gifted intensity into service
- Name invisible feelings safely
- Design systems, not just follow them

ADMINISTRATOR-FACING OUTCOMES

EmberWood produces:

- Increased classroom calm
- Reduced behavioral referrals
- Increased peer inclusion
- Stronger gifted student engagement
- Healthier tech boundaries
- Improved emotional vocabulary
- Greater academic stamina