

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Being Respectful Learners	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner. Focusing your attention and listening show respect. 	<ul style="list-style-type: none"> Apply focusing-attention and listening skills in response to scenarios.
2. Using Self-Talk	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. Self-talk can help you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate the use of self-talk in response to scenarios
3. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> means asking for what you want or need in a calm and firm voice. Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios
4. Planning to Learn	<ul style="list-style-type: none"> Making a plan can help you be a better learner. A plan is good if the order makes sense, it's simple, and you can do it. 	<ul style="list-style-type: none"> Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria Create a simple, three-step plan that meets the Good Plan Checklist criteria

Unit 2: Empathy

5. Identifying Others' Feelings	<ul style="list-style-type: none"> Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling. People can have different feelings about the same situation. All feelings are natural. 	<ul style="list-style-type: none"> Name a variety of feelings Determine others' feelings using physical, verbal, and situational clues Label their own feelings as the same as or different from others' feelings
6. Understanding Perspectives	<ul style="list-style-type: none"> People can have different feelings about the same situation, and their feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. Thinking about others' perspectives helps you have empathy for them. 	<ul style="list-style-type: none"> Identify others' feelings using physical, verbal, and situational clues Determine whether others' feelings have changed, in response to scenarios
7. Conflicting Feelings	<ul style="list-style-type: none"> You can have conflicting feelings about a situation. Having empathy helps you notice when others' feelings are the same as or different from yours. 	<ul style="list-style-type: none"> Identify two conflicting feelings a person could have in response to scenarios Explain possible reasons for someone's conflicting feelings in response to scenarios
8. Accepting Differences	<ul style="list-style-type: none"> Having empathy helps you understand and accept how others are the same as or different from you. Accepting and appreciating others' differences is respectful. 	<ul style="list-style-type: none"> Name similarities and differences between people Predict how others will feel when teased for being different

Lesson	Concepts	Objectives—Students will be able to:
9. Showing Compassion	<ul style="list-style-type: none"> Focusing attention on and listening to others can help you have empathy and show compassion. You can say kind words or do helpful things to show your compassion. 	<ul style="list-style-type: none"> Demonstrate focusing-attention and listening skills in response to scenarios Identify ways to show compassion for others in response to scenarios Express appreciation for another person's concern in response to scenarios
10. Making Friends	<ul style="list-style-type: none"> Focusing attention and listening to others help you make conversation. Making conversation helps you make friends and get along better with others. 	<ul style="list-style-type: none"> Demonstrate focusing-attention and listening skills in the context of a game Initiate, continue, and end a conversation in a friendly way in the context of a game
11. Introducing Emotion Management	<ul style="list-style-type: none"> When you feel strong feelings, it's hard to think clearly. Focusing attention on your body gives you clues about how you're feeling. Thinking about your feelings helps the thinking part of your brain get back in control. 	<ul style="list-style-type: none"> Identify physical clues that can help them label their own feelings
12. Managing Test Anxiety	<ul style="list-style-type: none"> Using a stop signal and naming your feeling are the first two Calming-Down Steps. 	<ul style="list-style-type: none"> Identify the first two Calming-Down Steps Demonstrate using the first two Calming-Down Steps in response to scenarios
13. Handling Accusations	<ul style="list-style-type: none"> You can use belly breathing to calm down. Calming down helps you handle accusations calmly and thoughtfully. It's important to take responsibility when you've made a mistake. 	<ul style="list-style-type: none"> Demonstrate correct belly-breathing technique Use belly breathing to calm down in response to scenarios Demonstrate steps for handling accusations in response to scenarios
14. Managing Disappointment	<ul style="list-style-type: none"> Negative self-talk can make strong feelings even stronger. You can calm down by using positive self-talk. Setting a new goal and making a plan to achieve it are positive ways to handle disappointment. 	<ul style="list-style-type: none"> Generate positive self-talk they can use to calm down in response to scenarios Make a simple three-step plan to achieve a goal in response to scenarios
15. Managing Anger	<ul style="list-style-type: none"> Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay. It's important to calm down angry feelings so you don't do something hurtful. Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> Use counting to calm down in response to scenarios Use assertive communication skills to get what they want or need in response to scenarios

Lesson	Concepts	Objectives—Students will be able to:
16. Managing Hurt Feelings	<ul style="list-style-type: none"> • Calming down when your feelings have been hurt can help you avoid jumping to conclusions. • Thinking of other explanations and getting more information can help you avoid jumping to conclusions. 	<ul style="list-style-type: none"> • Identify situations that require using strategies for calming down • Demonstrate using strategies for calming down • Generate alternative explanations in response to scenarios
17. Solving Problems, Part 1	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Saying the problem without blame is respectful. 	<ul style="list-style-type: none"> • Recall the first Problem-Solving Step • Identify and state a problem in response to scenarios • Identify blaming language in response to scenarios
18. Solving Problems, Part 2	<ul style="list-style-type: none"> • Following steps can help you solve problems. • Solutions to problems must be safe and respectful. • Solutions can have positive or negative consequences. 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Propose several solutions for a given problem in response to scenarios • Determine if solutions are safe and respectful • Explore positive and negative consequences of solutions
19. Solving Classroom Problems	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Getting along with others helps you be a better learner at school. 	<ul style="list-style-type: none"> • Apply the Calming-Down Steps to an emotional situation in response to a scenario • Recall the Problem-Solving Steps • Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario
20. Solving Peer-Exclusion Problems	<ul style="list-style-type: none"> • Following steps can help you solve problems. • Being assertive is a safe and respectful solution to problems like being excluded. • Excluding others is not nice or respectful. 	<ul style="list-style-type: none"> • Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios • Demonstrate assertive communication skills in response to scenarios
21. Dealing with Negative Peer Pressure	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Being assertive can help you resist negative peer pressure. 	<ul style="list-style-type: none"> • Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios • Demonstrate assertive communication in response to scenarios
22. Reviewing Second Step Skills	<ul style="list-style-type: none"> • Using <i>Second Step</i> skills can help you be a better learner and get along with others. 	<ul style="list-style-type: none"> • Recall <i>Second Step</i> skills learned • Identify <i>Second Step</i> skills in a story • Relate personal examples of skill use

Unit 4: Problem Solving