Grade 1/2 Personalized Learning with the SECRET & Research Skills

* Introduce one skill per week as a focus until all are presented
* Use the SECRET skills management language consistently throughout the day.
* Praise or correct them using the terms from the skills
* Once all skills are taught, students can goal set daily; have all of the characters on a chart and students select what they want to work on that day; and at the end of the day students can self-evaluate on that skill to see how they did
* Listen to the Zootopia song “I Want to Try Everything” by Shakira, it fits very well into the SECRET skills

**WEEK 1 Self-Management**

* Book Intro – The Magnificent Thing; Sam & Dave Dig a Hole
* Introduce the “Squirrel” poster and discuss with students
* Students give examples of what SM is and isn’t
* Students could possibly do mini skits
* Students build out a poster of what SM looks like, sounds like and feels like in their words (You can use Val’s as a guide line).
* Students evaluate themselves using the checklist as a baseline and set a goal.

**WEEK 2 Effective Participation**

* Book Intro – I’m Bored; Oh the Places You’ll Go!
* Introduce the “Elephant” poster and discuss with students
* Students give examples of what EP is and isn’t
* Students could possibly do mini skits
* Students build out a poster of what EP looks like, sounds like and feels like in their words (You can use Val’s as a guide line).
* Students evaluate themselves using the checklist as a baseline and set a goal.

**WEEK 3 Creativity**

* Book Intro – What Do You Do With an Idea; Going Places
* Introduce the “Cat” poster and discuss with students
* Students give examples of what Creativity is and isn’t
* Students could possibly do mini skits
* Students build out a poster of what Creativity looks like, sounds like and feels like in their words (You can use Val’s as a guide line).
* Students evaluate themselves using the checklist as a baseline and set a goal.

**WEEK 4 Teamwork**

* Book Intro – Franklin Plays the Game; Little Red Hen
* Introduce the “Train” poster and discuss with students
* Students give examples of what Teamwork is and isn’t
* Students could possibly do mini skits
* Students build out a poster of what Teamwork looks like, sounds like and feels like in their words (You can use Val’s as a guide line).
* Students evaluate themselves using the checklist as a baseline and set a goal.

**WEEK 5 Reflection**

* Book Intro – There
* Introduce the “River” poster and discuss with students
* Students give examples of what Reflection is and isn’t
* Students could possibly do mini skits
* Students build out a poster of what Reflection looks like, sounds like and feels like in their words (You can use Val’s as a guide line).
* Students evaluate themselves using the checklist as a baseline and set a goal.

**WEEK 6 Enquiry**

* Book Intro – On a Beam of Light
* Introduce the “Einstein” poster and discuss with students
* Students give examples of what Enquiry is and isn’t
* Students could possibly do mini skits
* Students build out a poster of what Enquiry looks like, sounds like and feels like in their words (You can use Val’s as a guide line).
* Students evaluate themselves using the checklist as a baseline and set a goal.