



SCSW - Kindergarten - Relationship Skills: What are my Feelings?

Unit Focus

In this unit, students acquire vocabulary to describe how they are feeling so they can express themselves using their words to communicate with others. They will also learn strategies to be a better listener, a good friend, and work together to solve problems. Personal space will also be addressed in this unit in relation to social cues and expected and unexpected behaviors. 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)	Transfer	
CT School Counseling Standards CT Counseling: K-3 Practice self-control and individual responsibility (A1.8) Explore what it looks like to be a student who is engaged in learning (A3.1) Demonstrate an understanding of how to respond appropriately when things don’t go as expected (A6.2) Identify and express feelings (S/E1.1) Share feelings when appropriate and listen to others about their feelings (S/E1.2) Identify skills used for positive interpersonal relations (S/E2.1) Learn techniques for managing negative feelings such as anger, stress, sadness, and anxiety (S/ E4.2) Healthy and Balanced Living Curriculum Framework Health Education PK-2 Identify a variety of feelings that people experience (MEH 1.1.2) Explain the relationship between feelings and behavior. (MEH 1.2.2) 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)	<i>Students will be able to independently use their learning to...</i> T1 Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems. T2 Apply techniques to regulate one’s thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Humans analyze the impact of emotions on their behavior. U2 Humans identify, express and understand positive and negative emotions. U3 Communicating feelings can help others to understand and/or help. U4 Individual actions can influence others thinking and actions. U5 Students demonstrate effective communication which involves active listening, speaking, and recognizing nonverbal behavior.	<i>Students will keep considering...</i> Q1 How do I recognize and name what I’m feeling? Q2 Do my actions and/or decisions have a negative or positive impact on my self or others? Q3 How can I express how I am feeling? Q4 How do I listen and show that I have heard you?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Whole body listening components include specific expectations as outlined in the "Larry poster and book."	<i>Students will be skilled at...</i> S1 recognizing and demonstrating whole body listening

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K2 Verbal behaviors such as speaking volume, tone of voice, word choice impact the feelings and thoughts of others.

K3 Expected and unexpected behaviors change based on the environment and context of a social situation.

K4 Nonverbal behaviors such as body posture, eye-contact, facial expressions, and proximity impact the feelings and thoughts of others.

K5 Vocabulary: Expected/Unexpected behaviors, regulation, Zones of Regulation, social cues, verbal and non-verbal cues

S2 identifying and expressing my own feelings and emotions.

S3 identifying feelings and emotions by interpreting verbal and nonverbal social cues.

S4 identifying the Zones of Regulation, especially as it relates to their behavior.

S5 applying strategies to regulate emotions.

S6 recognizing that each student has different opinions, likes/dislikes and strengths/areas for growth.