

First Grade Essential Questions

1. What are my Sources of Strength?
2. How do my Strengths help me to be healthy?
3. How do my Strengths help me connect with others?

First Grade Essential Outcomes

The eight bolded outcomes are through-line themes in each curriculum for kindergarten through fifth grade. The skills and concepts are developmentally scaffolded by year; therefore, we have also created grade-level-specific outcomes, which are presented as sub-points under the corresponding outcome.

By the end of the year, students will be able to:

- 1. Identify, utilize, and grow their Strengths.**
- 2. Identify the Helpers and Trusted Adults in their lives.**
- 3. Connect others to the help they need and deserve.**
- 4. Identify when and how to seek help for themselves.**
- 5. Utilize their knowledge of brain and body science to recognize and advocate for their own needs and the needs of others.**
 - a. Differentiate between the basic functions of each part of the BrainTree.
 - b. Notice and identify different emotions in themselves and others, as communicated by the Trunk of the BrainTree.
- 6. Identify and grow in Strengths and strategies that help them regulate their emotions.**
 - a. Use the Regulation Railroad as a tool to help regulate.
 - b. Notice when others may need co-regulation and offer support.
 - c. Identify people in their lives who they can ask to co-regulate alongside them.
- 7. Cultivate skills to navigate conflict in healthy ways.**
 - a. Use “I” statements to express their perspective within a conflict without placing blame on others.
- 8. Develop and practice skills that contribute to creating a community of belonging.**
 - a. Use Affirmations, Apologies, and Aha’s to celebrate growth and Strength in themselves and others.
 - b. Offer and respond to Helpful Apologies in authentic and healthy ways.
 - c. Recognize the power of their voices and actions to help create strong and healthy communities.

SOURCES OF STRENGTH FIRST GRADE SCOPE AND SEQUENCE

UNIT 1: INTRODUCTION TO SOURCES OF STRENGTH

Unit 1 introduces students to the Sources of Strength Wheel, which consists of eight evidence-based protective factors that support the development of resilience, health, and well-being. Through playing games, laughing together, sharing stories of Strength, and establishing structures and norms, Unit 1 intentionally supports adults and students in creating a community of belonging based in healthy and respectful relationships that recognize everyone's dignity.

| LESSON | SPOTLIGHT | CASEL COMPETENCIES |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 1.1: SETTING THE STAGE FOR CONNECTIONS AND COMMUNITY | <i>I can use my voice and actions to help create a healthy and strong community.</i> | Self-Awareness, Social Awareness, Self-Management, Relationship Skills |
| 1.2: CELEBRATING MY OWN GROWTH: AHA! | <i>I can celebrate my own growth and progress.</i> | Self-Awareness, Self-Management |
| 1.3: INTRODUCTION TO THE SOURCES OF STRENGTH WHEEL, PART 1 | <i>I can learn and name my Strengths from the Wheel.</i> | Self-Awareness, Social Awareness |
| 1.4: CELEBRATING OTHERS: AFFIRMATIONS | <i>I can celebrate the growth and progress I see in others.</i> | Social Awareness, Relationship Skills |
| 1.5: INTRODUCTION TO THE SOURCES OF STRENGTH WHEEL, PART 2 | <i>I can learn and name my Strengths from the Wheel.</i> | Self-Awareness, Social Awareness, Self-Management |
| 1.6: CELEBRATING OTHERS: HELPFUL APOLOGIES | <i>I can tell the difference between a Helpful Apology and an unhelpful apology.</i> | Self-Awareness, Self-Management, Relationship Skills |
| 1.7: CONNECTIONS THAT CREATE COMMUNITY | <i>I can notice and name connections that make my community strong.</i> | Self-Awareness, Social Awareness, Self-Management |
| 1.8: AFFIRMATIONS, APOLOGIES, AND AHA'S | <i>I can celebrate my own and others' growth and relationship repair.</i> | Self-Awareness, Social Awareness, Relationship Skills |



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UNIT 2: ENGAGING OUR STRENGTHS

Unit 2 draws on concepts from neuroscience to support students in increasing agency in how they respond to the world around them. The Sources of Strength BrainTree model is introduced as a tool for students to practice noticing and responding to what their brains and bodies are communicating to them. The Regulation Railroad tool supports the integration of each part of the BrainTree to help students regulate their emotions. Students have many opportunities to practice various healthy emotional regulation strategies, including opportunities to co-regulate with adults and each other.

| LESSON | SPOTLIGHT | CASEL COMPETENCIES |
|------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 2.1: THE TRUNK OF THE BRAINTREE | <i>I can name memories and emotions that live in the Trunk of my BrainTree.</i> | Self-Awareness, Self-Management |
| 2.2: CELEBRATING GROWTH THROUGH MISTAKES | <i>I can celebrate learning from my mistakes.</i> | Self-Awareness, Responsible Decision-Making |
| 2.3: ALL ABOARD! PRACTICING THE REGULATION RAILROAD | <i>I can listen to my brain and body to regulate my emotions.</i> | Self-Awareness, Self-Management, Responsible Decision-Making |
| 2.4: CELEBRATING THE USE OF THE REGULATION RAILROAD | <i>I can celebrate my own and others' use of the Regulation Railroad.</i> | Self-Awareness, Social Awareness, Responsible Decision-Making |
| 2.5: REGULATING AND MINDFULNESS | <i>I can use mindfulness as a healthy regulation strategy.</i> | Self-Awareness, Self-Management |
| 2.6: CELEBRATING RELATIONSHIP REPAIR: APOLOGIES | <i>I can celebrate my own and others' growth in offering Helpful Apologies.</i> | Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making |
| 2.7: CO-REGULATING WITH OTHERS | <i>I can co-regulate with others.</i> | Self-Awareness, Social Awareness, Self-Management, Relationship Skills |
| 2.8: CELEBRATING CO-REGULATION | <i>I can celebrate myself or others for helping co-regulate.</i> | Self-Awareness, Social Awareness, Self-Management |

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UNIT 3: CONNECTING TO HELP

In Unit 3, students explore how they can use their Strengths to identify Helpers within their lives, to ask for help, and to connect others to help. Through Talking Circles, games, and activities, students will share stories of Hope, Help, and Strength, and practice communicating and interacting with each other in ways that contribute to a community of belonging where help-seeking is normalized. Unit 3 also includes a lesson in which students learn to navigate conflict in healthy, restorative ways through a relatable, fictional story.

| LESSON | SPOTLIGHT | CASEL COMPETENCIES |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 3.1: I CAN MAKE A DIFFERENCE | <i>I can be a helper or connect someone to a Trusted Adult.</i> | Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making |
| 3.2: CELEBRATING CONNECTIONS TO HELP | <i>I can celebrate myself and others for connecting those in need to help.</i> | Self-Awareness, Social Awareness, Responsible Decision-Making |
| 3.3: NAVIGATING CONFLICT WITH 'I STATEMENTS' | <i>I can use 'I statements' to communicate how I feel.</i> | Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making |
| 3.4: RECEIVING AN APOLOGY | <i>I can celebrate my own and others' growth in receiving Helpful Apologies.</i> | Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making |
| 3.5: OUR VOICES ARE POWERFUL | <i>I can use my voice to help my community be strong.</i> | Self-Awareness, Social Awareness, Self-Management, Responsible Decision-Making |
| 3.6: CELEBRATING OUR COMMUNITY GROWTH | <i>I can celebrate the ways myself and others help make our classroom community strong and healthy.</i> | Self-Awareness, Social Awareness, Relationship Skills |
| 3.7: CELEBRATING OUR GROWTH | <i>I can celebrate how I've grown my Strengths and strategies.</i> | Self-Awareness, Self-Management |
| 3.8: MULTI-GRADE CELEBRATION | <i>I can celebrate my own and others' growth and Strengths as a school community.</i> | Self-Awareness, Social Awareness, Relationship Skills |