

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Listening to Learn	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn. Your brain gets smarter every time it works hard. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Apply attention, memory, and inhibitory control skills in a brain-building game
2. Focusing Attention	<ul style="list-style-type: none"> Focusing attention involves using your eyes, ears, and brain. The more you practice focusing your attention, the better you get at it. Using self-talk helps focus attention. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game State typical classroom verbal cues that request student attention
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 using 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 Learning	<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 strategies for remembering directions
5. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> involves using an assertive posture (face the person you're talking to, keep your head up and shoulders back) and an assertive tone of voice (use a calm, firm voice; use respectful words). Assertive communication is the best way to ask for help. 	<ul style="list-style-type: none"> Distinguish an assertive request from a passive or aggressive one Identify assertive posture and tone of voice Demonstrate assertive communication skills in response to scenarios

Unit 2: Empathy

6. Identifying Feelings	<ul style="list-style-type: none"> Identifying your own feelings helps you know how others feel. Everyone experiences strong feelings sometimes. Some feelings are comfortable, and some are uncomfortable. Physical clues can help identify others' feelings. 	<ul style="list-style-type: none"> Name feelings when presented with physical clues
7. Looking for More Clues	<ul style="list-style-type: none"> Situational clues can help you identify others' feelings. Understanding how others feel improves relationships. 	<ul style="list-style-type: none"> Name feelings when presented with physical clues Name feelings when presented with environmental and situational clues
8. Similarities and Differences	<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 children Demonstrate that people can have different feelings about the same situation

Unit 2: Empathy

Lesson	Concepts	Objectives—Students will be able to:
9. Feelings Change	<ul style="list-style-type: none"> • People may have different feelings about the same situation at different times. • Feelings may change over time. • Being inviting and welcoming can change people’s feelings. 	<ul style="list-style-type: none"> • Demonstrate welcoming and inviting behaviors
10. Accidents	<ul style="list-style-type: none"> • An <i>accident</i> is when you do something you didn’t mean to do. • It is important to accept responsibility for an accident to prevent others from assuming it was intentional. 	<ul style="list-style-type: none"> • Know what the word <i>accident</i> means • Know what to say when they do something by accident • Predict how others might feel as a result of their own or others’ actions
11. Showing Care and Concern	<ul style="list-style-type: none"> • <i>Compassion</i> is empathy in action. • People feel better when others show them care and concern. 	<ul style="list-style-type: none"> • Recall that listening, saying kind words, and helping are three ways to show caring • Demonstrate caring and helping in response to scenarios

Unit 3: Emotion Management

12. Identifying Our Own Feelings	<ul style="list-style-type: none"> • You identify your own feelings by physical clues in your body. • All feelings are natural. 	<ul style="list-style-type: none"> • Identify physical clues in their bodies that help them identify their feelings • Identify grown-ups to talk to about feelings
13. Strong Feelings	<ul style="list-style-type: none"> • Feelings vary in strength. • Strong feelings need to be managed. • Saying “Stop” and naming your feeling are ways to begin to calm down. 	<ul style="list-style-type: none"> • Recognize situations and physical body cues that signal strong feelings • Demonstrate two Calming-Down Steps to manage strong feelings
14. Calming Down Anger	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. • Being mean or hurting others when you are angry is not okay. 	<ul style="list-style-type: none"> • Explain physical and situational clues to feeling angry • Demonstrate the proper belly breathing technique • Use a three-step process to calm down: Say “stop,” name your feeling, and do belly breathing
15. Self-Talk for Calming Down	<ul style="list-style-type: none"> • Positive self-talk is an effective strategy for calming down strong emotions. 	<ul style="list-style-type: none"> • Recognize situations that require the use of calming-down strategies • Use positive self-talk to calm down
16. Managing Worry	<ul style="list-style-type: none"> • Counting is an effective Way to Calm Down. • The Ways to Calm Down can help students manage worry. • Talking to a grown-up helps when you are worried. 	<ul style="list-style-type: none"> • Recognize situations that require the use of calming-down skills • Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk • Identify grown-ups to talk to when feeling worried

Lesson	Concepts	Objectives—Students will be able to:
17. Solving Problems, Part 1	<ul style="list-style-type: none"> You need to calm down before you solve a problem. The first step in solving a problem is to use words to describe the problem. The second step in solving a problem 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
18. Solving Problems, Part 2	<ul style="list-style-type: none"> Part of problem solving is thinking about consequences. The final step of problem solving is to pick the best solution. Solving problems is a way to get along better with others. 	<ul style="list-style-type: none"> Predict consequences using an if-then model Select a reasonable solution to a problem
19. 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"> Define and differentiate sharing, trading, and taking turns Identify and state the problem in a given situation Generate possible solutions to a problem situation Demonstrate the Fair Ways to Play
20. Inviting to Join In	<ul style="list-style-type: none"> It is important to notice and have empathy for children who are left out of play. Inviting others to play is the right thing to do. Playing with others is a way to get to know them better. 	<ul style="list-style-type: none"> Apply the Problem-Solving Steps Demonstrate how to invite someone to play in response to scenarios
21. 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 speak assertively. If the person doesn't stop calling you names, you should tell a grown-up. 	<ul style="list-style-type: none"> Demonstrate assertive responses to name-calling Identify adults to tell if name-calling doesn't stop
22. Reviewing <i>Second Step</i> 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 skills on all the posters Demonstrate the Listening Rules Demonstrate the Calming-Down Steps Name one concept or skill they learned in their <i>Second Step</i> lessons