

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Listening to Learn	<ul style="list-style-type: none"> <li>Following Listening Rules helps everyone learn.</li> <li>Your brain gets smarter every time it works hard.</li> </ul>	<ul style="list-style-type: none"> <li>Name and demonstrate the Listening Rules</li> <li>Apply attention, memory, and inhibitory control skills in a brain-building game</li> </ul>
2. Focusing Attention	<ul style="list-style-type: none"> <li>Focusing attention involves using your eyes, ears, and brain.</li> <li>The more you practice focusing your attention, the better you get at it.</li> <li>Using self-talk helps focus attention.</li> </ul>	<ul style="list-style-type: none"> <li>Name and demonstrate the Listening Rules</li> <li>Demonstrate attention skills in the context of a game</li> <li>State typical classroom verbal cues that request student attention</li> </ul>
3. Following Directions	<ul style="list-style-type: none"> <li>Listening and following directions are important Skills for Learning.</li> <li>Repeating directions helps you remember them.</li> <li>Following directions involves using your eyes, ears, and brain.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate listening and following directions within the context of a game</li> </ul>
4. Self-Talk for Learning	<ul style="list-style-type: none"> <li><i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head.</li> <li>Self-talk helps you focus and maintain attention.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate self-talk strategies for remembering directions</li> </ul>
5. Being Assertive	<ul style="list-style-type: none"> <li>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).</li> <li>Assertive communication is the best way to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish an assertive request from a passive or aggressive one</li> <li>Identify assertive posture and tone of voice</li> <li>Demonstrate assertive communication skills in response to scenarios</li> </ul>

Unit 2: Empathy

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

Unit 2: Empathy

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

Unit 3: Emotion Management

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

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