SCSW - Grade 2 - Self Management and Relationship Skills

Unit Focus

In this unit, students learn how to set personal boundaries when working with others to have productive relationships and increased success with team projects. Students will also learn the importance of flexible thinking when working with others and the idea of teamwork and cooperation. The Social Emotional Learning Team will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, community building and school connectedness. Examples include Kindness Week, whole-school read-alouds, kindness club, interactive bulletin boards, and buddy benches. Additionally, the school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements and other whole-school activities focused on inclusion, kindness, reducing isolation.

Stage 1: Desired Results - Key Understandings

Standard(s)

CT School Counseling Standards
CT Counseling: K-3

- Work independently and with others (A1.3)
- Demonstrate cooperation by taking turns in the classroom (A3.5)
- Be able to develop novel solutions to a problem (A4.1)
- Practice investigating, inventing strategies (A4.3)
- Develop an understanding of the concepts of habits of mind and behaviors (A6.1)
- Demonstrate an understanding of how to respond appropriately when things don't go as expected (A6.2)
- Acknowledge the needs of others (S/E1.3)
- Identify skills used for positive interpersonal relations (S/E2.1)
- Acknowledge that all people have likenesses and differences (S/E2.2)
- Develop strategies to build relationships with others who are different from you (S/E2.3)
- Recognize the value of others contributions (S/ E2.4)
- List the possible outcomes and consequences of a decision (S/E3.2)
- Understand that all decisions have alternatives (S/E3.3)

Healthy and Balanced Living Curriculum Framework
Health Education PK-2

- Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. (IC 4.1.2)
- Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback. (IC 4.2.2)

Transfer

Students will be able to independently use their learning to...
T1 Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives.

Meaning

Understanding(s)

Students will understand that...
U1 Students demonstrate effective communication which involves active listening, speaking, and recognizing nonverbal behavior.
U2 People choose when to demonstrate cooperation, collaboration, compromise and negotiation to build and maintain healthy relationships.
U3 Communicating feelings can help others to understand and/or help.
U4 Students use prior knowledge, active listening, and communication to accept and/or tolerate other opinions and beliefs.
U5 People develop empathy and tolerance when they accept and appreciate the diversity within and among each other.
U6 People who respect individual rights and roles engage in respectful exchanges that allows others to understand what is being shared.

Essential Question(s)

Students will keep considering...
Q1 Do my actions and/or decisions have a negative or positive impact on my self or others?
Q2 What strategies can I use to help me in this moment?
Q3 How do I listen and show that I have heard you?
Q4 How do we accept each other's differences?
Q5 How do we continue to work together even when we disagree?

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate	**Acquisition of Knowledge and Skill**	
	Knowledge	**Skill(s)**
• Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)	*Students will know...* **K1** the qualities of a healthy friend, such as respectful of personal space, kind, trustworthy, supportive and make you feel good. **K2** the qualities of an unhealthy friend, such as uses unkind language, takes advantage of you, talks badly about you to others, and doesn't listen to you or support you. **K3** how to identify four basic emotions (worry, sadness, anger, calm and happiness) **K4** how the face and body looks and sounds when displaying the four basic emotions. **K5** that their thoughts and words affect others by reading their body cues and accurately **K6** turning their body towards the speaker and using eye contact to demonstrate active listening to others. **K7** kindness vocabulary and how to demonstrate actions of care and empathy.	*Students will be skilled at...* **S1** effectively communicating their own needs and wants with peers. **S2** expressing how they are feelings. **S3** reading facial cues and interpreting tone of voice and body language. **S4** observing how their peers react when communicating. **S5** effective speaking and active listening skills. **S6** using kind language and expressing empathy toward others