

Second Grade Essential Questions

1. What are my Sources of Strength?
2. How do my Strengths help me to be healthy?
3. What does belonging look, feel, and sound like?
4. How can I use my Strengths to help create belonging for others?

Second 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:

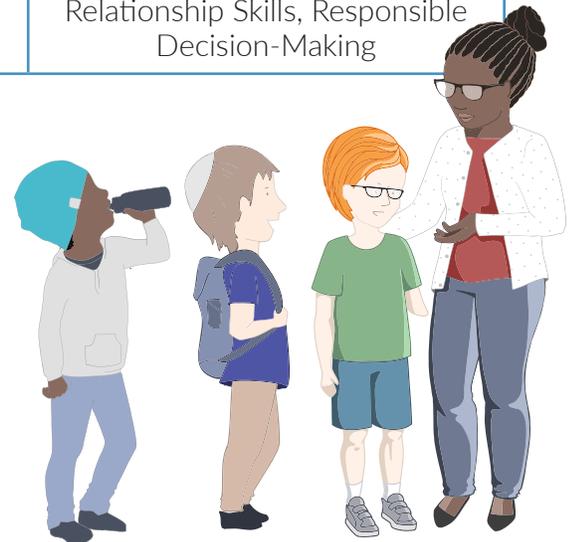
- 1. Identify, utilize, and grow their Strengths.**
- 2. Identify the Helpers and Trusted Adults in their lives.**
- 3. Connect others to the help they need and deserve.**
- 4. Identify when and how to seek help for themselves.**
- 5. Utilize their knowledge of brain and body science to recognize and advocate for their own needs and the needs of others.**
 - a. Differentiate between the basic functions of each part of the BrainTree.
 - b. Distinguish between spectrums of emotions in themselves and others.
 - c. Use the Branches and Leaves of their BrainTree to foster a growth mindset.
- 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. Engage their Branches and Leaves to choose different strategies for themselves and others to become unstuck from big emotions.
- 7. Cultivate skills to navigate conflict in healthy ways.**
 - a. Share their own and take others' perspectives by using restorative questions.
- 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. Describe what a community of belonging looks, feels, and sounds like.
 - c. Identify how their words and actions contribute to a sense of belonging for themselves and others.

SOURCES OF STRENGTH SECOND 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: A COMMUNITY OF BELONGING	<i>I can play a part in helping others belong.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
1.2: AHA'S!	<i>I can celebrate my own growth and progress.</i>	Self-Awareness, Social Awareness
1.3: STRENGTHS WHEEL	<i>I can draw the Strengths that help me be healthy and strong.</i>	Self-Awareness, Social Awareness
1.4: AFFIRMING OUR FRIENDS' STRENGTHS	<i>I can celebrate the growth and progress I see in others.</i>	Social Awareness, Relationship Skills
1.5: EXPLORING AND SHARING MY STRENGTHS	<i>I can share my Strengths with others.</i>	Self-Awareness, Social Awareness, Relationship Skills
1.6: HELPFUL APOLOGIES	<i>I can tell the difference between a Helpful Apology and an unhelpful apology.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
1.7: A PLACE OF BELONGING	<i>I can practice creating a place of belonging for others.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
1.8: CELEBRATING OUR CONNECTIONS AND COMMUNITY	<i>I can celebrate the ways myself and others have created a classroom community of belonging.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making



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 BRANCHES AND LEAVES OF THE BRAIN TREE	<i>I can use the information from my Roots and Trunk to make decisions with my Branches and Leaves.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
2.2: CELEBRATING LEARNING THROUGH AHA'S	<i>I can celebrate my own and others' growth in using the Branches and Leaves of our BrainTrees.</i>	Self-Awareness, Social Awareness
2.3: GETTING UNSTUCK FROM BIG EMOTIONS	<i>I can use the Regulation Railroad to get unstuck from big emotions.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
2.4: CELEBRATING HELPFUL APOLOGIES	<i>I can celebrate my own and others' Helpful Apologies for mistakes we've made.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
2.5: EXPANDING AND EXPLORING REGULATION	<i>I can identify and use different regulation strategies to get unstuck when I feel big emotions.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
2.6: CELEBRATING REGULATION	<i>I can celebrate my own and others' growth in using regulation strategies.</i>	Social Awareness, Relationship Skills
2.7: POSITIVE FRIENDS CAN CO-REGULATE	<i>I can offer co-regulation when others experience big emotions.</i>	Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
2.8: CELEBRATING OUR STRENGTHS	<i>I can celebrate my own and others' Strengths.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

SOURCES OF STRENGTH SECOND GRADE SCOPE AND SEQUENCE

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 HAVE SOCIAL INFLUENCE	<i>I can influence my community in healthy ways.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
3.2: POSITIVE FRIEND SUPERPOWERS	<i>I can celebrate the ways myself and others are Positive Friends.</i>	Self-Awareness, Social Awareness, Responsible Decision-Making
3.3: NAVIGATING CONFLICT IN HEALTHY WAYS	<i>I can navigate conflict with others in healthy ways.</i>	Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
3.4: CELEBRATING RELATIONSHIP REPAIR	<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: AN ECOSYSTEM OF BELONGING	<i>I can help build a healthy community of belonging.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills
3.6: BELONGING THROUGH AFFIRMATIONS	<i>I can offer Affirmations to help create a community of belonging.</i>	Social Awareness, Relationship Skills, Responsible Decision-Making
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