

Kindergarten 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?

Kindergarten 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. Recognize what the Roots of their BrainTrees communicate to them through basic bodily sensations.
- 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. Recognize when co-regulation could be helpful for themselves or others.
- 7. Cultivate skills to navigate conflict in healthy ways.**
 - a. Demonstrate active listening skills in moments of conflict.
 - b. Practice asking and answering restorative questions when conflict arises.
- 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. Use language and actions that include others and create connections.



SOURCES OF STRENGTH KINDERGARTEN 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.

LESSON	SPOTLIGHT	CASEL COMPETENCIES
1.1: SETTING THE STAGE FOR CONNECTION	<i>I can be an active listener and learn from others.</i>	Self-Awareness, Self-Management, Relationship Skills
1.2: CELEBRATING MY OWN GROWTH: AHA!	<i>I can celebrate my own growth and progress.</i>	Self-Awareness
1.3: STRENGTHS WHEEL: PEOPLE WHO MAKE ME STRONG	<i>I can name the people in my life who help me be healthy and strong.</i>	Self-Awareness, Social Awareness
1.4: CELEBRATING ASKING FOR HELP: AHA!	<i>I can celebrate asking for help as a Strength.</i>	Self-Awareness, Relationship Skills
1.5: STRENGTHS WHEEL: THINGS WE DO THAT MAKE US STRONG	<i>I can name things I do that help me be healthy and strong.</i>	Self-Awareness, Social Awareness, Self-Management
1.6: CELEBRATING OTHERS: AFFIRMATIONS	<i>I can celebrate the growth and progress I see in others.</i>	Social Awareness, Relationship Skills
1.7: STRENGTHS WHEEL: STRONG BRAINS AND BODIES	<i>I can care for my brain and body and ask for help when I need it.</i>	Social Awareness, Self-Management, Responsible Decision-Making
1.8: CELEBRATING OUR CONNECTIONS AND COMMUNITY	<i>I can celebrate myself and others in my school.</i>	Self-Awareness, Social Awareness, Relationship Skills

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 ROOTS OF THE BRAINTREE	<i>I can listen to my brain and body.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
2.2: CELEBRATING RELATIONSHIP REPAIR: APOLOGIES	<i>I can tell the difference between a Helpful Apology and an unhelpful apology.</i>	Self-Awareness, Self-Management, Relationship Skills
2.3: THE REGULATION RAILROAD	<i>I can regulate when I have big emotions.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
2.4: CELEBRATING RELATIONSHIP REPAIR: SEE THE HURT	<i>I can celebrate myself, others, and relationship repair.</i>	Self-Awareness, Responsible Decision-Making
2.5: PRACTICING REGULATION	<i>I can use breathing strategies to regulate my body and my emotions.</i>	Self-Awareness, Self-Management, Responsible Decision-Making
2.6: CELEBRATING SPECIFIC AFFIRMATIONS	<i>I can celebrate others using specific examples.</i>	Social Awareness, Relationship Skills
2.7: REGULATING TOGETHER	<i>I can co-regulate with others.</i>	Self-Awareness, Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making
2.8: HELPING THE HURT WITH A RE-DO	<i>I can offer to Help the hurt by asking for a chance to do something differently.</i>	Social Awareness, Self-Management, Relationship Skills, Responsible Decision-Making

SOURCES OF STRENGTH KINDERGARTEN 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: SHARING OUR STRENGTHS	<i>I can share my Strengths with others.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
3.2: CELEBRATING THE HELPERS	<i>I can celebrate people who are Helpers.</i>	Self-Awareness, Social Awareness, Relationship Skills
3.3: LISTENING THROUGH CONFLICT	<i>I can listen to better understand others.</i>	Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making
3.4: LEARNING FROM OUR MISTAKES	<i>I can regulate big emotions by offering a Helpful Apology.</i>	Self-Awareness, Relationship Skills, Responsible Decision-Making
3.5: COME JOIN US!	<i>I can be generous with my actions, words, and thoughts.</i>	Social Awareness, Relationship Skills, Responsible Decision-Making
3.6: CELEBRATING GENEROSITY	<i>I can practice Generosity by celebrating others.</i>	Self-Awareness, Social Awareness, Relationship Skills
3.7: CELEBRATING ALL OUR GROWTH!	<i>I can celebrate my community.</i>	Self-Awareness, Social 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