

	Lesson	Concepts	Objectives—Students will be able to:
Unit :1 Skills for Learning	1. Learning to Listen	<ul style="list-style-type: none"> • Following Listening Rules helps everyone learn. • Our brains get smarter every time we use them. 	<ul style="list-style-type: none"> • Name and demonstrate the rules for listening in a group
	2. Focusing Attention	<ul style="list-style-type: none"> • Focusing attention involves using eyes, ears, and brain. • You can focus your attention just by thinking about it, and the more you do it, the better you get at it. • Using self-talk helps you focus attention. 	<ul style="list-style-type: none"> • Name and demonstrate the Listening Rules • Demonstrate attention skills in the context of a game
	3. Following Directions	<ul style="list-style-type: none"> • Listening and following directions are important Skills for Learning. • Repeating directions helps you remember them. • Following directions involves your eyes, ears, and brain. 	<ul style="list-style-type: none"> • Demonstrate listening and following directions within the context of a game
	4. Self-Talk for Staying on Task	<ul style="list-style-type: none"> • <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. • Self-talk helps you focus and maintain attention. 	<ul style="list-style-type: none"> • Demonstrate self-talk for remembering directions in the context of a drawing game
	5. Being Assertive	<ul style="list-style-type: none"> • Being <i>assertive</i> involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words). • Assertive communication is the best way to ask for help. 	<ul style="list-style-type: none"> • Demonstrate being assertive in response to scenarios
Unit 2 : Empathy	6. Feelings	<ul style="list-style-type: none"> • If you can name your own feelings, it will help you figure out how other people feel. • All feelings are natural. Some feelings are comfortable, and some are uncomfortable. • Physical clues can help you identify others' feelings. 	<ul style="list-style-type: none"> • Name <i>happy</i> and <i>sad</i> when presented with physical clues • Identify that happy is a comfortable feeling and sad is an uncomfortable feeling • Identify a variety of feelings displayed in response to scenarios
	7. More Feelings	<ul style="list-style-type: none"> • Situational clues can help identify others' feelings. 	<ul style="list-style-type: none"> • Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues • Identify that interested is a comfortable feeling and scared an uncomfortable one • Identify a variety of feelings displayed in response to scenarios
	8. Identifying Anger	<ul style="list-style-type: none"> • It is natural to feel angry, but feeling angry is uncomfortable. • It is not okay to be mean or hurt others. • <i>Empathy</i> means feeling and understanding what someone else feels. 	<ul style="list-style-type: none"> • Name <i>angry</i> when presented with physical and situational clues • Identify that anger is an uncomfortable feeling • Identify a variety of feelings displayed in response to scenarios

	Lesson	Concepts	Objectives—Students will be able to:
Unit 2: Empathy	9. Same or Different?	<ul style="list-style-type: none"> • People can have different feelings about the same situation. • It is okay for people to have different feelings about the same thing. 	<ul style="list-style-type: none"> • Compare physical and emotional similarities and differences between two students depicted in a story • Identify same and different feelings in response to scenarios
	10. Accidents	<ul style="list-style-type: none"> • An <i>accident</i> is when you do something you didn't mean to do. • When you cause an accident, it's important to say so, so others won't think you did it on purpose. 	<ul style="list-style-type: none"> • Identify what to say when they do something by accident • Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios
	11. Caring and Helping	<ul style="list-style-type: none"> • <i>Compassion</i> means caring about how someone else feels. • When you feel empathy for someone, compassion is a good way to show it. • You can show you care by saying or doing something kind. 	<ul style="list-style-type: none"> • Identify that listening is one way to show you care • Identify that helping is another way to show you care • Demonstrate caring and helping behaviors in response to scenarios
Unit 3: Emotion Management	12. We Feel Feelings in Our Bodies	<ul style="list-style-type: none"> • You can use physical clues in your body to identify your feelings. • All your feelings are natural. • It is important to talk to a grown-up when you feel worried. 	<ul style="list-style-type: none"> • Identify physical clues for feeling worried • Identify a grown-up to talk to when they feel worried
	13. Managing Frustration	<ul style="list-style-type: none"> • Feelings vary in strength. • Feelings that are strong need to be managed. • Saying "Stop" and naming your feelings are ways to begin to calm down. 	<ul style="list-style-type: none"> • Identify "Stop" and "Name your feeling" as ways to begin to calm down • Demonstrate saying "Stop" and naming feelings in response to scenarios
	14. Calming Down Strong Feelings	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. 	<ul style="list-style-type: none"> • Demonstrate belly breathing • Identify and demonstrate the Calming-Down Steps
	15. Handling Waiting	<ul style="list-style-type: none"> • The Calming-Down Steps can help you manage feeling excited or impatient while waiting. • Finding quiet things to do that won't distract others also helps you wait. 	<ul style="list-style-type: none"> • Identify the Calming-Down Steps • Apply the Calming-Down Steps while waiting in a game situation
	16. Managing Anger	<ul style="list-style-type: none"> • Feeling angry is natural. Hurtful, mean behaviors are not okay. • Your body lets you know when you are angry. • Learning to relax calms you down. 	<ul style="list-style-type: none"> • Name physical signs of anger • Apply the Calming-Down Steps in a game situation
	17. Managing Disappointment	<ul style="list-style-type: none"> • When you don't get what you want, you can feel disappointed. • Strong disappointment can lead to feeling sad or angry. 	<ul style="list-style-type: none"> • Identify the feeling of disappointment • Demonstrate calming-down skills when they feel disappointed

Lesson	Concepts	Objectives—Students will be able to:
18. Handling Being Knocked Down	<ul style="list-style-type: none"> • When you get hurt, it's important to calm down before you do anything else. • You need to ask for more information and not assume that the action was on purpose. 	<ul style="list-style-type: none"> • Demonstrate calming down in response to scenarios • Demonstrate telling the other person they feel hurt and asking what happened • Demonstrate apologizing and saying it was an accident
19. Solving Problems	<ul style="list-style-type: none"> • You need to calm down before you solve a problem. • The first step in solving problems is to use words to describe the problem. • The second step in solving problems is to think of lots of solutions. 	<ul style="list-style-type: none"> • Use words to describe problems presented in scenarios • Generate multiple solutions to problems presented in scenarios
20. Inviting to Play	<ul style="list-style-type: none"> • When you see other kids being left out of play, it is important to notice and have empathy for them. • Inviting others to play is a caring thing to do. • Playing with others is a way to get to know them. 	<ul style="list-style-type: none"> • Demonstrate inviting someone to play in response to scenarios
21. Fair Ways to Play	<ul style="list-style-type: none"> • Sharing, trading, and taking turns are fair ways to play. • <i>Sharing</i> means playing together with a toy. 	<ul style="list-style-type: none"> • Identify a problem in response to a scenario • Generate solutions in response to a scenario • Name <i>sharing</i>, <i>trading</i>, and <i>taking turns</i> as fair solutions when two students want to play with the same thing
22. Having Fun With Our Friends	<ul style="list-style-type: none"> • When children play in fair ways, everyone has fun. • Other children sometimes have different wants or preferences. • Choosing to have fun with others rather than get your own way helps you be friends. 	<ul style="list-style-type: none"> • Demonstrate the Problem-Solving Steps with a problem in the lesson
23. Handling Having Things Taken Away	<ul style="list-style-type: none"> • It is important to calm down first before solving problems. • If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it. • It is not okay to grab things away from others. 	<ul style="list-style-type: none"> • Identify a problem in response to scenarios • Generate solutions in response to scenarios • Demonstrate assertive communication in response to scenarios
24. Handling Name-Calling	<ul style="list-style-type: none"> • It is not okay to call people names that hurt their feelings. • If someone calls you a name, you can ignore the person or respond assertively. • If the person doesn't stop calling you names, you should tell a grown-up. 	<ul style="list-style-type: none"> • Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings • Identify an adult to tell if they cannot stop the name-calling
25. Reviewing Second Step Skills	<ul style="list-style-type: none"> • You have all learned a lot of new skills. • You can notice how much you have learned. 	<ul style="list-style-type: none"> • Recall and demonstrate the Listening Rules • Demonstrate how to calm down • Recall the Fair Ways to Play

Unit 4: Problem Solving

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