

## Pacing Guide



**Unit 1: Diversity & Inclusion**

	Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<p><u>Date:</u> August 20-25</p> <p><b>Respectful:</b> Being respectful means thinking about how others want to be treated and treating them that way. Being respectful helps you learn and it helps teachers teach.</p>	<p><b><u>Respect Agreements, Mood Meters, Morning Meetings, Peace Area, Mindfulness Strategies</u></b></p> <p>PureEdgeInc.org Resources - <a href="#">Registration Information</a></p>					
<p><u>Date:</u> August 27-31</p> <p><b>Being Respectful:</b> Being respectful means treating people the way you want to be treated. When we are respectful to one another, it helps us all to learn. What is one way you can show respect at school today?</p>	<p><b>1.1 Getting to Know Each Other –</b> Students discuss the value of getting to know all of their classmates, and play a game in which they share about themselves with their peers.</p>	<p><b>1.1 Getting to Know Each Other</b> – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.</p>	<p><b>1.1 Getting to Know Each Other</b> – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.</p>	<p><b>1.1 Who We Are –</b> Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.</p>	<p><b>1.1 Who We Are –</b> Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.</p>	<p><b>1.1 Who We Are –</b> Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.</p>
<p><u>Date:</u> Sept 3- 7</p> <p><b>Attentive Listening:</b> One way to show respect at school is to focus on the speaker and listen with attention. When we listen with attention, our eyes are watching the speaker, our ears are listening, our voices are quiet, and we are still. Who is one person you are going to listen to today with full attention? You are great listeners!</p>	<p><b>1.2 Discovering Commonalities –</b> Students discuss how talking and spending time with their peers can help them find things in common with one another, and then have an opportunity to find things that they have in common with a buddy.</p>	<p><b>1.2 Discovering Commonalities –</b> Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.</p>	<p><b>1.2 Discovering Commonalities –</b> Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.</p>	<p><b>1.2 The Things We Have in Common –</b> Students play the “Commonalities” game to identify similarities that they have with a peer in their classroom.</p>	<p><b>1.2 The Things We Have in Common –</b> Students play the “Commonalities” game to identify similarities that they have with a peer in their classroom.</p>	<p><b>1.2 The Things We Have in Common –</b> Students play the “Commonalities” game to identify similarities that they have with a peer in their classroom.</p>

<p><b>Date:</b> Sept 10-14</p> <p><b>Respecting Differences:</b>  <b>Having empathy can help you understand and respect when people have different preferences than you or feel differently than you do. It is normal to have different feelings about the same situation. For example, I might feel really scared to climb a tree, but my friend might feel really excited. I might like to eat spicy food, but my friend might not like it at all. Learning to respect other people's preferences can help us make and keep friends. Think about something you like that your friend does not- how can you be respectful of that difference?</b></p>	<p><b>1.3 Learning from Diversity</b>          – Students discuss how everyone is different in some ways and that this makes each person unique and interesting, and then work with a buddy to create a collage that reflects many different things about each of them.</p>	<p><b>1.3 Learning from Diversity –</b>          Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.</p>	<p><b>1.3 Learning from Diversity –</b> Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.</p>	<p><b>1.3 Learn Something New –</b> Students learn to appreciate and value differences by teaching and learning new skills from each other.</p>	<p><b>1.3 Learn Something New –</b> Students learn to appreciate and value differences by teaching and learning new skills from each other.</p>	<p><b>1.3 Learn Something New</b>          – Students learn to appreciate and value differences by teaching and learning new skills from each other.</p>
<p><b>Date:</b> Sept 17-21</p> <p><b>Managing Anxious Feelings:</b> "Anxiety is a general feeling of worry or unease about a situation. Negative self-talk can make strong feelings of anxiety even stronger. When you feel really worried and anxious about something, calming down helps. What is something you feel anxious about? Notice if you feel anxious this week and try to calm yourself down."</p>	<p><b><u>Education- Go Get It</u></b></p>					

**Date:** Sept 24-28

**Belly Breathing:** "Taking deep breaths or 'belly breathing' is a quick and simple way to calm ourselves down. When you have a strong feeling try focusing your attention on your breathing. Take a breath that makes your tummy move out when you breathe in, and in when you breathe out. Breathe in slowly through your nose and out through your mouth. It should be so quiet that you can hardly hear it. Let's all practice together." (Take a slow deep breathe.)

# Mindfulness Week

## One Minute Reflection

### Directions:

1. Before leaving school take a moment to pause and reflect on your day.
2. Sit comfortably, either at your desk or on the floor.
3. Were there things you did today that you are proud of? Let them soak in for 20 - 30 seconds.
4. Feel good about your accomplishments.
5. Were there things you felt you could have done better or differently? It's okay to make mistakes or missteps.
6. Tomorrow, with a fresh mind and even breathing, you can try again.



**Date:** Oct 1- 5

**Making Conversation:**  
"One way to make and keep friends is to share in good conversation. Here are some tips for talking to your friends: 1. Ask a question to get the conversation started; 2. Face the person; 3. Listen with attention; 4. Use friendly, respectful, sincere words and tone of voice; 5. Ask more questions to keep the conversation going; 6. Notice something specific to compliment. Who is someone you want to have a conversation with today? Think of one question you could ask to start that conversation! "

**1.4 Building Community –**

Students discuss what it means to belong to a community, and then work together to create a representation of their classroom community.

**1.4 Building Community –**

Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.

**1.4 Building Community –**

Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.

**1.4 Classroom Identity –**

Students develop a common classroom identity by working together to develop a classroom name and motto.

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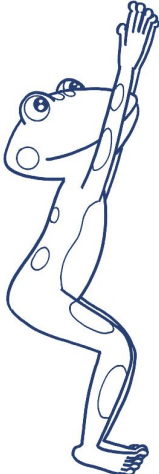
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Students develop a common classroom identity by working together to develop a classroom name and motto.

## Unit 2: Empathy & Critical Thinking

	Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<p><b>Date:</b> Oct 8-12</p> <p><b>Different Feelings:</b> When we think about feelings, we often think of happy, sad, and mad. There are lots of different feelings we can have and it's important to build our feeling vocabulary. Here are some feeling words you might not always think of. <b>Surprised:</b> Feeling surprised is when something happens that you didn't expect. <b>Frustrated:</b> Feeling frustrated is when you're trying to do something hard or you're learning something new and it's not working. <b>Proud:</b> Feeling proud is when you accomplish something that was difficult or challenging. Try to spot one of these three feelings in a classmate or teacher.</p>	<p><b>2.1 Recognizing Feelings</b></p> <p>– Students learn to identify and demonstrate the physical signs of different emotions. Students discuss how various emotions look, sound, and feel, and then practice demonstrating and identifying different emotions.</p>	<p><b>2.1 Recognizing Feelings</b> – Students learn to identify and demonstrate the physical signs of different emotions.</p>	<p><b>2.1 Recognizing Feelings</b></p> <p>– Students learn to identify and demonstrate the physical signs of different emotions.</p>	<p><b>2.1 Thought Connections</b> – Students participate in a game to illustrate the connection between their thoughts, feelings, and actions.</p>	<p><b>2.1 Pop That Thought Bubble!</b> – Students participate in exercises to illustrate the connection between their thoughts, feelings, and actions and to practice thinking in positive and inclusive ways.</p>	<p><b>2.1 Thought Bubbles</b> – Students participate in exercises to illustrate the connection between their thoughts, feelings, and actions and to practice thinking in positive and inclusive ways.</p>
<p><b>Date:</b> Oct 15-19</p> <p><b>Predicting Feelings:</b> Predicting feelings means being able to accurately guess how what you do or say might make other people feel. Predicting people's feelings is respectful and will help you get along better with others. Think about one of your friends and predict in your head how they would feel if you asked them to climb a tall tree with you. Think about how predicting this feeling might help you get along better with others.</p>	<p><b>2.2 Predicting Feelings</b> – Students discuss how to think ahead and predict emotions that might result from a given situation, and then practice predicting how a peer might feel in different situations.</p>	<p><b>2.2 Predicting and Explaining Feelings</b> – Students learn about thinking ahead to predict and thinking back to explain someone's feelings. Students predict their own feelings in various situations and compare them to that of others while playing Emotions Bingo.</p>	<p><b>2.2 Predicting and Explaining Feelings</b> – Students learn about thinking ahead to predict and thinking back to explain someone's feelings. Students predict their own feelings in various situations and compare them to that of others while playing Emotions Bingo.</p>	<p><b>2.2 Feelings Detectives</b></p> <p>– Students participate in empathy-related exercises to illustrate that people can have different feelings when faced with the same situations and to practice recognizing feelings in other people.</p>	<p><b>2.2 Learning about Empathy</b></p> <p>– Students play the Empathy Game to practice recognizing each other's feelings and perspectives and responding to each other in understanding ways.</p>	<p><b>2.2 Walking in Someone Else's Shoes (WISES)</b> – On Day 1, students learn how to identify emotional states, understand different perspectives, and respond emotionally to others. On Day 2, students play the WISES Game to practice these skills.</p>

<p><b>Date:</b> October 22-26</p> <p><b>Joining In:</b> "Have you ever felt left out or excluded? I know I have. It can be very hard to join in when people are already playing together. Today take a walk in someone else's shoes and try to notice someone who is being left out. If you see someone being excluded, invite them to play!"</p>	<h2 style="color: blue;">Red Ribbon Week</h2>					
<p><b>Date:</b> Oct 29- Nov 2</p> <p><b>Belly Breathing:</b> "Taking deep breaths or 'belly breathing' is a quick and simple way to calm ourselves down. When you have a strong feeling try focusing your attention on your breathing. Take a breath that makes your tummy move out when you breathe in, and in when you breathe out. Breathe in slowly through your nose and out through your mouth. It should be so quiet that you can hardly hear it. Let's all practice together." (Take a slow deep breathe.)</p>	<h2 style="color: black;">Mindfulness Week</h2> <p style="color: blue;"><i>Chair Pose</i></p> <ol style="list-style-type: none"> <li>Stand in Mountain pose with feet together.</li> <li>Inhale, bend both knees. Reach arms overhead and look up at thumbs. Squeeze your knees together and feel your thigh muscles working.</li> <li>Take 3-5 relaxed breaths.</li> <li>If it is comfortable, you can press your palms together overhead.</li> <li>Exhale, return to Mountain pose.</li> </ol>					
<p><b>Date:</b> Nov 5-9</p> <p><b>Feelings Change:</b> We all have uncomfortable feelings sometimes. It's important to remember that feelings don't last forever. Our feelings change from moment to moment, day to day, week to week. Sometimes how we feel about a certain thing, like eating scrambled eggs, might change. If you are having an uncomfortable feeling, like sad, mad, or frustrated- remember our feelings change and you won't always feel that way.</p>	<p><b>2.3 Explaining Feelings –</b> Students discuss how to think back to what happened first or look for situational cues in order to understand reasons for someone's feelings. Students brainstorm reasons that people can have different feelings.</p>	<p><b>2.3 Relating Thoughts, Feelings, &amp; Behaviors</b> – Students learn the relations among thoughts, feelings, and behaviors and practicing creating their own Think-Feel-Do chain for a given situation.</p>	<p><b>2.3 Relating Thoughts, Feelings, &amp; Behaviors –</b> Students learn the relations among thoughts, feelings, and behaviors and practicing creating their own Think-Feel- Do chain for a given situation.</p>	<p><b>2.3 To Think Like a Caterpillar –</b> Students participate in exercises to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).</p>	<p><b>2.3 Caterpillar Thoughts</b> – Students participate in exercises to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).</p>	<p><b>2.3 To Change Like a Caterpillar –</b> Students complete a homework exercise and play the To Change Like a Caterpillar Game to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).</p>

<p><b>Date:</b> Nov 12-16</p> <p><b>Handling Name Calling:</b> "It is not okay for people to call you names that hurt your feelings. If someone calls you a name, you can ignore the person or respond assertively. If the person doesn't stop, you should tell a grown up."</p>	<h2>Anti-Bully Week</h2>					
<p><b>Date:</b> Nov 26- 30</p> <p><b>Empathy:</b> Empathy is feeling or understanding what another person is feeling. When you understand how someone else is feeling it is like walking in their shoes. This means you imagine what it would be like to be them. You can focus your attention on someone's face or body and on the situation for clues about how that person is feeling. We can have many different feelings. Some are comfortable, and some are uncomfortable. All our feelings are natural. Today try and be a feeling detective! Try to notice how your teacher is feeling throughout the day. Watch his/her face and body for clues!</p>	<p><b>2.4 Having Empathy –</b> Students discuss what it means to have empathy for someone, and brainstorm ways to show empathy and caring to someone in different situations.</p>	<p><b>2.4 Having Empathy –</b> Students learn what it means to have empathy for someone, and brainstorm ways to show empathy and caring to someone in different situations.</p>	<p><b>2.4 Having Empathy –</b> Students learn what it means to have empathy for someone, and brainstorm ways to show empathy and caring to someone in different situations.</p>	<p><b>2.4 Pop That Stereotype –</b> Students participate in exercises to illustrate the problems associated with stereotype thinking and to practice thinking in non-stereotyped ways.</p>	<p><b>2.4 Stereotype Detectives –</b> Students participate in exercises to identify stereotypes, to observe stereotyped messages in the environment, and to practice thinking in non-stereotyped ways.</p>	<p><b>2.4 Thinking Outside the Box –</b> Students participate in exercises to illustrate the problems associated with stereotypes and work together to develop strategies to prevent the negative consequences of stereotyping.</p>

**Unit 2: Empathy & Critical Thinking (continued)**

	Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<p><b>Date:</b> December 3-7</p> <p><b>Avoiding Jumping to Conclusions:</b> "When you jump to conclusions, you believe you know what is going on or make decisions without having all the information. When your emotions are out of control, it's easy to jump to conclusions. When you notice that you are jumping to conclusions practice using the calm down steps."</p>	<p><b>2.5 Understanding Stereotypes about People</b> – Students discuss how not everyone in a group is just the same, and practice a way to respond to differences.</p>	<p><b>2.5 Understanding Stereotypes about People</b>– Students learn about stereotypes about groups of people and how to respond to them.</p>	<p><b>2.5 Understanding Stereotypes about People</b> –Students learn about stereotypes about groups of people and how to respond to them.</p>			<p><b>2.5 Critical Thinking in Practice</b> – Students view and evaluate gender and relationship messages presented in a scripted scenario.</p>
<p><b>Date:</b> December 10-14</p> <p><b>Showing Compassion:</b> "Compassion is empathy in action. People feel better when we show them care and concern. Listening, saying kind words, and helping are three ways to show compassion. "</p>	<p><b>2.6 Understanding Stereotypes about Objects, Activities, and Roles</b> – Students discuss how everyone can make choices and discover that toys, activities, and roles can be for everyone. Students continue to practice ways to respond to stereotypes.</p>	<p><b>2.6 Understanding Stereotypes about Objects, Activities, and Roles</b> –Students learn that toys, activities, and roles are for everyone and discuss bias present in marketing.</p>	<p><b>2.6 Understanding Stereotypes about Objects, Activities, and Roles</b> – Students learn that toys, activities, and roles are for everyone and discuss bias present in marketing.</p>			
<p><b>Date:</b> Dec 17-19</p> <p><b>Belly Breathing:</b> "Taking deep breaths or 'belly breathing' is a quick and simple way to calm ourselves down. When you have a strong feeling try focusing your attention on your breathing. Take a breath that makes your tummy move out when you breathe in, and in when you breathe out. Breathe in slowly through your nose and out through your mouth. It should be so quiet that you can hardly hear it. Let's all practice together." (Take a slow deep breathe.)</p>	<p><b>ACP Testing</b></p>					



<p><b>Date:</b> Jan 7-11</p> <p><b>Strong Feelings:</b> "When you have strong feelings, it's hard for your brain to think clearly. The feeling part of the brain can take over! When this happens, it's like you "flip your lid" or lose control of the thinking part of your brain. Try to focus your attention on your body for clues about how you're feeling. This gets your brain thinking again, so it can start to take back control."</p>	<p><b><u>Review first week info</u></b></p>					
<p><b>Date:</b> Jan 14-18</p> <p><b>Feeling Confident:</b> Feeling confident means believing in ourselves and knowing that we can do something. If there is something that you don't feel very confident about, practicing can help you build your confidence. Feeling confident helps you do your best and makes you feel proud. What is one thing you can practice today that will build your confidence?</p>	<p><b><u>2.7 Understanding that People Can Change –</u></b> Students discuss the potential for growth, learning, and change in themselves and others and identify how they have changed.</p>	<p><b><u>2.7 Understanding that People Can Change</u></b> –Students learn about the potential for growth, learning, and change in each person and the importance of persistent at efforts to learn and try new things. They practice turning entity (fixed) thoughts into incremental(change) thoughts.</p>	<p><b><u>2.7 Understanding that People Can Change –</u></b> Students learn about the potential for growth, learning, and change in each person and the importance and persisting at efforts to learn or try new things. They practice turning entity (fixed) thoughts into incremental (change) thoughts.</p>			

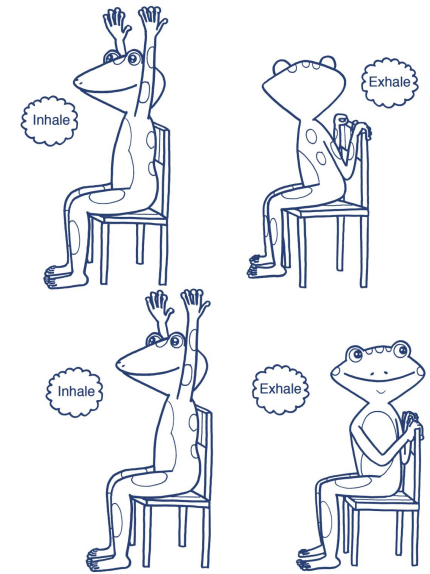
### Unit 3: Communication

	Pre-school & Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5-6th Grade
<p><b>Date:</b> Jan 22-25</p> <p><b>Self-talk:</b> Self-talk means talking to yourself in a quiet voice or in your head. Self-talk can help us stay on task and focus attention. What self-talk might you use if you were trying to remember directions your teacher gave you? Remember to use self-talk when you need to stay focused and on task!</p>	<p><b>3.1 Listening to Others</b> – Students discuss the importance of being thoughtful and careful listeners, and practice how to use whole body listening skills (eyes looking, ears listening, mouth quiet, body still) during a game.</p>	<p><b>3.1 Listening to Others</b> – Students learn the importance of being thoughtful and careful listeners. They practice how to use whole body listening skills (eyes looking, ears listening, mouth quiet, body still).</p>	<p><b>3.1 Listening to Others</b> – Students learn the importance of being thoughtful and careful listeners. They practice how to use whole body listening skills (eyes looking, ears listening, mouth quiet, body still).</p>	<p><b>3.1 Communication Bloopers or Booster-</b> Students learn communication roadblocks (Communication Bloopers) and strategies (Communication Boosters) by identifying the Bloopers and Boosters in a role-play game.</p>	<p><b>3.1 Name that Communication Bloopers</b> – Students learn about communication roadblocks (Communication Bloopers) and strategies (Communication Boosters) by identifying the Bloopers and Boosters in a role-play game.</p>	<p><b>3.1 Name That Communication Bloopers</b> – Students learn about potential problems, or “bloopers”, that can occur when communicating with others.</p>
<p><b>Date:</b> Jan 28- Feb 1</p> <p><b>Handling Put-Downs:</b> "How do you feel when someone puts you down? Sometimes when people say mean, disrespectful, or hurtful things to you they can make you feel sad, unimportant, and even angry. It can be difficult to handle put-downs when you're feeling a strong emotion. Practice using the Ways to Calm Down the next time someone says something mean to you. You can calm down by breathing, counting, or using positive self-talk."</p>	<p><b>3.2 Responding to Others</b> – Students discuss the importance of reciprocal communication and practice “talking back and forth” with a peer.</p>	<p><b>3.2 Responding to Others</b> – Students learn the importance of reciprocal communication (Listen-Think-Respond) and practice “talking back and forth” with a peer.</p>	<p><b>3.2 Responding to Others</b> – Students learn the importance of reciprocal communication (Listen-Think-Respond) and practice “talking back and forth” with a peer.</p>	<p><b>3.2 Communication Boosters: Listening and Supporting</b> – Students learn more about using Boosters when communicating with others and have an opportunity to practice these strategies with a partner.</p>	<p><b>3.2 The Communicator</b> – Students learn more about using Boosters when communicating with others and get an opportunity to practice using these strategies with a partner.</p>	<p><b>3.2 The Communicator</b> – Students identify effective strategies, or “boosters”, to use when communicating with others.</p>

<p><b>Date:</b> Feb 4- Feb 8</p> <p><b>Being assertive:</b> Being assertive means asking for what you want or need in a calm and firm voice. Pretend your teacher didn't give you the book you need, you might say: 'Excuse me teacher, may I please have a book.' Being assertive also means standing up tall and making eye contact. What is a time today when you might need to use your assertiveness skills?</p>	<p>3.3 <b>Being Assertive</b> – Students discuss the importance of speaking up in a respectful way and practice Speaking Up, Speaking Kindly.</p>	<p>3.3 <b>Being Assertive</b> – Students learn the importance of speaking up in a respectful way (Speak Up, Speak Kindly). They learn how they should look and sound and the kind of words to say when they are speaking up, and have opportunities to practice speaking up appropriately with a peer.</p>	<p>3.3 <b>Being Assertive</b> – Students learn the importance of speaking up in a respectful way (Speak Up, Speak Kindly). They learn how they should look and sound and the kind of words to say when they are speaking up, and have opportunities to practice speaking up appropriately with a peer.</p>	<p>3.3 <b>Collaboration in Action</b> – Students practice using Communication Boosters and avoiding Communication Bloopers in a cooperative learning group activity.</p>	<p>3.3 <b>Communication in the Environment</b> – Students are provided with the opportunity to identify Communication Bloopers and Boosters in the Environment.</p>	<p>3.3 <b>Communication in the Media</b> – Students are provided with the opportunity to identify communication “bloopers” and “boosters” in the media.</p>
<p><b>Date:</b> Feb 11-14</p> <p><b>Friend:</b> "A friend is a person you like and enjoy spending time with. You can be a good friend by listening with attention, having empathy, showing compassion, and considering your friend's perspective."</p>	<p>Friendship Week</p>				<p>3.4 <b>Collaboration in Action</b> – Students practice using Communication Boosters and avoiding Communication Bloopers in a cooperative learning group activity.</p>	<p>3.4 <b>Collaboration in Action</b> – Students practice using communication “boosters” in a cooperative learning group competition.</p>
<p><b>Date:</b> Feb 18-22</p> <p><b>Belly Breathing:</b> "Taking deep breaths or 'belly breathing' is a quick and simple way to calm ourselves down. When you have a strong feeling try focusing your attention on your breathing. Take a breath that makes your tummy move out when you breathe in, and in when you</p>	<p>Mindfulness Week</p> <p><i>Chair Sunrise Twist</i></p> <ol style="list-style-type: none"> <li>1. Sit in Seated Mountain</li> <li>2. Inhale, stretch arms overhead for Chair Sunrise</li> <li>3. Exhale, twist to the right, placing left hand on right knee and right hand on right hip or back of the chair. Keep right shoulder relaxed. Take a few breaths here.</li> </ol>					

breathe out. Breathe in slowly through your nose and out through your mouth. It should be so quiet that you can hardly hear it. Let's all practice together." (Take a slow deep breathe.)

4. Inhale, back to Seated Sunrise.
5. Exhale, twist to the left, placing right hand on left knee and left hand on left hip or back of chair. Keep left shoulder relaxed. Take a few breaths here.
6. Inhale back to Seated Sunrise.
7. Exhale to Seated Mountain.



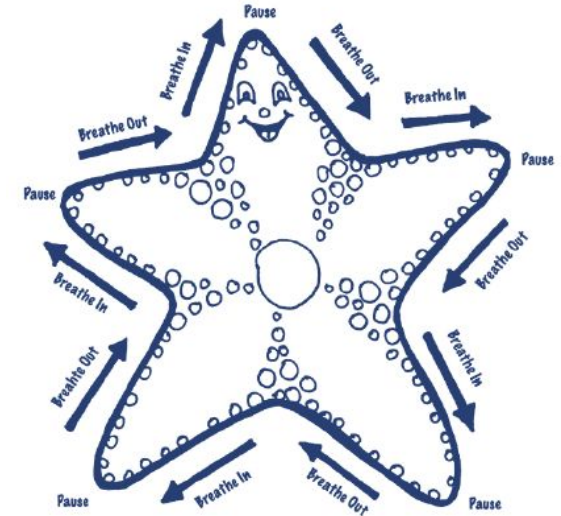
## Unit 4: Problem Solving

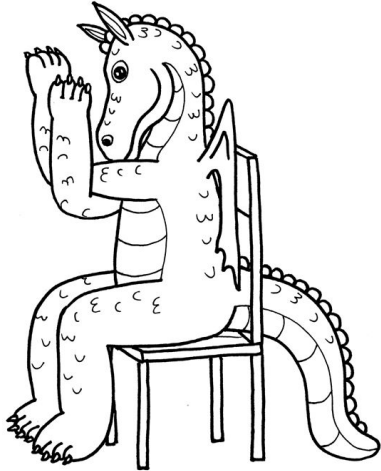
	Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<p><b>Date:</b> Feb 25- March 1</p> <p><b>Making a Plan:</b> "Some solutions to problems are complicated and you will need to make a plan in order to make the solution more manageable. When you have a problem, you can: 1. STOP and calm down. 2. TALK about each person's perspective so you understand the problem. 3. THINK of possible solutions. 4. TRY a solution and see how it works for everyone. What is a problem you are having that might require you to make a plan to solve it?"</p>	<p><b>4.1 Identifying Problems</b> – Students discuss the first two steps in solving problems (Stop, Talk), and practice identifying and stating problems presented in scenarios.</p>	<p><b>4.1 Identifying Problems</b> – Students learn the first two steps in problem-solving (Stop, Talk) and practice recognizing and stating the problems described in peer scenarios.</p>	<p><b>4.1 Identifying Problems</b> – Students learn the first two steps in problem-solving (Stop, Talk) and practice recognizing and stating the problems described in peer scenarios.</p>	<p><b>4.1 The Animals of Conflict</b> – Students identify common conflicts that occur at school and discuss different approaches to resolving them.</p>	<p><b>4.1 Watch and Learn</b> – Students identify different conflict styles and evaluate the costs and benefits associated with each style.</p>	<p><b>4.1 Watch and Learn</b> – Students identify different conflict styles and evaluate the costs and benefits associated with each style.</p>
<p><b>Date:</b> March 4-8</p> <p><b>Frustration:</b> "When you're doing something difficult, or trying to master something new, it's common to feel frustration. Frustration is not a comfortable feeling to feel. Often our muscles are tense, you might even want to shout! When you feel frustrated, it's important to calm down. You can calm down by: taking a deep breathe, counting, using positive self-talk, walking away, or taking a break. What's your</p>	<p><b>4.2 Solving Problems</b> – Students discuss the last two steps in solving problems (Think, Try), practice generating solutions to problems presented in scenarios, and then problem-solve with a peer during a collaborative project.</p>	<p><b>4.2 Solving Problems</b> – Students learn the last two steps in problem-solving (Think, Try) and practice generating positive solutions to problems presented in peer scenarios.</p>	<p><b>4.2 Solving Problems</b> – Students learn the last two steps in problem-solving (Think, Try) and practice generating positive solutions to problems presented in peer scenarios.</p>	<p><b>4.2 Stop, Think, and Cool Off!</b> – Students practice monitoring and rating their feelings in conflict situations and learn to use Calm Breathing as a tool to regulate their emotions.</p>	<p><b>4.2 Stop, Think and Cool Off!</b> – Students practice monitoring and rating their feelings in conflict situations and practice different relaxation strategies to assist them with regulating their emotions.</p>	<p><b>4.2 Name That Conflict Style</b> – Students recognize their own conflict style and practice identifying the consequences associated with each style.</p>

<p>favorite way to calm down when you feel frustrated?"</p>						
<p><b>Date:</b> March 18-22</p> <p><b>Taking Responsibility:</b>  <b>"Everyone makes mistakes sometimes. When we do something that hurts someone else, whether it's on purpose or by accident, it's important to take responsibility. Accepting responsibility means saying what you did wrong, apologizing and offering to make it better. For example, "I bumped into you and hurt you. I'm sorry! Can I help you up?"</b></p>	<p><b>4.3 Cooperating –</b>  Students discuss teamwork skills and work together on a collaborative construction activity.</p>	<p><b>4.3 Cooperating –</b>  Students learn the benefits and necessary skills for working with others, and they practice teamwork skills during a collaborative activity.</p>	<p><b>4.3 Cooperating –</b>  Students learn the benefits and necessary skills for working with others, and they practice teamwork skills during a collaborative activity.</p>	<p><b>4.3 Talk It Out and Clear It Up</b>  — Students learn a framework for how to effectively communicate their feelings and thoughts during conflict situations.</p>	<p><b>4.3 Talk It Out and Clear It Up</b>  — Students learn a framework for how to effectively communicate their feelings and thoughts during conflict situations.</p>	<p><b>4.3 Step It Up –</b> Students learn a step-by-step approach to effectively resolve conflicts with others.</p>
<p><b>Date:</b> March 25-29</p> <p><b>Being Considerate:</b>  <b>"When two people want to play with the same thing there are three easy ways to play fairly. 1. You can share the toy and play with it together. 2. You can take turns playing with the toy by yourselves. 3. Or you can trade one toy for another toy. Think about a time today when you can share, take turns, or trade a toy."</b></p>	<p><b>4.4 Being Considerate</b>  — Students discuss being considerate of others and practice strategies for self-regulation during a dance.</p>	<p><b>4.4 Recognizing How Behaviors Affect Others</b>  — Students learn how their behaviors can affect others and discuss ways to compromise in order to be fair and respectful of others.</p>	<p><b>4.4 Recognizing How Behaviors Affect Others</b>  — Students learn how their behaviors can affect others and discuss ways to compromise in order to be fair and respectful of others.</p>	<p><b>4.4 Let's Step It Up –</b>  Students practice resolving conflict using the Step It Up approach by engaging in role-play with a partner.</p>	<p><b>4.4 Let's Step It Up –</b>  Students practice resolving conflicts using Step It Up approach by engaging in a role-play with a partner.</p>	<p><b>4.4 Practice Makes Perfect</b>  — Students practice resolving conflicts with the Step It Up approach by creating scripts that contain conflict scenarios and resolutions.</p>

## Unit 5: Peer Relationships

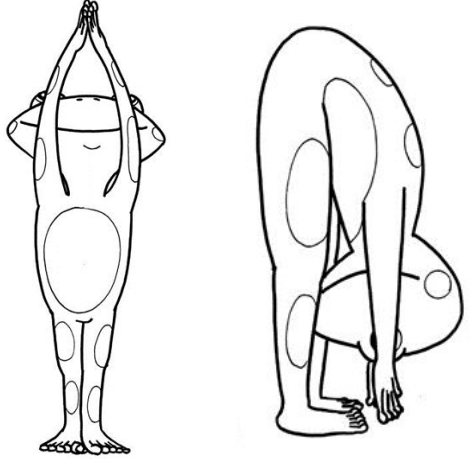
	Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<p><b>Date:</b> April 1-5</p> <p><b>Inviting Someone to Play:</b>                      "We all have times when we don't get invited to play. When you see someone being left out, it's a great opportunity to invite them to play. When we play with others we get to know them better and might make a new friend."</p>	<p><b>5.1 Caring for Others –</b>                      Students discuss the importance of being caring toward others, and then practice giving compliments and doing something kind for a peer.</p>	<p><b>5.1 Caring for Others –</b>                      Students learn the importance of being caring and kind to others. They discuss how kind acts can help everyone feel good and practice giving compliments to one another.</p>	<p><b>5.1 Caring for Others –</b>                      Students learn the importance of being caring and kind to others. They discuss how kind acts can help everyone feel good and practice giving compliments to one another.</p>	<p><b>5.1 What Makes a Friend</b>                      — Students develop an awareness of qualities in a friend that are valued by everyone.</p>	<p><b>5.1 What makes a friend</b>                      — Students develop an awareness of qualities in a friend that are valued by themselves and their peers.</p>	<p><b>5.1 What Makes A Friend</b> – Students develop an awareness of qualities in a friend that are valued by themselves and their peers.</p>
<p><b>Date:</b> April 8-12</p> <p><b>Belly Breathing:</b> "Taking deep breaths or 'belly breathing' is a quick and simple way to calm ourselves down. When you have a strong feeling try focusing your attention on your breathing. Take a breath that makes your tummy move out when you breathe in, and in when you breathe out. Breathe in slowly through your nose and out through your mouth. It should be so quiet that you can hardly hear it. Let's all practice together." (Take a slow deep breathe.)</p>	<h3 style="margin: 0;">Mindfulness Week</h3> <p style="margin: 10px 0;"><i>Starfish Breathing</i> (Take 5) - Secondary</p> <ol style="list-style-type: none"> <li>1. Make a starfish with one hand, fingers spread wide.</li> <li>2. Put the index finger from the other hand on the outer base of the thumb.</li> <li>3. We are going to trace the outline of our starfish hand. Keep looking at your pointer finger while you do your breathing.</li> <li>4. Inhale (finger traces to top of thumb).</li> <li>5. Exhale (finger traces down the other side of thumb).</li> <li>6. Repeat until you have traced the outline of the starfish hand.</li> </ol>					



<p><b>Date:</b> April 15-19</p> <p><b>Dealing with Negative Peer Pressure:</b> "What happens when a friend tries to talk you into doing something that is not safe or respectful? This is called negative peer pressure. It can be hard to say no to friends and it's a good idea to practice before hand. Try using assertiveness skills to say no: Face the person; keep your head up and shoulder back; use a calm, firm voice; and use respectful words."</p>	<p><b>5.2 Being Inclusive –</b> Students discuss the importance of making sure that everyone feels welcomed and included, and practice including one another in a musical game.</p>	<p><b>5.2 Being Inclusive –</b> Students learn the importance of making sure that everyone feels welcomed and included. They discuss scenarios illustrating social exclusion, consider causes and consequence of these behaviors, and brainstorm ways to help everyone feel included.</p>	<p><b>5.2 Being Inclusive –</b> Students learn the importance of making sure that everyone feels welcomed and included. They discuss scenarios illustrating social exclusion, consider causes and consequence of these behaviors, and brainstorm ways to help everyone feel included.</p>	<p><b>5.2 Friendship Pledge –</b> Students meet in groups to discuss and compare important friendship qualities. Each students commits to treating his/her friends according to their chosen key friendship qualities by taking a Friendship Pledge.</p>	<p><b>5.2 Clique Busters –</b> Students engage in exercises that illustrate how social cliques can be exclusive and harmful. Students develop and commit to using strategies to create a socially inclusive environment in their classroom and school.</p>	<p><b>5.2 I've Got Your Back –</b> Students identify the existing peer support in their classroom and practice providing support in a grade-wide competition.</p>
<p><b>Date:</b> April 22-26</p> <p><b>Belly Breathing:</b> "Taking deep breaths or 'belly breathing' is a quick and simple way to calm ourselves down. When you have a strong feeling try focusing your attention on your breathing. Take a breath that makes your tummy move out when you breathe in, and in when you breathe out. Breathe in slowly through your nose and out through your mouth. It should be so quiet that you can hardly hear it. Let's all practice together." (Take a slow deep breathe.)</p>	<h2>Mindfulness Week</h2> <p><i>Chair Eagle</i></p> <ol style="list-style-type: none"> <li>1. Sit in Seated Mountain.</li> <li>2. Cross your right thigh on top of your left.</li> <li>3. Inhale bring your arms up with elbows bent and palms facing forward (cactus arms).</li> <li>4. Exhale cross your left elbow on top of your right. Touch the back of your hands together. If it feels comfortable, bring palms together.</li> <li>5. Inhale, lift elbows up until you feel a comfortable stretch.</li> <li>6. Look at your thumbs and take three relaxed breaths.</li> <li>7. Release on an exhale.</li> <li>8. Repeat second side (Left thigh on top, right arm on top).</li> </ol> 					



<p><b>Date:</b> April 29- May 3</p> <p><b>Accidents:</b> "Accidents happen all the time. If something happens to you by accident, think about how it could have been an accident and find out more information. If you do something by accident, think about how the other person feels, apologize, and offer to help. Today notice what happens when there is an accident at school or at home."</p>	<p><b>5.3 Making Amends and Forgiving</b> – Students discuss the elements of making amends and then generate ways to do so in peer conflict scenarios.</p>	<p><b>5.3 Apologizing and Forgiving</b> – Students learn the importance of taking responsibility and showing concern and care when there is damage to a relationship. They discuss the benefits for forgiveness and learn how to make an apology in action.</p>	<p><b>5.3 Apologizing and Forgiving</b> – Students learn the importance of taking responsibility and showing concern and care when there is damage to a relationship. They discuss the benefits for forgiveness and learn how to make an apology in action.</p>	<p><b>5.3 I've Got Your Back</b> – Students identify specific ways they can provide support to each other and practice engaging in these behaviors during a competition.</p>	<p><b>5.3 I've got Your Back</b> – Students identify specific ways that they can provide support to each other and practice engaging in these behaviors during a grade- wide competition.</p>	<p><b>5.3 Talk it Out –</b> Students discuss the value of creating friendships with diverse peers and develop strategies to minimize costs that can be associated with these friendships.</p>
<p><b>Date:</b> May 6-10</p> <p><b>Seeking Help:</b> "Even though you are all wonderful problem solver, there are times when even the best problem solver needs help from an adult. If a problem is serious enough or if you've tried to solve it on your own without success, it might be time to assertively ask an adult for help. When you assertively ask an adult for help you: use a calm, firm voice; you use respectful words; and you face the person you are talking to."</p>	<p><b>5.4 Reflecting and Connecting</b> – Students discuss feelings and memories at the end of the school year, and create a display of their favorite class memories.</p>	<p><b>5.4 Reflecting and Connecting</b> – Students discuss feelings at the end of the school year and the importance of thinking about past memories and ways they have grown and changed. They discuss some of their memories, feelings, challenges, and accomplishments from the past year and their hopes and goals for the future.</p>	<p><b>5.4 Reflecting and Connecting</b> – Students discuss feelings at the end of the school year and the importance of thinking about past memories and ways they have grown and changed. They discuss some of their memories, feelings, challenges, and accomplishments from the past year and their hopes and goals for the future.</p>	<p><b>5.4 Battle the Bullies</b> – Students learn about the roles of the bully, the target, and the bystander in bullying incidents. Through a play writing and role-play exercise, students identify and practice strategies for responding to bullying behavior.</p>	<p><b>5.4 Battle the Bullies</b> – Students learn about the roles of the bully, the target, and the bystander in bullying incidents. Through a play writing and role-play exercise, students identify and practice strategies for responding to bullying behavior.</p>	<p><b>5.4 Battle the Bullies</b> – Students develop awareness of the costs associated with bullying and identify strategies for coping with bullying behavior. Students learn about the roles of the bully, the victim, and the bystander in these bullying incidents.</p>
<p><b>Date:</b> May 13-17</p> <p><b>Belly Breathing:</b> "Taking deep breaths or 'belly breathing' is a quick and simple way to calm ourselves down. When you have a strong feeling try focusing</p>	<p><b>Mindfulness Week</b></p> <p><i>Sunrise/Sunset</i></p>					

<p>your attention on your breathing. Take a breath that makes your tummy move out when you breathe in, and in when you breathe out. Breathe in slowly through your nose and out through your mouth. It should be so quiet that you can hardly hear it. Let's all practice together." (Take a slow deep breathe.)</p>	<ol style="list-style-type: none"> <li>1. Start in Mountain pose.</li> <li>2. Inhale, reach your arms up overhead (this is Sunrise pose).</li> <li>3. As you exhale, fold forward. Put your hands on your shins, or your ankles, or maybe the floor (this is Sunset post).</li> <li>4. Inhale all the way back up to sunrise.</li> <li>5. Exhale hands down for Mountain.</li> <li>6. Repeat a few times. Notice how you feel.</li> </ol> <div style="text-align: right;">  </div>
<p><b>Date:</b> May 20-24</p> <p><b>Strong Feelings:</b> "When you have strong feelings, it's hard for your brain to think clearly. The feeling part of the brain can take over! When this happens, it's like you "flip your lid" or lose control of the thinking part of your brain. Try to focus your attention on your body for clues about how you're feeling. This gets your brain thinking again, so it can start to take back control."</p>	<h2>Celebration</h2>