

# SANFORD HARMONY™

AT  
NATIONAL UNIVERSITY

## Scope and Sequence



## Unit 1: Diversity & Inclusion

Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<b>1.1 Getting to Know Each Other</b> – Students discuss the value of getting to know all of their classmates, and play a game in which they share about themselves with their peers.	<b>1.1 Getting to Know Each Other</b> – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.	<b>1.1 Getting to Know Each Other</b> – Students learn the value of getting to know all of their peers. They have opportunities to gain comfort in sharing about themselves and to listen to and learn about others as they share.	<b>1.1 Who We Are</b> – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.	<b>1.1 Who We Are</b> – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.	<b>1.1 Who We Are</b> – Students are provided with the opportunity to get to know one another by sharing items of importance with their classmates.
<b>1.2 Discovering Commonalities</b> – Students discuss how talking and spending time with their peers can help them find things in common with one another, and then have an opportunity to find things that they have in common with a buddy.	<b>1.2 Discovering Commonalities</b> – Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.	<b>1.2 Discovering Commonalities</b> – Students learn that talking and playing with different peers can help them find things in common with one another. They have opportunities to discover what they have in common with many of their peers.	<b>1.2 The Things We Have in Common</b> – Students play the “Commonalities” game to identify similarities that they have with a peer in their classroom.	<b>1.2 The Things We Have in Common</b> – Students play the “Commonalities” game to identify similarities that they have with a peer in their classroom.	<b>1.2 The Things We Have in Common</b> – Students play the “Commonalities” game to identify similarities that they have with a peer in their classroom.
<b>1.3 Learning from Diversity</b> – Students discuss how everyone is different in some ways and that this makes each person unique and interesting, and then work with a buddy to create a collage that reflects many different things about each of them.	<b>1.3 Learning from Diversity</b> – Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.	<b>1.3 Learning from Diversity</b> – Students learn that everyone can be different in some ways and that this makes each person unique and interesting. They discuss the value of diversity and how they can learn new things from others.	<b>1.3 Learn Something New</b> – Students learn to appreciate and value differences by teaching and learning new skills from each other.	<b>1.3 Learn Something New</b> – Students learn to appreciate and value differences by teaching and learning new skills from each other.	<b>1.3 Learn Something New</b> – Students learn to appreciate and value differences by teaching and learning new skills from each other.
<b>1.4 Building Community</b> – Students discuss what it means to belong to a community, and then work together to create a representation of their classroom community.	<b>1.4 Building Community</b> – Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.	<b>1.4 Building Community</b> – Students learn what it means to belong to a community. They discuss the things that make their classroom a community and together create a representation of this community.	<b>1.4 Classroom Identity</b> – Students develop a common classroom identity by working together to develop a classroom name and motto.	<b>1.4 Classroom Identity</b> – Students develop a common classroom identity by working together to develop a classroom name and motto.	<b>1.4 Classroom Identity</b> – Students develop a common classroom identity by working together to develop a classroom name and motto.

## Unit 2: Empathy & Critical Thinking

Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<b>2.1 Recognizing Feelings</b> – Students learn to identify and demonstrate the physical signs of different emotions. Students discuss how various emotions look, sound, and feel, and then practice demonstrating and identifying different emotions.	<b>2.1 Recognizing Feelings</b> – Students learn to identify and demonstrate the physical signs of different emotions.	<b>2.1 Recognizing Feelings</b> – Students learn to identify and demonstrate the physical signs of different emotions.	<b>2.1 Thought Connections</b> – Students participate in a game to illustrate the connection between their thoughts, feelings, and actions.	<b>2.1 Pop That Thought Bubble!</b> – Students participate in exercises to illustrate the connection between their thoughts, feelings, and actions and to practice thinking in positive and inclusive ways.	<b>2.1 Thought Bubbles</b> – Students participate in exercises to illustrate the connection between their thoughts, feelings, and actions and to practice thinking in positive and inclusive ways.
<b>2.2 Predicting Feelings</b> – Students discuss how to think ahead and predict emotions that might result from a given situation, and then practice predicting how a peer might feel in different situations.	<b>2.2 Predicting and Explaining Feelings</b> – Students learn about thinking ahead to predict and thinking back to explain someone's feelings. Students predict their own feelings in various situations and compare them to that of others while playing Emotions Bingo.	<b>2.2 Predicting and Explaining Feelings</b> – Students learn about thinking ahead to predict and thinking back to explain someone's feelings. Students predict their own feelings in various situations and compare them to that of others while playing Emotions Bingo.	<b>2.2 Feelings Detectives</b> – Students participate in empathy-related exercises to illustrate that people can have different feelings when faced with the same situations and to practice recognizing feelings in other people.	<b>2.2 Learning about Empathy</b> – Students play the Empathy Game to practice recognizing each other's feelings and perspectives and responding to each other in understanding ways.	<b>2.2 Walking in Someone Else's Shoes (WISES)</b> – On Day 1, students learn how to identify emotional states, understand different perspectives, and respond emotionally to others. On Day 2, students play the WISES Game to practice these skills.
<b>2.3 Explaining Feelings</b> – Students discuss how to think back to what happened first or look for situational cues in order to understand reasons for someone's feelings. Students brainstorm reasons that people can have different feelings.	<b>2.3 Relating Thoughts, Feelings, &amp; Behaviors</b> – Students learn the relations among thoughts, feelings, and behaviors and practicing creating their own Think-Feel-Do chain for a given situation.	<b>2.3 Relating Thoughts, Feelings, &amp; Behaviors</b> – Students learn the relations among thoughts, feelings, and behaviors and practicing creating their own Think-Feel-Do chain for a given situation.	<b>2.3 To Think Like a Caterpillar</b> – Students participate in exercises to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).	<b>2.3 Caterpillar Thoughts</b> – Students participate in exercises to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).	<b>2.3 To Change Like a Caterpillar</b> – Students complete a homework exercise and play the To Change Like a Caterpillar Game to promote the perspective that personalities and abilities can change and improve (i.e., a Caterpillar Mindset).
<b>2.4 Having Empathy</b> – Students discuss what it means to have empathy for someone, and brainstorm ways to show empathy and caring to someone in different situations.	<b>2.4 Having Empathy</b> – Students learn what it means to have empathy for someone, and brainstorm ways to show empathy and caring to someone in different situations.	<b>2.4 Having Empathy</b> – Students learn what it means to have empathy for someone, and brainstorm ways to show empathy and caring to someone in different situations.	<b>2.4 Pop That Stereotype</b> – Students participate in exercises to illustrate the problems associated with stereotype thinking and to practice thinking in non-stereotyped ways.	<b>2.4 Stereotype Detectives</b> – Students participate in exercises to identify stereotypes, to observe stereotyped messages in the environment, and to practice thinking in non-stereotyped ways.	<b>2.4 Thinking Outside the Box</b> – Students participate in exercises to illustrate the problems associated with stereotypes and work together to develop strategies to prevent the negative consequences of stereotyping.

## Unit 2: Empathy & Critical Thinking (continued)

Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<b>2.5 Understanding Stereotypes about People</b> – Students discuss how not everyone in a group is just the same, and practice a way to respond to differences.	<b>2.5 Understanding Stereotypes about People</b> – Students learn about stereotypes about groups of people and how to respond to them.	<b>2.5 Understanding Stereotypes about People</b> – Students learn about stereotypes about groups of people and how to respond to them.			<b>2.5 Critical Thinking in Practice</b> – Students view and evaluate gender and relationship messages presented in a scripted scenario.
<b>2.6 Understanding Stereotypes about Objects, Activities, and Roles</b> – Students discuss how everyone can make choices and discover that toys, activities, and roles can be for everyone. Students continue to practice ways to respond to stereotypes.	<b>2.6 Understanding Stereotypes about Objects, Activities, and Roles</b> – Students learn that toys, activities, and roles are for everyone and discuss bias present in marketing.	<b>2.6 Understanding Stereotypes about Objects, Activities, and Roles</b> – Students learn that toys, activities, and roles are for everyone and discuss bias present in marketing.			
<b>2.7 Understanding that People Can Change</b> – Students discuss the potential for growth, learning, and change in themselves and others and identify how they have changed.	<b>2.7 Understanding that People Can Change</b> – Students learn about the potential for growth, learning, and change in each person and the importance of persisting at efforts to learn and try new things. They practice turning entity (fixed) thoughts into incremental (change) thoughts.	<b>2.7 Understanding that People Can Change</b> – Students learn about the potential for growth, learning, and change in each person and the importance and persisting at efforts to learn or try new things. They practice turning entity (fixed) thoughts into incremental (change) thoughts.			

## Unit 3: Communication

Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<b>3.1 Listening to Others –</b> Students discuss the importance of being thoughtful and careful listeners, and practice how to use whole body listening skills (eyes looking, ears listening, mouth quiet, body still) during a game.	<b>3.1 Listening to Others –</b> Students learn the importance of being thoughtful and careful listeners. They practice how to use whole body listening skills (eyes looking, ears listening, mouth quiet, body still).	<b>3.1 Listening to Others –</b> Students learn the importance of being thoughtful and careful listeners. They practice how to use whole body listening skills (eyes looking, ears listening, mouth quiet, body still).	<b>3.1 Communication Bumper or Booster-</b> Students learn communication roadblocks (Communication Bumpers) and strategies (Communication Boosters) by identifying the Bumpers and Boosters in a role-play game.	<b>3.1 Name that Communication Bumper –</b> Students learn about communication roadblocks (Communication Bumpers) and strategies (Communication Boosters) by identifying the Bumpers and Boosters in a role-play game.	<b>3.1 Name That Communication Bumper –</b> Students learn about potential problems, or “bumpers”, that can occur when communicating with others.
<b>3.2 Responding to Others –</b> Students discuss the importance of reciprocal communication and practice “talking back and forth” with a peer.	<b>3.2 Responding to Others –</b> Students learn the importance of reciprocal communication (Listen-Think-Respond) and practice “talking back and forth” with a peer.	<b>3.2 Responding to Others –</b> Students learn the importance of reciprocal communication (Listen-Think-Respond) and practice “talking back and forth” with a peer.	<b>3.2 Communication Boosters: Listening and Supporting –</b> Students learn more about using Boosters when communicating with others and have an opportunity to practice these strategies with a partner.	<b>3.2 The Communicator –</b> Students learn more about using Boosters when communicating with others and get an opportunity to practice using these strategies with a partner.	<b>3.2 The Communicator –</b> Students identify effective strategies, or “boosters”, to use when communicating with others.
<b>3.3 Being Assertive –</b> Students discuss the importance of speaking up in a respectful way and practice Speaking Up, Speaking Kindly.	<b>3.3 Being Assertive –</b> Students learn the importance of speaking up in a respectful way (Speak Up, Speak Kindly). They learn how they should look and sound and the kind of words to say when they are speaking up, and have opportunities to practice speaking up appropriately with a peer.	<b>3.3 Being Assertive –</b> Students learn the importance of speaking up in a respectful way (Speak Up, Speak Kindly). They learn how they should look and sound and the kind of words to say when they are speaking up, and have opportunities to practice speaking up appropriately with a peer.	<b>3.3 Collaboration in Action –</b> Students practice using Communication Boosters and avoiding Communication Bumpers in a cooperative learning group activity.	<b>3.3 Communication in the Environment –</b> Students are provided with the opportunity to identify Communication Bumpers and Boosters in the Environment.	<b>3.3 Communication in the Media –</b> Students are provided with the opportunity to identify communication “bumpers” and “boosters” in the media.
				<b>3.4 Collaboration in Action –</b> Students practice using Communication Boosters and avoiding Communication Bumpers in a cooperative learning group activity.	<b>3.4 Collaboration in Action –</b> Students practice using communication “boosters” in a cooperative learning group competition.

## Unit 4: Problem Solving

Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<b>4.1 Identifying Problems</b> – Students discuss the first two steps in solving problems (Stop, Talk), and practice identifying and stating problems presented in scenarios.	<b>4.1 Identifying Problems</b> – Students learn the first two steps in problem-solving (Stop, Talk) and practice recognizing and stating the problems described in peer scenarios.	<b>4.1 Identifying Problems</b> – Students learn the first two steps in problem-solving (Stop, Talk) and practice recognizing and stating the problems described in peer scenarios.	<b>4.1 The Animals of Conflict</b> – Students identify common conflicts that occur at school and discuss different approaches to resolving them.	<b>4.1 Watch and Learn</b> – Students identify different conflict styles and evaluate the costs and benefits associated with each style.	<b>4.1 Watch and Learn</b> – Students identify different conflict styles and evaluate the costs and benefits associated with each style.
<b>4.2 Solving Problems</b> – Students discuss the last two steps in solving problems (Think, Try), practice generating solutions to problems presented in scenarios, and then problem-solve with a peer during a collaborative project.	<b>4.2 Solving Problems</b> – Students learn the last two steps in problem-solving (Think, Try) and practice generating positive solutions to problems presented in peer scenarios.	<b>4.2 Solving Problems</b> – Students learn the last two steps in problem-solving (Think, Try) and practice generating positive solutions to problems presented in peer scenarios.	<b>4.2 Stop, Think, and Cool Off!</b> – Students practice monitoring and rating their feelings in conflict situations and learn to use Calm Breathing as a tool to regulate their emotions.	<b>4.2 Stop, Think and Cool Off!</b> – Students practice monitoring and rating their feelings in conflict situations and practice different relaxation strategies to assist them with regulating their emotions.	<b>4.2 Name That Conflict Style</b> – Students recognize their own conflict style and practice identifying the consequences associated with each style.
<b>4.3 Cooperating</b> – Students discuss teamwork skills and work together on a collaborative construction activity.	<b>4.3 Cooperating</b> – Students learn the benefits and necessary skills for working with others, and they practice teamwork skills during a collaborative activity.	<b>4.3 Cooperating</b> – Students learn the benefits and necessary skills for working with others, and they practice teamwork skills during a collaborative activity.	<b>4.3 Talk It Out and Clear It Up</b> – Students learn a framework for how to effectively communicate their feelings and thoughts during conflict situations.	<b>4.3 Talk It Out and Clear It Up</b> – Students learn a framework for how to effectively communicate their feelings and thoughts during conflict situations.	<b>4.3 Step It Up</b> – Students learn a step-by-step approach to effectively resolve conflicts with others.
<b>4.4 Being Considerate</b> – Students discuss being considerate of others and practice strategies for self-regulation during a dance.	<b>4.4 Recognizing How Behaviors Affect Others</b> – Students learn how their behaviors can affect others and discuss ways to compromise in order to be fair and respectful of others.	<b>4.4 Recognizing How Behaviors Affect Others</b> – Students learn how their behaviors can affect others and discuss ways to compromise in order to be fair and respectful of others.	<b>4.4 Let's Step It Up</b> – Students practice resolving conflict using the Step It Up approach by engaging in role-play with a partner.	<b>4.4 Let's Step It Up</b> – Students practice resolving conflicts using Step It Up approach by engaging in a role-play with a partner.	<b>4.4 Practice Makes Perfect</b> – Students practice resolving conflicts with the Step It Up approach by creating scripts that contain conflict scenarios and resolutions.

## Unit 5: Peer Relationships

Pre-school & Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5-6 <sup>th</sup> Grade
<b>5.1 Caring for Others –</b> Students discuss the importance of being caring toward others, and then practice giving compliments and doing something kind for a peer.	<b>5.1 Caring for Others –</b> Students learn the importance of being caring and kind to others. They discuss how kind acts can help everyone feel good and practice giving compliments to one another.	<b>5.1 Caring for Others –</b> Students learn the importance of being caring and kind to others. They discuss how kind acts can help everyone feel good and practice giving compliments to one another.	<b>5.1 What Makes a Friend –</b> Students develop an awareness of qualities in a friend that are valued by everyone.	<b>5.1 What makes a friend –</b> Students develop an awareness of qualities in a friend that are valued by themselves and their peers.	<b>5.1 What Makes A Friend –</b> Students develop an awareness of qualities in a friend that are valued by themselves and their peers.
<b>5.2 Being Inclusive –</b> Students discuss the importance of making sure that everyone feels welcomed and included, and practice including one another in a musical game.	<b>5.2 Being Inclusive –</b> Students learn the importance of making sure that everyone feels welcomed and included. They discuss scenarios illustrating social exclusion, consider causes and consequence of these behaviors, and brainstorm ways to help everyone feel included.	<b>5.2 Being Inclusive –</b> Students learn the importance of making sure that everyone feels welcomed and included. They discuss scenarios illustrating social exclusion, consider causes and consequence of these behaviors, and brainstorm ways to help everyone feel included.	<b>5.2 Friendship Pledge –</b> Students meet in groups to discuss and compare important friendship qualities. Each student commits to treating his/her friends according to their chosen key friendship qualities by taking a Friendship Pledge.	<b>5.2 Clique Busters –</b> Students engage in exercises that illustrate how social cliques can be exclusive and harmful. Students develop and commit to using strategies to create a socially inclusive environment in their classroom and school.	<b>5.2 I've Got Your Back –</b> Students identify the existing peer support in their classroom and practice providing support in a grade-wide competition.
<b>5.3 Making Amends and Forgiving –</b> Students discuss the elements of making amends and then generate ways to do so in peer conflict scenarios.	<b>5.3 Apologizing and Forgiving –</b> Students learn the importance of taking responsibility and showing concern and care when there is damage to a relationship. They discuss the benefits for forgiveness and learn how to make an apology in action.	<b>5.3 Apologizing and Forgiving –</b> Students learn the importance of taking responsibility and showing concern and care when there is damage to a relationship. They discuss the benefits for forgiveness and learn how to make an apology in action.	<b>5.3 I've Got Your Back –</b> Students identify specific ways they can provide support to each other and practice engaging in these behaviors during a competition.	<b>5.3 I've got Your Back –</b> Students identify specific ways that they can provide support to each other and practice engaging in these behaviors during a grade-wide competition.	<b>5.3 Talk it Out –</b> Students discuss the value of creating friendships with diverse peers and develop strategies to minimize costs that can be associated with these friendships.
<b>5.4 Reflecting and Connecting –</b> Students discuss feelings and memories at the end of the school year, and create a display of their favorite class memories.	<b>5.4 Reflecting and Connecting –</b> Students discuss feelings at the end of the school year and the importance of thinking about past memories and ways they have grown and changed. They discuss some of their memories, feelings, challenges, and accomplishments from the past year and their hopes and goals for the future.	<b>5.4 Reflecting and Connecting –</b> Students discuss feelings at the end of the school year and the importance of thinking about past memories and ways they have grown and changed. They discuss some of their memories, feelings, challenges, and accomplishments from the past year and their hopes and goals for the future.	<b>5.4 Battle the Bullies –</b> Students learn about the roles of the bully, the target, and the bystander in bullying incidents. Through a play writing and role-play exercise, students identify and practice strategies for responding to bullying behavior.	<b>5.4 Battle the Bullies –</b> Students learn about the roles of the bully, the target, and the bystander in bullying incidents. Through a play writing and role-play exercise, students identify and practice strategies for responding to bullying behavior.	<b>5.4 Battle the Bullies –</b> Students develop awareness of the costs associated with bullying and identify strategies for coping with bullying behavior. Students learn about the roles of the bully, the victim, and the bystander in these bullying incidents.