

Teaching Guide



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INTRODUCTION TO THE RULER CURRICULUM

RULER is a pre-K through high school systemic approach to social and emotional learning (SEL) developed by researchers, educators, and psychologists at the Yale Center for Emotional Intelligence. RULER for Elementary School is one programmatic component of the approach, along with adult professional development, online and coaching support, monitoring and evaluation tools, and curricula for the other grades (pre-K-12) that work together to lead to RULER's individual and setting-level aims and impacts. These include enhanced mindsets about emotions, deepened skills, healthier emotional climates, better quality relationships, increased performance, improved behavior, and greater well-being.

RULER is a Collaborative for Academic, Social, and Emotional Learning (CASEL) SElect Program and is included in the [CASEL Guide to Effective Social and Emotional Learning Programs](#). This designation means that RULER is an evidence-based, well-designed, and classroom-based program that systematically promotes students' social and emotional competence, provides opportunities for practice, and offers multi-year programming; and delivers high-quality training and other implementation supports.

A central tenet of RULER is the infusion of SEL principles and emotional intelligence skill building, including a focus on building and sustaining positive emotional climates, into all aspects of leading, teaching, and learning, such as classroom management and school-wide procedures. This curriculum is designed to allow for mapping across all aspects of a student's experience in elementary school.

RULER FOR ELEMENTARY SCHOOL

RULER for Elementary School (K-5) is a developmentally appropriate and comprehensive curriculum that contextualizes and builds students' emotional intelligence within their experience of the world. Based on the ability model of emotional intelligence, RULER provides students with authentic learning experiences to build the five SEL competencies as identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

The curriculum is comprised of up to 18 units per grade, with each unit having on average four ~45-minute lessons. We recommend a gradual rollout, during which schools progressively add more components of the curricular offerings over the years, teaching all 18 units by the end of their third year of student implementation. See the rollout section for a more detailed description of this process. Typically, each unit's four lessons can be taught over a span of two-weeks or less. These 18 units come in two formats. Six units focus on concepts and applications of the RULER tools (the Charter, Mood Meter, Meta-Moment, and Blueprint) and are henceforth referred to as the RULER units. The remaining twelve focus specifically on acquisition of a granulated and progressively complex emotional vocabulary and are referred to as the Feeling Word units. These two unit types work together to develop students' emotional intelligence



knowledge and skills and their comprehensive emotion vocabulary. The Feeling Word units give students the opportunity to build their vocabulary through academic content and to practice the SEL skills they learn throughout the year.

This manual describes the intentional design of the two types of units (RULER units and Feeling Word units) and the RULER Core Routines, which reinforce the skills and knowledge acquired through the lessons in quick and informal everyday practices, as well as provides an overview of a recommended scope and sequence for implementing the multiple components of this curriculum.

RULER FOR ELEMENTARY SCHOOL AT-A-GLANCE

- Uses RULER tools and Feeling Words to build students' emotional intelligence and emotion vocabulary
- Provides content for students in grades K-5
- Includes two types of units: RULER units and Feeling Word units
- Comprises 18 unique units for each grade that can be used flexibly
- May be integrated seamlessly into academic content

RULER UNITS

TOPICS

The RULER units are based in emotional intelligence theory. The units are designed to support students in learning and practicing the skills of emotional intelligence in a developmentally appropriate way.

Analyzing what has been learned through 15 years of research and practice in schools and working with educators, the following domains were identified as topics for students to explore:

- Emotion science
- Emotional climate
- Self- and social awareness
- Emotion regulation
- Empathy and conflict resolution

Within those domains, which map onto the RULER unit topics, the curriculum provides incremental, developmentally appropriate knowledge and skills that build upon each other through the years of elementary school.

Each RULER unit is designed to help students reach enduring understandings (EUs) about the given emotion concepts. These EUs build on each other horizontally, in that they become increasingly complex



throughout the year, and vertically, so that students are calling upon the skills they develop one year to complete the unit on the same topic in the following year. The units build upon each other such that over the course of a year, students first focus on the work of learning the concept of emotional intelligence, then learn to develop a safe emotional climate, followed by working through deepening relationships, managing one's own emotions, and eventually, restoring any harm done to their community.

UNDERSTANDING BY DESIGN (UBD) FRAMEWORK

RULER units were planned using the UbD framework as a guide to ensure that students have complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess as they learn about emotions and emotional intelligence. The UbD framework consists of three planning stages: identifying desired results, designing sufficient opportunities for collecting evidence of mastery, and devising the necessary learning plans.

In stage 1 of planning the RULER units, we identified the knowledge and skills students are expected to acquire during the unit based on the Common Core State Standards, the Illinois State Standards for SEL, Next Generation Science Standards when applicable, and the Learning for Justice (formerly Teaching Tolerance) Social Justice Standards. We recommend that you use your own Social and Emotional state standards if available but provide you with an exemplar of how to integrate SEL instruction into academics. These are listed in the units within the *Standards and Objectives* section.

You will also find here the enduring understandings (EUs) and essential questions (EQs) that transcend specific content area so that what students learn in class endures beyond the walls of a classroom. These EUs and EQs are provided at the beginning of each unit to anchor student learning of important emotion concepts. For example, within the realm of Community, Safety, and Climate (unit 2), kindergarteners explore the basic understanding, “*We can work together to make a community that serves us all!*” Developmentally, children ages 6 to 7 begin to acquire a more complex vocabulary of emotional words. As such, in first grade, students add to their understanding of climate by exploring the following enduring understanding, “*I can use feeling words to state how I want to feel in my community.*” These enduring understandings grow more complex each year to ensure developmental appropriateness. By fifth grade, a student should understand the following enduring understanding: “*there are many types of relationships within this community, and I can collaborate with members of my community in different ways.*” In building their SEL competencies, throughout their experience with the curriculum, students also grapple with essential questions such as, “*How do my emotions influence my understanding of myself, others, and my community?*” and “*How do I experience conflict?*” Students revisit these questions and explore others over their years as their emotional intelligence grows, constructing new and more nuanced responses.

In the second stage, we designed a meaningful opportunity for students to demonstrate evidence of their learning. On the last page of the units in the section titled *Assessing Student Learning*, there is a performance task that students may complete at the culmination of each unit in order to demonstrate their understanding. For example, a unit that aims to teach students to articulate the key elements of a

safe emotional climate, may culminate in a project in which they are tasked with designing a tour of their classroom for a prospective student.

Lastly, we designed the *‘Learning Plan,’* the order and schedule for teaching the lessons that comprise the unit. This can be found immediately following the *Objectives and Standards*. The lesson objectives are designated such that, at the end of each lesson, students have gained the necessary skills and knowledge in the service of the unit’s EUs.

In sum, the RULER units comprise four lessons in which the first lesson is an Introductory Lesson on the relevant RULER tool. Introductory Lessons are provided in full, with a step-by-step guide, list of materials, and suggestions for opportunities to modify based on students’ needs. Each lesson is meant to take approximately 45 minutes. The subsequent lessons are the intermediate lessons, which build off of the Introductory units in complexity and allow for students to develop further their skills in preparation for the unit’s performance task, which takes place during the final lesson of the unit. We describe both introductory and intermediate lessons below.

INTRODUCTORY LESSONS

The first lesson of each unit introduces students to a specific RULER tool or concept. These introductory lessons cover the tool or concept’s purpose, including how it works and supports RULER skill development and how it can be practiced. There are two sets of introductory lessons: one for lower elementary grades (K to grade 2) and another for upper elementary grades (grades 3 to 5). We have scripted these introductory lessons in their entirety so that they also can serve as examples to guide your customization of other RULER lessons and units (that are not fully scripted so that they can be adapted to the needs of your students, classroom, and school.)

Once students have been introduced to and have practiced the tool or concept, they may not need to experience the Introductory Lesson again, though it may be helpful to review the content, to call on prior knowledge and to acquaint new students that may have joined the class. The one exception is the Introduction to the Charter lesson, which can be completed each year when designing a unique classroom Charter. Some RULER tools have more than one Introductory Lesson. This is the case for tools that have multiple components to teach, such as the Meta-Moment, which has both the best self component and an emotion regulation strategies component and the Blueprint, which has both a reflection and conference iteration in upper elementary grades.

Students learn the following in the Introductory Lessons:

Lower Elementary (K-2):

- Introduction to an “Emotions Matter” Mindset
- Introduction to the Charter



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- Introduction to the Mood Meter
- Introduction to Revisiting the Charter
- Introduction to *Best Self*
- Introduction to the Meta-Moment
- Introduction to the Blueprint Reflection

Upper Elementary (3-5):

- Introduction to an “Emotions Matter” Mindset
- Introduction to the Charter
- Introduction to the Mood Meter
- Introduction to Revisiting the Charter
- Introduction to *Best Self*
- Introduction to the Meta-Moment
- Introduction to the Blueprint Reflection
- Introduction to the Blueprint Conference

During the Introductory Lessons, educators have the opportunity to introduce the RULER core routines (described in more detail below) with the goal of incorporating them into classroom experiences thereafter.

INTERMEDIATE LESSONS

Within the provided RULER Units, there are generally two lessons between the Introductory Lessons and the unit’s culminating performance tasks. These lessons teach students the concepts they need to complete the units’ performance tasks. Within the unit plans, educators will find the objectives for these lessons as well as a detailed description of activities to support students’ in reaching the outlined understanding and in developing the skills necessary to complete the performance task of the unit. We recognize, however, that educators know their students and settings best, and we welcome teachers to design their own lessons to meet the provided objectives if they feel so inclined.

FAMILIES ACTIVITIES

Within the RULER Online resource library (<https://ruler.online/resources>), there are student-led families activities that teachers may send home to reinforce students’ understandings of the RULER tools and engage family members at the conclusion of most RULER Units. These activities are linked directly in the relevant unit plans in the ‘*Learning Plan*’ section when applicable. Teachers should review the activities with students and give them opportunities to practice before sending them home.



FEELING WORD UNITS

DESIGN

The next component of the RULER for Elementary School Curriculum is the collection of Feeling Word units designed to provide students the opportunity to apply and reinforce the RULER skills and emotion concepts they have explored in the RULER units. The two types of units work in concert, as the concepts introduced in the RULER units are implemented in the Feeling Word units. For example, students in second grade will learn in RULER Unit 8 the following enduring understanding: “We can use strategies to adjust our plans for how we want to feel.” Then, students will partake in using these strategies as they as they reflect on feeling *rejected* as part of Feeling Word Unit 12.

Additionally, the Feeling Word units enhance students’ abilities to discuss emotions throughout the RULER units by helping them develop increasingly complex emotion vocabulary. To complete the tasks outlined in the RULER units, such as describing one’s emotional state using the Mood Meter, outlining how one wants to feel in their classroom community, or taking the emotional perspective of another, students need to employ a granularity in their vocabulary of emotion words. A nuanced emotion vocabulary is crucial to the development of students’ emotional intelligence, as it helps students become aware of their own and others’ emotions, communicate effectively, understand the causes and consequences of their emotions, and enhance their ability to regulate emotions and behavior. Additionally, within these Feeling Word units, students have the opportunity to apply what they have learned in the RULER units to specific emotions. For example, students in fifth grade will apply what they learned in *Unit 9: Emotion Regulation and Personal Values* as they design strategies for feeling *exasperated*.

The list of feeling words provided here encompass the gamut of emotions children experience and observe across their development. We selected the words based on our review of research on what are commonly called “basic emotions” such as joy and anger as well as more complex, self-evaluative emotions, such as shame and pride. Words also were selected because of their relevance to the classroom environment and to life in general. Among their many purposes, feeling words can be used to engage students in conversations about how they can optimize their performance in school and their relationships.

The order in which the words are taught offered here is merely a suggestion. We recommend that educators analyze their curriculum and look for natural ways to integrate an emotion word into the content already planned. To do this effectively, educators must become *emotion scientists*, investigating the emotional content at the heart of history lessons, literature studies, and more. In our recommendations, we have designated that the first word taught in each block of four words be yellow, then red, followed by blue, and lastly green. This recommendation is in acknowledgement of the emotional effect studying unpleasant feelings can have on students. Teachers should be aware that if they choose to teach in another order, they may help students manage any emotions that come up and regulate them effectively as they enter the next unit of study.



The Feeling Word units are comprised of four lessons (described directly below) that can be repeated for any feeling word to develop understanding and strategies. These four steps, developed by psychologists, educators, students, and parents, task students with applying the feeling to their own experience, broadening this to the experiences of others in history, literature, community, and family, and applying emotion management skills to the feeling in service of their goals.

In addition to the step-by-step descriptions below, each Feeling Word Unit guide, located on RULER Online, provides suggested lesson objectives, content connections, story prompts, and potential regulation strategies. These guides are meant to act as support while respecting and maintaining teacher agency to integrate the vocabulary study into their existing curricula in meaningful and unique ways. We have also provided examples, one per grade level, illustrating what a fleshed out Feeling Word Unit could look like with regard to full integration into your existing academic content.

LESSON 1: OUR STORIES

Students learn and study each feeling word through stories and questions that stimulate thinking about their personal experiences related to the feeling word being discussed. Through the sharing of stories, teachers and students build a common understanding of each feeling word.

To complete this lesson for any feeling word, teachers may engage in the following course of action:

Prepare:

- Teacher prepares a story of their own experience with this feeling word.
- Teacher will prepare a Feeling Word Chart to complete with students.

Lesson Steps:

- Teacher shares their prepared story of feeling this word.
- Students record their own stories of feeling this way.
- Students share their stories.
- Teacher introduces word and its meaning; class collectively completes the chart and teacher records their responses.

Assess:

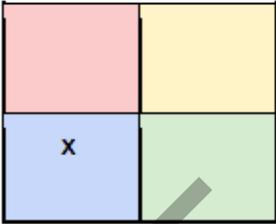
- Check for understanding by asking all students to use the feeling word in a sentence and record some of these in the final column of the Feeling Word Chart.

After the lesson:

- Display Feeling Word Chart prominently in classroom so students may refer to it regularly.



Example Feeling Word Chart

How it feels:	How it looks and sounds:	Feeling word:	Final meaning:
<p>Sad – Johnny</p> <p>Left out – Lucy</p> <p>Lonely - Thomas</p>	<p>Head down - Rachel</p> <p>Voice quiet - Samantha</p>	<p>excluded</p> <p>Other forms: Exclude Exclusion</p>	<p>Feeling that you're not part of the group of other people, even though you want be</p>  <p>Sample uses: I felt excluded when I wasn't invited to my friend's party. -Marcus</p> <p>I felt excluded when everyone was laughing and I didn't understand why. - Jeremiah</p> <p>I felt excluded when no one asked me to play. - Britney</p>

LESSON 2: CREATIVE CONTENT CONNECTION

Students attain a deeper understanding of the feeling word by exploring the feeling word in the context of classroom materials, literature, and current events. They analyze how characters, historical figures, and people in the real world experience and manage emotions. Then, in the second part of the lesson, students demonstrate their deeper understanding through a creative representation, such as a piece of art, short story, poem, or skit.

First, teachers will provide an example of the emotion in a text and students will analyze this experience using the following questions:

RULER Analysis

- **R** - What was the person feeling? What clues did you use to recognize the emotion(s)?
- **U** - What do you think may have caused this feeling? What may have made the character or person feel this way? What evidence makes you think that? Would you have felt similarly or differently in the situation? Why?
- **L** - What other emotions were present (other than feeling word)?
- **E** - How did the person express the emotion? How did others respond? Did others understand how this person was feeling? Could this character have expressed more effectively?



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- **R** - What did the character or person do to handle the emotion(s)? Were the strategies helpful or unhelpful? What other strategies might have worked? What could other characters or people have done to help regulate his/her/their emotions? How might you regulate if you were in this situation?

Secondly, students will complete a creative project of their choice based that they believe represents the emotion.

To complete this lesson for any feeling word, teachers may engage in the following course of action:

Prepare:

- Teacher chooses content connection, such as a current event, historical text, piece of literature, poetry, story, etc.
- Teacher prepares their own exemplar of a creative representation of feeling word in content connection to display during the second half of the lesson.

Lesson Steps:

- Teacher introduces and shares the content connection, such as reading the story, introducing the current event, or teaching the history lesson.
- Class responds to the RULER analysis questions (see above). This can be done whole group, small groups, or as independent work.
- Teacher presents options for creative projects. This may include collage, creative writing, painting, etc., and teacher shares their creative project exemplar.
- Students create creative representations.
- Students share projects and discuss new understandings of feeling word.

Assess:

- Teachers assess projects based on objectives, and give feedback relevant to artistic endeavors, such as creativity, craftsmanship, or perseverance.

After the lesson:

- Display projects prominently.

LESSON 3: SCHOOL-HOME PARTNERSHIP

Students become teachers as they introduce feeling words to trusted adults in their lives. In this step, students walk trusted adults through the activities they have completed in class, and interview them about their own experiences with the word. Students then bring these stories back to school and share what they learned about their families. This helps all students to develop a richer, more diverse understanding of the feeling word. In addition, unique enrichment activities for each word were developed that students can enjoy with their families.

To complete this step for any feeling word, teachers may engage in the following course of action:



Prepare:

- Teachers provide a School-Home Partnership worksheet (located in the “School-Home Partnership” section of each Feeling Word Unit) for students to review and then take home and complete with an adult. There’s a unique sheet for each word.
- In pairs at school, the student practices sharing the word, definition, and story with a peer just as they would with an adult. Additional skills to practice include listening to understand, asking follow-up questions, and recording the story on a piece of paper as they would on their worksheet at home.
- Teachers review and practice the associated word activity.

At Home:

- Student shares the feeling word, meaning, and their personal story with a trusted adult.
- Student asks the adult to share a time they’ve experienced the feeling word, and student records in a developmentally appropriate way (picture box paper, paragraph, interview transcript).
- Together, they complete a brief activity related to the word (with instructions provided on the worksheet--these are different for each word). These activities are located in the “School-Home Partnership” section of each unit.

Back In Class:

- Students share their adult stories with the class.
- Teacher continuously updates the Feeling Word Dictionary Chart with any new understandings.

LESSON 4: STRATEGY SESSION

This lesson is a conversation-based brainstorming session with the goal of facilitating students’ discovery and refinement of their own personalized emotion regulation strategies. Because the nature of emotion regulation strategies is personal and contextual, there is no one way to guide students – and there is no correct strategy that applies to all students. Rather, the important work of the teacher is to be a facilitator—asking questions and overseeing the process. Though this process is informal and varies, we have outlined some steps below.

To complete this lesson for any feeling word, teachers may engage in the following course of action:

Prepare:

- Throughout the unit, record whenever students notice examples of this feeling in the world.
- Teachers may also want to prepare a list of possibilities of people who experience this feeling.
- Teachers will prepare a hypothetical scenario of this feeling or an example in a book, historical or current event that you can provide to your students.

Lesson Steps:

- Introduce the scenario.
- Work with students to identify an emotion regulation goal.
- Guide students to brainstorm strategies of varying types for the short and long term.



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- Record potential goals and strategies for accomplishing them (in a notebook, on a chart, or using a graphic organizer).
- Facilitate a discussion in which students reflect on and evaluate the strategies. Resist judgement but ask questions that provoke your students to think critically about the potential success for each strategy.
- Teachers lead students in enacting, practicing, and committing to using one or more strategies.
- Optional: compile strategies in a journal or display them on a strategy wall.

Assess:

- Revisit this discussion in the coming weeks. Ask your students if they have experienced this feeling and whether or not they have used one of the strategies from the strategy wall. How did it go?

While there is no correct strategy, there are criteria to help evaluate the helpfulness of the strategies students identify:

- **Specific** - Is the strategy tailored to the child and context? For example, "I will use positive self-talk" is not specific (because self-talk varies depending on the situation and feeling), whereas, "I'm going to remind myself that the pain will be over soon." is specific.
- **Age appropriate** - It's important to support students in using strategies that are aligned with their cognitive and social development. For example, not all young children are ready to use positive reframing.
- **Culturally responsive** - In order for students to feel emotionally safe, it's critical to make sure strategies align with students' cultural backgrounds (e.g., hugging certain people might not be acceptable in certain cultures or situations). We never want a student to feel uncomfortable about a strategy.
- **Allowed** - Ask yourself: Do I permit these strategies in my classroom? Oftentimes, teachers realize that students' individualized strategies might not align with how the classroom is set up. For example, if some students need to stand or move their bodies more frequently, will that be allowed?
- **Encouraged and practiced** - Once learned, emotion regulation strategies need to be utilized. Here is where teachers can encourage students to try the strategies that were discussed in class.
- **Evaluated and refined** - It's important to check in with students about how helpful the strategies are for them and how successful they have been using them. Often times, we give up on strategies too early.

FEELING WORD LIST

Below is the list of developmentally appropriate feeling words to be taught in each grade. We have provided planning aids, which detail the word’s definition, Mood Meter plot, curricular connections, ideas for family activities, and related literature to explore with students.

	Red	Blue	Green	Yellow
Kindergarten	annoyed confused nervous	hurt lonely bored	relaxed patient safe	excited confident proud
First Grade	furious worried jealous	down excluded distracted	included thoughtful comfortable	energetic focused joyful
Second Grade	irritable tense embarrassed	hopeless rejected timid	peaceful accepted forgiving	interested cheerful hopeful
Third Grade	competitive aggravated resentful	empathic discouraged isolated	grateful respectful supported	courageous enthusiastic motivated
Fourth Grade	envious insulted anxious	ashamed defeated regretful	satisfied connected serene	engaged optimistic determined
Fifth Grade	exasperated passionate self-conscious	pessimistic offended despair	valued considerate understood	elated inspired committed



CORE ROUTINES

In addition to the units, another component of the RULER curriculum is the collection of core routines, which allow for social and emotional learning to be seamlessly integrated into everyday classroom and instructional systems. The routines were designed to assist educators in embedding RULER into the infrastructure of their school's climate so that every interaction with and between students can be an opportunity to demonstrate, model, practice, and nurture the skills of emotional intelligence.

The core routines are simple and adaptable practices that require minimal preparation and planning. Each of the five core routines focuses on reinforcing the skills of a specific RULER tool with the exception of the Meta-Moment, which has two. We recommend that students learn or review these routines each year when they are learning or reviewing the RULER tools in the Introductory Lessons. Once students have learned these routines, they will begin to feel familiarity and ownership of them, and teachers, administrators, and service providers can use them regularly to enhance school climate and culture.

The routines address different emotional intelligence concepts and tenets, and each one, in addition to contributing to your overall emotional climate, aims to achieve different goals. The core routines are located within each grade level collection on RULER Online (*click Curriculum -> Elementary School -> (Grade Level)*). *The Core Routines are located under the "Introductory Materials" header.*

1. **The Charter Check-In** is an opportunity for the school and classroom community to sustain the agreements they made on the Charter and to revisit and revise as necessary.
2. **The Mood Meter Check-In** will help students build self- and social awareness as well as recognize emotional patterns in themselves and others to predict and respond to emotions more effectively.
3. **The Best Self Reflection** can help students in making decisions aligned to their goals and values.
4. **Community Circles** can be used with RULER's Blueprint to resolve conflict, but it is a versatile routine that can be used for both a Charter and Mood Meter check-in and for Socratic seminars related to academic content. They have the potential to build a sense of safety and camaraderie within your classroom while priming students to develop skills of active listening and perspective taking.
5. **The Focused Breathing Routine** can be used to support students to manage their emotions and grow compassion for themselves and others.

As stated above, the core routines may be explicitly taught during the Introductory Lessons within the RULER units so that they may be incorporated into regular classroom experiences thereafter. Consistent use of these routines in your community can encourage a healthy emotional climate, which contributes to improved student relationships, higher levels of engagement, enhanced student performance, and greater overall wellbeing.



ROLLOUT

The rollout of the elementary curriculum begins with RULER Unit 1: Emotions Matter. This unit helps students develop their understanding of the importance of the emotion concepts and vocabulary to follow. While teaching the Emotions Matter Introductory Lesson, teachers will explain how to complete the Community Circle Core Routine. This routine helps develop and sustain community. Once it has been taught in this first unit, it can be regularly used throughout the remaining months of the school year.

The following two RULER units, *Community, Safety, and Climate* and *Self- and Social Awareness*, are taught in this order. The Introductory Lesson of each is used as the opportunity to teach students about the corresponding RULER tools with the goal of students' incorporating the tools into their lives.

Next, teachers may begin teaching the Feeling Word units. Teachers who in their third year of implementation and after will use the next two months to teach four developmentally appropriate feeling words, beginning with a yellow word and ending with a green one. In these weeks that are focused on vocabulary acquisition, teachers may continually return to the Core Routines, regularly leading students through Charter and Mood Meter Check-Ins as well as using the Community Circle as a technique for community-building. Teachers implementing gradually in their first few years will progress more slowly, only teaching one or two Feeling Word units at this stage.

Next, teachers will teach Unit 8: Community, Safety, and Climate II, including the Introductory Lesson that leads students through re-evaluating and revising their classroom Charters. This unit will be followed by the Emotion Regulation and Personal Values Unit. This unit has two Introductory lessons. The first teaches students to conceive their *best selves*, and the next teaches the Meta-Moment. Teachers should teach the *best self* and focused breathing routines during these lessons.

By the conclusion of Unit 9, students will have adopted all five core routines as well as three out of four RULER Tools. The next four Units, 10-13, will be another set of Feeling Word Units. Unit 14, Empathy, Perspective Taking, and Community Restoration, is the final RULER Unit and its Introductory Lesson teaches use of the fourth RULER tool, the Blueprint. The school year concludes with the last four Feeling Word Units. Please see below for a scope and sequence illustrating the rollout described above

SCOPE AND SEQUENCE

Below is an overview of the sequence of the units. This order is consistent across all grades, Kindergarten through fifth.

- Unit 1: Emotions Matter
- Unit 2: Community, Safety, and Climate I
- Unit 3: Self and Social Awareness
- Unit 4: Yellow Quadrant Feeling Word
- Unit 5: Red Quadrant Feeling Word
- Unit 6: Blue Quadrant Feeling Word
- Unit 7: Green Quadrant Feeling Word
- Unit 8: Community, Safety, and Climate II



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- Unit 9: Emotion Regulation and Personal Values
- Unit 10: Yellow Quadrant Feeling Word
- Unit 11: Red Quadrant Feeling Word
- Unit 12: Blue Quadrant Feeling Word
- Unit 13: Green Quadrant Feeling Word
- Unit 14: Empathy, Perspective-Taking, and Community Restoration
- Unit 15: Yellow Quadrant Feeling Word
- Unit 16: Red Quadrant Feeling Word
- Unit 17: Blue Quadrant Feeling Word
- Unit 18: Green Quadrant Feeling Word

September		October		November	
Unit 1: Emotions Matter	Unit 2: Community, Safety, and Climate I	Unit 3: Self and Social Awareness	Unit 4: Yellow Quadrant Feeling Word	Unit 5: Red Quadrant Feeling Word	Unit 6: Blue Quadrant Feeling Word

December		January		February	
Unit 7: Green Quadrant Feeling Word	Unit 8: Community, Safety, and Climate II	Unit 9: Emotion Regulation and Personal Values	Unit 10: Yellow Quadrant Feeling Word	Unit 11: Red Quadrant Feeling Word	Unit 12: Blue Quadrant Feeling Word

March		April		May	
Unit 13: Green Quadrant Feeling Word	Unit 14: Empathy, Perspective-Taking, and Community Restoration	Unit 15: Yellow Quadrant Feeling Word	Unit 16: Red Quadrant Feeling Word	Unit 17: Blue Quadrant Feeling Word	Unit 18: Green Quadrant Feeling Word



GRADUAL ROLLOUT

When adopted in its entirety, this curriculum offers schools 72 lessons per year. In designing this curriculum, we kept in mind that schools have differing levels of capacity to implement RULER and this ability can fluctuate from year to year.

We advise schools to build up to incorporating all 72 lessons throughout their years of implementation by embarking on a gradual rollout. In your first year of student-focused RULER implementation, we recommend laying a foundation of emotional intelligence by teaching the following essential lessons, which we refer to as the Core Curriculum.

When implementing the Core Curriculum, either in the first year or beyond, schools may teach the Introductory Lessons of each of the six RULER units, incorporate the Core Routines, and teach at least one feeling word from each quadrant. This reduces the number of lessons from 72 to 23 but still ensures students learn about and use all four RULER tools, participate in regular practice of these tools and skills through the use of the Core Routines, and acquire at least one new emotional vocabulary word from each quadrant of the Mood Meter.

This rollout provides educators with more freedom to decide when to teach these 23 lessons and how to spread them out through the year. Teachers should strategically choose feeling words that align with their planned curriculum and teach the units in coordination with related academic units. Please see the following page for an example of a year-long curriculum adopting this gradual rollout.

The following year, if teachers feel they have the capacity, they may lead the intermediate lessons as well as four more Feeling Word units. By the third year of implementation, schools may include the final four Feeling Word units as well as the performance tasks, thus incorporating the ES Curriculum in its entirety.



GRADUAL ROLLOUT YEAR 1 EXAMPLE CURRICULUM MAP (CORE CURRICULUM)

September		October		November	
Emotions Matter Introductory Lesson	Community, Safety, Climate Intro Lesson (Charter)	Self- and Social Awareness Intro Lesson (Mood Meter)		Feeling Word Unit: Yellow Word, Lessons 1-4 (incorporated with curriculum)	
Community Circle Core Routine	Charter Check-In Core Routine	Mood Meter Check-In Core Routine			

December		January		February	
	Community, Safety, Climate II Intro Lesson (Charter Revision)	Emotion Regulation and Personal Values Intro Lessons 1 (<i>Best Self</i>)	Emotion Regulation and Personal Values Intro Lesson 2 (Meta-Moment)		Feeling Word Unit: Red Word, Lessons 1-4 (incorporated with curriculum)
		<i>Best Self</i> Reflection Core Routine	Focused Breathing Core Routine		

March		April		May	
	Empathy, Perspective Taking, and Community Restoration Intro Lesson (Blueprint)		Feeling Word Unit: Blue Word, Lessons 1-4 (incorporated with curriculum)		Feeling Word Unit: Green Word, Steps 1-4 (incorporated with curriculum)



FAQS

My school has done RULER. How is this different?

If your school has already begun implementing RULER, whether over years or months, the RULER for Elementary School curriculum is a logical extension of the resources that have been provided in the past. Whereas past “lessons” focused mostly on the RULER tools, the current lessons use the tools as a means for greater/broader understanding of developmentally appropriate topics. Further, the new curriculum provides suggestions for integrating the lessons and units across content areas.

My school is new to RULER. How should we proceed?

If this is the first time your students have been exposed to RULER, the curriculum includes everything you need to begin. After staff personal and professional learning on the skills, tools, and principles of emotional intelligence, teachers may proceed by teaching the units in order, beginning each one with the provided introductory RULER lessons that expose students to the RULER Tools and how/why to use them. Further, teachers may consider implementing the Core Routines consistently and over the span of months so that students become familiar with the context and tools. Schools may consider using the first year of implementation as a year to familiarize students with the concepts and tools, and a few feeling words before completing the remaining lessons and performance tasks.

What if we can't fit every lesson or objective in? Can we still implement RULER?

The new curriculum is comprehensive and expansive but also flexible. As such, we recognize that not all schools will have the ability, time, or resources to fit every unit into their school year. We recommend that teachers, administrators, and implementation teams make a plan of action that works for their unique setting. We recommend that in your first year of implementation, you adopt the model that includes the Introductory Lessons of each of the six RULER units, the Core Routines, and at least one feeling word from each quadrant of the Mood Meter. If schools decide to go this route, they can incorporate the performance tasks and remaining feeling words in the following years as they look to sustain RULER over the long term. Please see the description of the gradual rollout above.

Do we have to teach every unit exactly as it is outlined here in order to implement RULER?

No. Consider the lesson descriptions as one example. What we love so much about working with schools is the creativity with which educators implement RULER and approach emotional intelligence in new and innovative ways. When you have designed a creative lesson to teach the provided objectives or help your students in grappling with the provided essential questions in a new way, please let us know!

