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<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
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</table>
| 1. Learning to Listen | • Following Listening Rules helps everyone learn.  
• Our brains get smarter every time we use them. | • Name and demonstrate the rules for listening in a group |
| 2. Focusing Attention | • 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. | • Name and demonstrate the Listening Rules  
• Demonstrate attention skills in the context of a game |
| 3. Following Directions | • Listening and following directions are important Skills for Learning.  
• Repeating directions helps you remember them.  
• Following directions involves your eyes, ears, and brain. | • Demonstrate listening and following directions within the context of a game |
| 4. Self-Talk for Staying on Task | • Self-talk means talking to yourself out loud in a quiet voice or inside your head.  
• Self-talk helps you focus and maintain attention. | • Demonstrate self-talk for remembering directions in the context of a drawing game |
| 5. Being Assertive | • Being assertive 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. | • Demonstrate being assertive in response to scenarios |
| 6. Feelings | • 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. | • Name happy and sad when presented with physical clues  
• Identify that happy is a comfortable feeling and sad is an uncomfortable one  
• Identify a variety of feelings displayed in response to scenarios |
| 7. More Feelings | • Situational clues can help identify others’ feelings. | • Name interested and afraid/scared 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 | • It is natural to feel angry, but feeling angry is uncomfortable.  
• It is not okay to be mean or hurt others.  
• Empathy means feeling and understanding what someone else feels. | • Name angry when presented with physical and situational clues  
• Identify that anger is an uncomfortable feeling  
• Identify a variety of feelings displayed in response to scenarios |
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<td>9. Same or Different?</td>
<td>• People can have different feelings about the same situation. &lt;br&gt;• It is okay for people to have different feelings about the same thing.</td>
<td>• Compare physical and emotional similarities and differences between two students depicted in a story &lt;br&gt;• Identify same and different feelings in response to scenarios</td>
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<td>10. Accidents</td>
<td>• An accident is when you do something you didn’t mean to do. &lt;br&gt;• When you cause an accident, it’s important to say so, so others won’t think you did it on purpose.</td>
<td>• Identify what to say when they do something by accident &lt;br&gt;• Demonstrate saying, “I’m sorry. It was an accident. Are you okay?” in response to scenarios</td>
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<td>11. Caring and Helping</td>
<td>• Compassion means caring about how someone else feels. &lt;br&gt;• When you feel empathy for someone, compassion is a good way to show it. &lt;br&gt;• You can show you care by saying or doing something kind.</td>
<td>• Identify that listening is one way to show you care &lt;br&gt;• Identify that helping is another way to show you care &lt;br&gt;• Demonstrate caring and helping behaviors in response to scenarios</td>
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<td>12. We Feel Feelings in Our Bodies</td>
<td>• You can use physical clues in your body to identify your feelings. &lt;br&gt;• All your feelings are natural. &lt;br&gt;• It is important to talk to a grown-up when you feel worried.</td>
<td>• Identify physical clues for feeling worried &lt;br&gt;• Identify a grown-up to talk to when they feel worried</td>
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<td>13. Managing Frustration</td>
<td>• Feelings vary in strength. &lt;br&gt;• Feelings that are strong need to be managed. &lt;br&gt;• Saying “Stop” and naming your feelings are ways to begin to calm down.</td>
<td>• Identify “Stop” and “Name your feeling” as ways to begin to calm down &lt;br&gt;• Demonstrate saying “Stop” and naming feelings in response to scenarios</td>
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<td>14. Calming Down Strong Feelings</td>
<td>• Belly breathing calms down strong feelings. &lt;br&gt;• Belly breathing pushes the belly out when you breathe in.</td>
<td>• Demonstrate belly breathing &lt;br&gt;• Identify and demonstrate the Calming-Down Steps</td>
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<td>15. Handling Waiting</td>
<td>• The Calming-Down Steps can help you manage feeling excited or impatient while waiting. &lt;br&gt;• Finding quiet things to do that won’t distract others also helps you wait.</td>
<td>• Identify the Calming-Down Steps &lt;br&gt;• Apply the Calming-Down Steps while waiting in a game situation</td>
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<td>16. Managing Anger</td>
<td>• Feeling angry is natural. Hurtful, mean behaviors are not okay. &lt;br&gt;• Your body lets you know when you are angry. &lt;br&gt;• Learning to relax calms you down.</td>
<td>• Name physical signs of anger &lt;br&gt;• Apply the Calming-Down Steps in a game situation</td>
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<td>17. Managing Disappointment</td>
<td>• When you don’t get what you want, you can feel disappointed. &lt;br&gt;• Strong disappointment can lead to feeling sad or angry.</td>
<td>• Identify the feeling of disappointment &lt;br&gt;• Demonstrate calming-down skills when they feel disappointed</td>
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| 18. Handling Being Knocked Down | • 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. | • 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 | • 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. | • Use words to describe problems presented in scenarios  
• Generate multiple solutions to problems presented in scenarios |
| 20. Inviting to Play | • 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. | • Demonstrate inviting someone to play in response to scenarios |
| 21. Fair Ways to Play | • Sharing, trading, and taking turns are fair ways to play.  
• Sharing means playing together with a toy. | • Identify a problem in response to a scenario  
• Generate solutions in response to a scenario  
• Name sharing, trading, and taking turns as fair solutions when two students want to play with the same thing |
| 22. Having Fun With Our Friends | • 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. | • Demonstrate the Problem-Solving Steps with a problem in the lesson |
| 23. Handling Having Things Taken Away | • 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. | • Identify a problem in response to scenarios  
• Generate solutions in response to scenarios  
• Demonstrate assertive communication in response to scenarios |
| 24. Handling Name-Calling | • 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. | • 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 | • You have all learned a lot of new skills.  
• You can notice how much you have learned. | • Recall and demonstrate the Listening Rules  
• Demonstrate how to calm down  
• Recall the Fair Ways to Play |