

RULER ANCHOR

THE BLUEPRINT

SECOND GRADE

MY NAME _____

DATE _____

Duration: 30 minutes

1

Family members and grown-ups, please read this before your child leads the activity.

Key Ideas:

- When we increase our own emotional awareness and consider the perspectives and feelings of others, we are more likely to problem-solve in ways we can all feel good about.

Activity Goals:

- To be able to hold two different perspectives.
- To consider the feelings of both people, without judgment, and to take those emotions into account as important information and part of the problem-solving process.

Activity Steps:

1. Read a short story together about a situation that can happen at recess or on the playground. It's okay to help your child read the story.
2. Your child should reflect on the story, considering what each of the characters were thinking and how each of the characters may have been feeling - then fill out the Blueprint questions on Activity Sheet 1.
3. Finally, they should think of a time that they had a conflict or disagreement on the playground and record their own personal reflection on Activity Sheet 2.

Let's get started!

2

Student, follow the first steps and then have fun doing the activity!

First Steps

1. Review the Blueprint Overview with your family.
2. Read the story below with your family and discuss how each of the characters might have been feeling. It's okay for an adult to read the story out loud.

The Story

Jazzlyn and Nevaeh almost always play together at recess. On the playground, they love to swing from the monkey bars and push each other on the tire swing. Sometimes, they see who can finish all the monkey bars first, or swing on the tire swing the fastest. They have a fun time laughing and swinging together.

One day, Jazzlyn says to Nevaeh, "We always play on the monkey bars and tire swing. They're fun, but let's go play soccer with the rest of the class!"

Nevaeh responds, "I don't really feel like playing soccer. I like the monkey bars – come on, let's race across!"

Jazzlyn sighs and says, "I'm bored with doing the same thing and want to try playing soccer! Plus, the whole class is doing it."

Nevaeh looks at Jazzlyn and replies, "It's easy for you to say because you are good at soccer," and turns around to walk towards the tire swing.

Reflection

1. Think about how each of the characters in the story may have been feeling.
2. Use the Blueprint to consider the perspectives and feelings of both characters and resolve the conflict skillfully.
3. Think of a time you've had a conflict with someone on the playground. Write about it on Activity Sheet 2.
4. Share with a family member.

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Blueprint it!

ACTIVITY SHEET 1

RULER Skill	Jazzlyn	Navaeh
Recognize and Label	How did Jazzlyn feel?	How did Navaeh feel?
Understand	What caused Jazzlyn's feelings?	What caused Navaeh's feelings?
Express	How did Jazzlyn express and regulate her feelings?	How did Navaeh express and regulate her feelings?
Reflect and Plan	What could they have done to handle the situation better?	

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Use this sheet to record your own personal reflection.

ACTIVITY SHEET 2



1. Now, remember a time when you, yourself, had a problem with someone on the playground or at recess.
2. Describe what happened. Share your ideas about how you and the other person could have handled it differently. (Think about your 'best self.')


