



SCOPE AND SEQUENCE

Social-Emotional Learning for Early Learning

UNIT 1: Skills for Learning

	Weekly Concepts	Objectives—Children will be able to
Week 1 Welcoming	There are many ways to welcome someone new to class Welcoming someone is a way to show you care Welcoming helps other children feel they belong to the class	Make a friendly greeting Say their names Demonstrate showing someone new around the classroom
Week 2 Listening	Following Listening Rules helps everyone learn	Demonstrate new Listening Rules in a group
Week 3 Focusing Attention	Focusing attention uses your eyes, ears, and brain Practice helps you get better at focusing your attention	Demonstrate focusing attention during a game
Week 4 Self-Talk	Self-talk is talking to yourself in a quiet voice or inside your head Self-talk helps you focus and pay attention	Demonstrate self-talk strategies while playing a game
Week 5 Following Directions	Listening and following directions help you learn Repeating directions helps you remember them	Demonstrate listening and following directions while doing activities
Week 6 Asking for What You Need or Want	To ask for what you need or want, face the person you are asking and use a respectful voice	Demonstrate asking for what they need or want during skill-practice activities

UNIT 2: Empathy

	Weekly Concepts	Objectives—Children will be able to
Week 7 Identifying Feelings	You can look at people's faces and bodies for clues to help you tell how they feel	Identify the feelings <i>happy</i> and <i>sad</i> when presented with physical (face or body) clues Tell about a time when they felt happy or sad
Week 8 More Feelings	Focusing attention on what is happening, or the situation, can help you tell how someone is feeling	Name the feelings <i>surprised</i> and <i>scared</i> when presented with physical and situational clues Identify how others feel in response to scenarios
Week 9 Identifying Anger	Everyone feels angry sometimes It is not okay to be mean or hurt others when you feel angry	Identify the feeling <i>mad/angry</i> when presented with physical clues Tell others about a time when they felt angry
Week 10 Same or Different Feelings	People can have different feelings about the same thing It is okay for people to have different feelings about the same thing	Compare what is the same and what is different about two objects Identify whether they feel the same as or different from others in response to scenarios
Week 11 Accidents	An <i>accident</i> is when you do something you didn't mean to do When you do something by accident, it's important to say it was an accident so others don't think you did it on purpose	Identify when something happens by accident Demonstrate saying, "I didn't mean to. It was an accident. Are you okay?" in response to scenarios
Week 12 Caring and Helping	When you feel empathy for someone, you can show them you care You can show you care by saying something kind or doing something helpful	Demonstrate saying something kind in response to scenarios Demonstrate helping behaviors during an activity

UNIT 3: Emotion Management

Week 13 We Feel Feelings in Our Bodies	Clues in your body help you identify your feelings Some feelings are comfortable; others are uncomfortable It is important to talk to a grown-up when you feel worried	Identify worry as an uncomfortable feeling Identify a grown-up to talk to when they feel worried
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UNIT 3: Emotion Management (CONT.)

	<u>Weekly Concepts</u>	<u>Objectives—Children will be able to</u>
Week 14 Strong Feelings	Sometimes your feelings can be strong. Strong feelings need to be managed. Putting your hands on your tummy and saying “stop” are ways to begin to calm down	Recognize and name when they or others are feeling frustrated Demonstrate putting their hands on their tummies and saying “stop”
Week 15 Naming Feelings	Naming your feeling can help you calm down It helps to talk to a grown-up when you feel scared or sad	Name their feelings in response to scenarios Demonstrate how to calm down in response to scenarios
Week 16 Managing Disappointment	When you don't get what you want, you can feel disappointed Belly breathing calms down strong feelings Belly breathing pushes the belly out when you breathe in	Demonstrate belly breathing Demonstrate the Calming-Down Steps in response to scenarios
Week 17 Managing Anger	Feeling angry is natural, but hurtful, mean behaviors are not okay Your body lets you know when you're angry Learning to relax calms you down	Demonstrate relaxing their bodies Tell the difference between ways to behave when angry that are okay and those that are not okay
Week 18 Managing Waiting	Calming down can help you manage feeling excited while you're waiting Counting also helps you wait	Demonstrate waiting in a game Demonstrate counting to help with waiting

UNIT 4: Friendship Skills and Problem Solving

Week 19 Fair Ways to Play	Playing together, trading, and taking turns are fair and fun ways to play	Demonstrate asking to play together, trade, or take turns when playing with another child Demonstrate using Fair Ways to Play in everyday situations
Week 20 Having Fun with Friends	When you play in fair ways, everyone has fun Other children sometimes have different wants or likes than you do Choosing to have fun with others rather than to get your own way helps you be friends	Identify how they feel when other children do or do not play in fair ways Name ways they have fun with their friends
Week 21 Inviting to Play	Inviting others to play is a way to make friends Inviting others to play helps everyone feel part of the classroom	Demonstrate how to use inviting language Demonstrate inviting others to play during a game

UNIT 4: Friendship Skills and Problem Solving (CONT.)

	Weekly Concepts	Objectives—Children will be able to
Week 22 Joining In with Play	Noticing what other children are playing and offering ideas for play helps you join in	Come up with lots of ideas for play Identify positive ways to join in
Week 23 Saying the Problem	You need to calm down before you solve a problem The first Problem-Solving Step is to use words to say the problem	Demonstrate calming down and saying the problem Use words to describe problems presented in scenarios
Week 24 Thinking of Solutions	The second Problem-Solving Step is to think of lots of solutions	Think of lots of solutions to a problem
Week 25 Speaking Assertively	If someone treats you in unsafe or mean ways, speaking up assertively is a respectful way to deal with it	Demonstrate speaking up assertively in response to scenarios

UNIT 5: Transitioning to Kindergarten

Week 26 Learning in Kindergarten	The Listening Rules and Skills for Learning will help you be a better learner in kindergarten	Demonstrate the Listening Rules Demonstrate focusing attention, listening, and using self-talk during an activity
Week 27 Riding the Kindergarten Bus	Looking at people's faces and bodies and noticing what is happening help you tell how people are feeling. People can have different feelings about the same thing. Using the Calming-Down Steps helps you calm down strong feelings	Identify the feelings learned in the Second Step program when presented with facial clues Demonstrate the Calming-Down Steps in response to scenarios
Week 28 Making New Friends in Kindergarten	Playing together, trading, and taking turns are fair and fun ways to play Inviting others to play and asking to join in are ways to make friends in kindergarten	Demonstrate the Fair Ways to Play Demonstrate inviting others to play and asking to join in play