



SCSW - Grade 1 - Self-Management

Unit Focus

During this unit, students will learn problem-solving and conflict resolution strategies. Students learn that there are expected and unexpected reactions to different size problems. Students will analyze and apply the Size of the Problem scale to social problem-solving scenarios. Students will discuss how reactions affect themselves and others. They will also explore alternative, expected choices when faced with a problem or conflict. Students will be taught how to repair harm using the First, Next, Then problem-solving model.

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-aloud, kindness club, interactive bulletin boards, and buddy benches. Additionally, the school community will participate 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, and 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) - Practice investigating, inventing strategies (A4.3) - 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) - Acknowledge the needs of others (S/E1.3) - Identify skills used for positive interpersonal relations (S/E2.1) - Develop strategies to build relationships with others who are different from you (S/E2.3) - List the possible outcomes and consequences of a decision (S/E3.2) - Understand that all decisions have alternatives (S/E3.3) - Learn techniques for managing negative feelings such as anger, stress, sadness, and anxiety (S/ E4.2)	<i>Students will be able to independently use their learning to...</i> T1 Apply techniques to regulate one's thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings. T2 Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Individuals evaluate emotionally charged situations and apply various strategies to respectfully continue communication U2 Humans analyze the impact of emotions on their behavior. U3 Humans recognize that all people are different and we share a social responsibility to treat each other with respect and without bias. U4 People analyze all possible options and outcomes before taking action.	<i>Students will keep considering...</i> Q1 Why do I act the way I do? Q2 What strategies can I use to help me in this moment? Q3 What behaviors should I employ in my current situation? Q4 How can I make amends when I make a mistake?

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 that their reactions to problems impacts themselves and others.

K2 that there are consequences to expected and unexpected choices.

K3 to use a problem solving model to repair harm.

Skill(s)

Students will be skilled at...

S1 recognizing differing opinions and employing strategies to navigate the situation respectfully.

S2 demonstrate strategies to repair a situation.

S3 how to identify the size of the problem and the appropriate reaction that matches the problem size.

S4 using the "power to choose" to navigate social problems and make expected choices.