



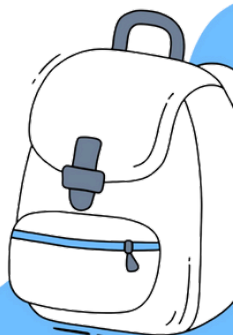
Unit 1

Scope & Sequence

Emotional Intelligence

Early Elementary Ages 5-8 (Grade K-2)

growthminded



Scope & Sequence

Emotional Intelligence

Early Elementary Ages 5-8 (Grades K-2)

6-8 weeks (1 lesson per week
30–40 minutes each)

Unit Theme

Understanding, naming, and managing our emotions helps us connect with others, make kind choices, and stay calm and confident, even when things feel hard.

Learning Objectives:

By the end of the unit, students will be able to:

1. Identify and name a variety of emotions in themselves and others.
2. Recognize that feelings can change in strength and weight.
3. Notice body clues that signal different emotions.
4. Practice mindfulness strategies to slow down and calm their bodies.
5. Apply regulation tools when experiencing frustration.
6. Demonstrate empathy and kindness in friendships.
7. Use fair-minded communication and conflict-resolution strategies.
8. Integrate all these skills into a personal Emotional Intelligence Toolkit that reflects individual growth and self-management.

Essential Understanding

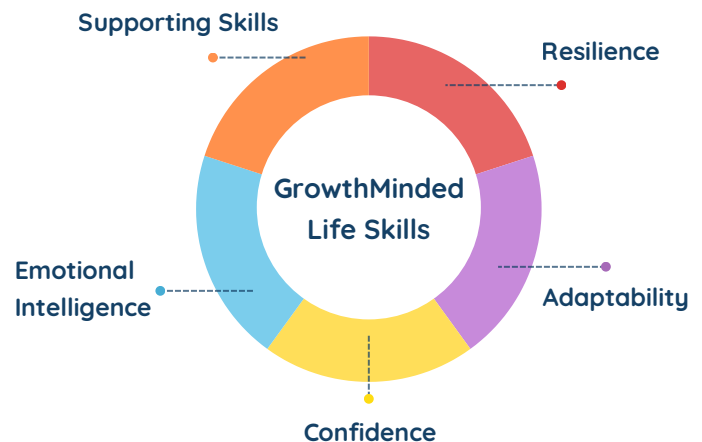
“Everyone has feelings, sometimes big and sometimes small. When we understand what we feel, we can take care of ourselves and treat others with kindness.”

Guiding Question

How can I notice, understand, and manage my feelings so I can learn, stay calm, and be a good member of my school and classroom communities?

Core GrowthMinded Life Skills Development

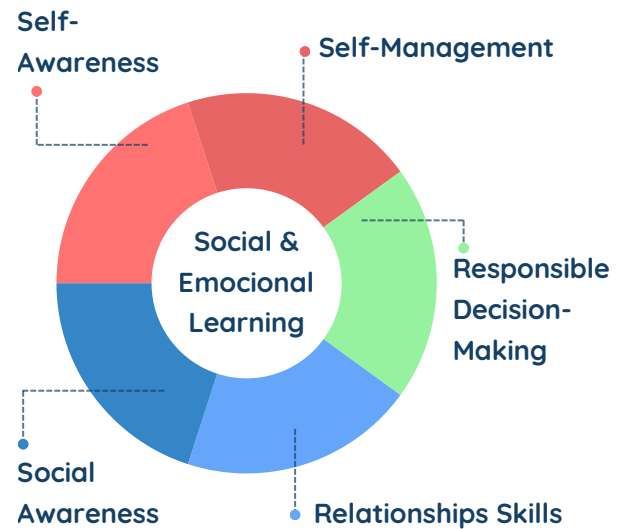
- **Emotional Intelligence:** Recognizing, naming, and managing emotions in self and others.
- **Confidence:** Believing all feelings are valid and can be expressed safely.
- **Resilience:** Managing frustration and bouncing back from challenges.
- **Adaptability:** Using calming and problem-solving strategies in different settings.
- **Supporting Skills:** Empathy, mindfulness, communication, problem-solving, and self-awareness.



*This lesson aligns with CASEL competencies, especially Self-Awareness and Self-Management (see Appendix).

SEL Competency:

- **Self-Awareness:** Recognizing and naming one's own emotions; understanding that feelings are temporary and meaningful.
- **Self-Management:** Recognizing and naming one's own emotions; understanding that feelings are temporary and meaningful.
- **Social Awareness:** Understanding others' perspectives and showing empathy.
- **Relationships Skills:** Communicating clearly, listening actively, resolving conflict constructively, and offering help when needed.
- **Responsible Decision-Making:** Making choices that reflect care for self and others; considering consequences before acting.



Unit 1 Summary

Across this seven-lesson series, students:

- Build emotional vocabulary and recognize how feelings show up in their bodies.
- Learn mindfulness strategies to pause, notice, and self-regulate in the moment.
- Identify frustration triggers and practice healthy ways to release tension.
- Strengthen empathy, kindness, and friendship-building behaviors.
- Apply calm communication and fair problem-solving to resolve conflicts.
- Integrate all of these tools into a personal Emotional Intelligence Toolkit that reflects their growth in awareness, regulation, and relationships.

Each lesson intentionally layers skill acquisition from awareness → understanding → regulation → empathy → problem-solving → integration, forming the Emotional Intelligence spiral central to GrowthMinded's K-2 SEL progression.

Unit 1 Scope & Sequence

Week	Lesson Title	Focus Skill	Essential Understanding (Student-Friendly)	Guiding Question
1	<u>Identifying and Naming Feelings</u>	Emotional Awareness (Self-Awareness)	I can name my feelings and recognize them in others.	How can I recognize and name my emotions?
2	<u>Exploring the Weight of Our Feelings</u>	Emotional Differentiation (Stress Management)	All feelings are okay. Some feel light, some feel heavy, but they all come and go.	What makes feelings feel light or heavy?
3	Slowing Down and Noticing Right Now	Mindful Awareness (Mindfulness)	When I slow down and pay attention, I can calm my body and mind.	How does paying attention help me feel calm and focused?
4	Managing Frustration Through Awareness	Emotional Regulation (Managing frustration and disappointment)	Everyone gets frustrated sometimes. I can notice it and choose ways to calm down.	How can I notice and manage frustration before it overflows?
5	Understanding Others to Strengthen Friendships	Empathy	I can show kindness and care by noticing how others feel.	How can I show empathy and kindness to others?
6	Learning and Sharing to Solve Problems	Conflict Resolution	When there's a problem, I can choose kind ways to fix it and keep friendships strong.	How can I solve problems with friends in kind and fair ways?
7	My Emotional Intelligence Toolkit	Integration & Reflection	When I understand my feelings and know what helps me stay calm and kind, I can take care of myself and my friendships.	How can I use what I've learned about my feelings to make good choices and be a caring friend?

Unit Assessments

- All assessment tools emphasize growth, effort, and reflection rather than perfection.
- Visual, verbal, and play-based formats ensure accessibility across diverse learners.
- Family reflections provide opportunities for home-school SEL connection.
- Teacher rubrics and checklists can be compiled into individual SEL portfolios for progress monitoring.

Assessment Type	Purpose	Frequency	Methods
Pre-Assessment	To establish baseline understanding of emotions, body awareness, regulation, empathy, and problem-solving prior to instruction. Guides differentiation and Tier 2/3 support planning.	Beginning of Unit	Visual and verbal prompts using emotion cards, body awareness questions, empathy and problem-solving scenarios, teacher observation checklist, and optional drawing extension.
Formative	To monitor understanding, participation, and SEL skill use in-the-moment.	Every lesson	Visual cues, discussion, checklists
Summative	To assess integrated SEL competencies across contexts.	End of Unit	Visual toolkit project, reflection conversation
Reflective	To empower students to recognize their own growth.	Ongoing	Self-check visuals, emotion thermometers

Pre-Assessment

The pre-assessment measures students' beginning awareness of emotions, body cues, calming strategies, empathy, and problem-solving prior to instruction. This baseline data informs instructional differentiation, Tier 2/3 supports, and goal-setting for SEL growth throughout the unit.

Assessment Focus	Description	Assessment Tools & Evidence
Baseline Emotional Awareness	Students identify and label common emotions, using visual or verbal cues, and begin linking them to personal experiences.	<ul style="list-style-type: none"> • Emotion cards (happy, sad, angry, worried, calm, excited) • Teacher observation checklist noting accuracy and vocabulary • Student verbal responses (“I feel ___ when ___”)
Body Awareness & Sensory Recognition	Students recognize how emotions show up in their bodies (e.g., “My hands feel tight when I’m mad”).	<ul style="list-style-type: none"> • Visual body outline with guided labeling • Teacher questioning (“Where do you feel that in your body?”) • Anecdotal notes on physical self-awareness
Regulation & Coping Awareness	Students describe or demonstrate one or more strategies they already use to calm down or manage frustration.	<ul style="list-style-type: none"> • Verbal or illustrated responses (“I take a deep breath,” “I hug my stuffie”) • Teacher checklist for strategy recall • Optional drawing prompt: “What helps you feel better?”
Empathy & Social Awareness	Students describe ways they notice or respond to others’ feelings, showing beginning understanding of empathy.	<ul style="list-style-type: none"> • Teacher-facilitated discussion (“What can you do when a friend feels sad?”) • Puppet or picture prompts for social scenarios • Teacher observation notes on perspective-taking
Problem-Solving & Conflict Resolution	Students suggest or select appropriate responses to simple peer conflicts (e.g., sharing, turn-taking, compromise).	<ul style="list-style-type: none"> • Verbal role-play or picture-based scenarios • Teacher checklist of cooperative solutions offered • Optional puppet dramatization for young learners
Overall Emotional Readiness Snapshot	Students participate in a short conversation or drawing activity summarizing how they currently recognize, express, and manage feelings.	<ul style="list-style-type: none"> • Combined teacher reflection checklist (Awareness / Regulation / Empathy / Problem-Solving) • Student drawings depicting emotions and strategies • Optional family reflection (“My child notices feelings when...”)

Formative Assessments

Formative assessments are embedded within each lesson to provide continuous insight into students' emotional vocabulary development, regulation skills, and empathy growth. These check-ins emphasize observable behavior, expressive participation, and language use rather than academic output.

Teacher Notes:

- Use quick, informal check-ins (thumbs, visuals, body signals) to monitor student comfort and comprehension.
- Revisit the same emotion vocabulary and regulation visuals to assess transfer and retention.

Focus reflection prompts on “how” and “when” strategies are used, not just naming emotions

Lesson	Formative Assessment Focus	Assessment Tools & Evidence
1. Identifying & Naming Feelings	Recognizes and names emotions accurately.	<ul style="list-style-type: none"> • “What’s the Emotion?” matching and acting game • Teacher observation checklist on naming and sharing • Student self-check (emoji scale)
2. Exploring Heavy & Light Feelings	Distinguishes between comfortable and uncomfortable emotions.	<ul style="list-style-type: none"> • Sorting activity on “My Heavy & Light Feelings” chart • Verbal reflection (“When do I feel light or heavy?”) • Visual self-check (color-coded thermometer)
3. Slowing Down & Noticing Right Now	Demonstrates awareness of body cues and calming strategies.	<ul style="list-style-type: none"> • Guided mindfulness observation notes • Quick verbal reflection: “What did you notice right now?” • Behavior observation: participation, focus, breathing
4. Managing Frustration Through Awareness	Identifies frustration triggers and calming tools.	<ul style="list-style-type: none"> • Frustration Cup reflection and labeling • “Emptying my cup” verbal rehearsal • Teacher documentation of self-regulation behaviors
5. Building Our Feathers of Friendship	Demonstrates empathy and identifies trust-building behaviors.	<ul style="list-style-type: none"> • Peer observation checklist (“I noticed kindness when...”) • Drawing or writing one act of kindness • Visual student self-check
6. Using the Friendship Melon to Solve Problems	Applies conflict-resolution strategies in social play.	<ul style="list-style-type: none"> • Role-play scenario observation checklist • Student verbal explanation: “Which slice helped me solve it?” • Peer reflection: “What helped our friendship feel better?”

Summative Assessment

The summative task measures students' ability to integrate awareness, regulation, empathy, and conflict-resolution skills learned throughout the unit.

Assessment Focus	Description	Assessment Tools & Evidence
Integration of Emotional Intelligence Skills	Students synthesize learning from all six prior lessons, demonstrating emotional awareness, regulation, empathy, and problem-solving through a personal "Emotional Intelligence Toolkit."	<ul style="list-style-type: none"> • Completed four-part toolkit visual (My Feelings, My Calming Strategy, My Kindness, My Reflection) • Teacher rubric (3-4-point scale for Awareness, Regulation, Empathy, Problem-Solving) • Verbal reflection responses
Emotional Awareness	Accurately identifies and labels multiple emotions, connecting them to personal experiences and body sensations.	<ul style="list-style-type: none"> • Student drawings/writing ("I feel ___ when ___") • Teacher observation checklist during guided reflection
Self-Regulation	Demonstrates understanding of a calming strategy and when to use it.	<ul style="list-style-type: none"> • Visual representation of strategy in toolkit • Teacher prompts: "What helps you calm down?"
Empathy & Relationship Skills	Describes or illustrates ways to show kindness and repair friendships.	<ul style="list-style-type: none"> • "Empathy in Action" section of toolkit • Observation during peer discussion
Reflection & Transfer	Explains what has been learned about feelings and how to apply it beyond the classroom.	<ul style="list-style-type: none"> • Teacher-guided reflection conversation • Student self-check sheet (visual scale) • Optional Family Reflection Sheet: "I notice my child using ___ when they feel ___."

Weaving the Culture

To build a classroom and home culture where emotional awareness, empathy, and regulation are part of daily life—not just explicit SEL lessons. Weaving the Culture means embedding the language, visuals, and strategies from the Emotional Intelligence unit into morning routines, transitions, academic learning, and home communication.

Integrating into Classroom Culture:

Goal: Build a shared emotional language and normalize identifying, naming, and expressing feelings through daily routines and classroom interactions.

1. Begin each day with a Feelings Check-In using visuals from What's the Emotion? or the class feelings chart.

- Prompt: “How is your body feeling today — light, heavy, or somewhere in the middle?”

2. Include Mindful Moments (1–3 minutes) after transitions or before challenging activities.

- Examples: Breathing with pinwheels, listening to sounds, or using grounding cards from Slowing Down and Noticing Right Now.

3. Use emotion vocabulary during instruction:

- “I can tell you feel frustrated. Let’s try a calm-down tool before we start again.”
- “You seem proud of your work — how does your body feel when you’re proud?”

4. Reinforce empathy through peer observations:

- “Who noticed kindness today?”
- “What’s one way we can be a good friend like our peacock feathers show?”

5. Embed Frustration Cup and Friendship Melon visuals into calm-down corners or problem-solving centers.

6. Display a Wall of Feelings & Friendship where students add drawings or sticky notes showing moments of calm, kindness, or problem-solving.

7. Celebrate SEL progress with reflection circles at the end of each week:

- “One thing I learned about my feelings is...”
- “One thing I did to help a friend was...”

Connecting at Home:

Goal: Extend emotional vocabulary and self-regulation strategies to home life through consistent language and shared visuals.

1. Send home Family Reflection Sheets after key lessons (Heavy & Light Feelings, Frustration Cup, Friendship Melon).

- Prompt: “I notice my child using ___ when they feel ___.”

2. Encourage families to model emotional language:

- “I feel frustrated because dinner is taking longer — I’m going to take three balloon breaths.”

3. Provide a Home Feelings Chart for use during routines (bedtime, transitions, after-school).

4. Suggest home extensions connected to lessons:

- Lesson 2: Sort heavy and light feelings together after a long day.
- Lesson 3: Practice mindfulness before bedtime using 5-4-3-2-1 grounding.
- Lesson 5: Identify one kind act the family did together each day.
- Lesson 7: Share and discuss the Emotional Intelligence Toolkit as a family reflection tool.

5. Send visuals home after each lesson to support consistency:

- What’s the Emotion? cards for identifying feelings
- Frustration Cup and Ways to Empty My Cup posters for regulation
- Friendship Melon for problem-solving steps

Bridge Between Classroom & Home

- Establish a shared SEL language between teachers and caregivers using unit visuals and vocabulary.
- Reinforce growth mindset phrasing: “You’re learning to handle big feelings,” instead of “Don’t be mad.”
- Create predictable SEL routines that mirror the school experience (e.g., same breathing prompt or reflection question).
- Encourage families to share celebrations:
 - “How did you notice your child showing empathy or solving a problem this week?”
- Feature student reflections on classroom displays or newsletters:
 - “This week, we practiced using our calm-down tools when our cups felt full!”

Adaptations for Small Group & Individual Interventions (Tiers 2 &3)

The purpose of more intensive instruction is to ensure all students access, internalize, and apply emotional intelligence concepts across multiple tiers of support. Interventions focus on language development, self-regulation, empathy, and problem-solving, with visual anchors and repetition woven through each tier.

Tier 2: Small Group Adaptations (Targeted Interventions)

3–5 students | 30 minutes |
1–2x per week

Purpose: To provide focused social-emotional instruction and guided practice for students who require additional support recognizing, expressing, and regulating emotions in social contexts. Tier 2 small groups strengthen emotional vocabulary, coping tools, and interpersonal skills through structured modeling, repetition, and collaborative reflection.

Goal: Students begin to generalize emotional vocabulary, empathy, and regulation skills beyond the small group. Through structured, supportive peer interaction, they strengthen confidence in expressing emotions, using calming tools, and navigating simple peer conflicts with adult scaffolding.

Structure & Delivery

Segment	Time	Focus & Description	Sample Teacher Language
1. Welcome & Feelings Check-In	5 min	Begin with a quick, visual check-in using What’s the Emotion? or Heavy & Light Feelings cards. Encourage body awareness and vocabulary use.	“Show me on your card — is your feeling light, heavy, or somewhere in the middle today?”
2. Mini-Teaching & Review	7-8 min	Review one SEL concept from the unit (e.g., frustration, empathy, noticing). Use puppets, visuals, or short stories for engagement.	“Let’s remember our Frustration Cup. What happens when our cup gets too full?”

3. Guided Practice or Cooperative Activity	10-12 min	Engage in a structured, hands-on activity related to the target skill. Encourage peer dialogue and turn-taking.	“Work together to sort these feelings into heavy or light — and tell your group why you chose that.”
4. Reflection & Sharing	3-5 min	Facilitate a short group reflection circle. Students share one takeaway or new strategy they’ll try in class.	“What’s one thing you can do next time you feel your cup filling up?”

Group Tools & Supports

- **Feelings Menu:** Visual check-in cards showing emotions, color-coded by intensity.
- **Group Toolbox:** Shared SEL manipulatives (breathing ball, pinwheels, fidget tools, Frustration Cup visuals).
- **Emotion Word Wall:** Portable chart or ring with key emotion words.
- **Visual Routine Cards:** Simple icons showing group flow (Check-In → Learn → Practice → Reflect).

Progress Monitoring

Group Observation	Track participation, engagement, and emotion-labeling accuracy across sessions.
Student Self-Reflection Cards	Emoji or color check-ins at start/end (“My body feels…”).
Teacher Reflection Notes	Record which strategies each student uses independently.
Generalization Tracker	Classroom teacher notes evidence of transfer (“used breathing card at recess”).

Family & Support Collaboration

- Send home mini visuals (Feelings Chart, Calm-Down Steps, Friendship Feathers).
- Suggest home check-ins using the same language:
 - “What color is your feeling today?”
 - “What’s something that helped you calm down?”
- Collaborate with support staff (school counselor, social worker, OT) for reinforcement in other small groups or 1:1 sessions.
- Share progress updates biweekly with caregivers (“We practiced naming feelings and using calm-down tools. Ask your child which one they liked best!”).

Tier 3: Individualized Adaptations (Intensive Interventions)

1:1 or 1:2 sessions | 30 minutes |
1–2x per week

Purpose: To provide individualized emotional coaching, explicit co-regulation, and structured practice of core SEL strategies for students who need intensive, sensory-based, and relationally grounded support. These sessions allow students to slow down, reflect deeply, and connect emotion recognition, regulation, and empathy across settings.

Goal: Students will internalize self-regulation, empathy, and communication strategies through consistent modeling, structured visual supports, and scaffolded reflection. The ultimate goal is increased self-awareness, independence, and emotional recovery—transitioning from adult co-regulation toward self-regulation over time.

Structure & Delivery

Segment	Time	Focus & Description	Sample Teacher Language
1. Connection & Emotional Check-In	5 min	Student identifies their current emotion using visuals, mirror, or personalized “Feelings Menu.”	“Let’s look at your feelings cards. Which one shows how your body feels right now?”
2. Coaching & Skill Focus	10-12 min	Explicitly teach or reteach one key strategy (e.g., identifying frustration signs, naming heavy feelings, using a melon slice). Use visuals and stories to model real-life connections.	“Remember when your cup felt full? Let’s practice what we can do when we notice that feeling again.”
3. Regulation Practice	8-10 min	Engage in hands-on, sensory regulation: deep breathing, drawing, grounding game, or mindfulness cards. Integrate co-regulation if needed.	“Let’s take three balloon breaths together. Feel your shoulders move down as you breathe out.”
4. Reflection & Goal Sharing	3-5 min	Discuss success and set a next-step goal for real-world application. Record or draw one strategy to try in class.	“Next time you feel your cup fill up, which strategy can help you empty it?”

Individualized Tools & Visuals

- **Emotion Book:** Photos of the student modeling expressions with simple text (“This is me feeling frustrated.”).
- **Mini SEL Toolkit:** Includes calming tools (putty, breathing ball, fidget), visuals (Frustration Cup, Friendship Melon, Feelings Faces), and co-regulation cards.
- **Personal Calm-Down Plan:** Step-by-step visual process tailored to the student:
 1. I notice my body feels tight →
 2. I take 3 deep breaths →
 3. I use my Frustration Cup or Melon →
 4. I rejoin the group.
- **Progress Portfolio:** Folder where the student collects visuals, drawings, or notes from each session to reflect on growth.

Progress Monitoring

Session Reflection Log	Quick notes on the strategy practiced, student response, and observed regulation cues.
Student Goal Tracker	Simple, visual chart showing personal growth goals (e.g., “I used my calm tool ___ times this week”).
Emotion Journal or Drawing Page	Before/after reflection on how they felt and what helped calm them.
Teacher Collaboration Notes	Weekly brief check-ins with classroom teacher or counselor to align strategies.

Family & Support Collaboration

- Support visual consistency by sending home laminated copies of the student’s Frustration Cup, Friendship Melon, or Calm-Down Plan for use at home.
- Provide caregivers with sample prompts:
 - “Your cup looks full. What could we do to empty it together?”
 - “What’s one kind thing you did for a friend today?”
- Partner with counselors, OTs, or SLPs to reinforce co-regulation routines and language consistency across all environments.
- Encourage caregivers to use a Home Reflection Page:
 - “I noticed my child using _____ when they felt _____.”

Dear Family,

This month, our class will begin Unit 1 of the GrowthMinded Life Skills curriculum: **Emotional Intelligence**.

This unit helps students understand, name, and manage their feelings — building the foundation for empathy, self-regulation, and positive friendships both in and out of school.

Throughout the next several weeks, students will participate in hands-on, no-screen activities that engage their minds and hearts. They will learn how to identify their emotions, calm their bodies when they feel big feelings, and show kindness to others who might feel differently from them. These skills are introduced through stories, role-play, art, movement, and discussion circles.

In Unit 1, we will explore the following key concepts:

- **Identifying and Naming Feelings:** Recognizing emotions in ourselves and others.
- **Heavy and Light Feelings:** Understanding that all feelings are okay, and some just feel stronger than others.
- **Mindful Awareness:** Practicing breathing, noticing, and calming strategies to help the body and brain work together.
- **Managing Frustration:** Learning what to do when our “cup feels full.”
- **Empathy and Friendship:** Showing care, kindness, and understanding in our relationships.
- **Problem-Solving:** Working through conflicts in fair and respectful ways.

By the end of this unit, students will create their very own **Emotional Intelligence Toolkit**, a collection of visuals and strategies they can use to recognize feelings, calm down, and care for others.

You can support your child's learning at home by:

- Talking about emotions and modeling calm-down strategies (like taking deep breaths together).
- Using the same language we use at school. For example, “Your feeling seems heavy right now. What could help it feel lighter?”
- Displaying the home visuals or completing the home activities that will come home each week.
- Celebrating your child's growing ability to name and manage their feelings.

If you have any questions or would like to see examples of our activities, please reach out — I'd love to share more! Your support helps strengthen the bridge between school and home, ensuring students can practice emotional intelligence everywhere they go.

Thank you for your partnership and for nurturing your child's social and emotional growth. We are off to a wonderful start!