

	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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