### Lesson 1: Being Respectful Learners
- **Concepts**: Focusing your attention and listening help you be a better learner. 
  - Focusing your attention and listening show respect.
- **Objectives**: Apply focusing-attention and listening skills in response to scenarios.

### Lesson 2: Using Self-Talk
- **Concepts**: Self-talk means talking to yourself in a quiet voice or in your head.
  - Self-talk can help you focus, stay on task, and handle distractions.
- **Objectives**: Identify classroom distractions and demonstrate the use of self-talk in response to scenarios.

### Lesson 3: Being Assertive
- **Concepts**: Being assertive 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.
- **Objectives**: Demonstrate assertive communication skills in response to scenarios.

### Lesson 4: Planning to Learn
- **Concepts**: 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.
- **Objectives**: Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria and create a simple, three-step plan that meets the Good Plan Checklist criteria.

### Lesson 5: Identifying Others’ Feelings
- **Concepts**: 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.
- **Objectives**: Name a variety of feelings and determine others’ feelings using physical, verbal, and situational clues and label their own feelings as the same as or different from others’ feelings.

### Lesson 6: Understanding Perspectives
- **Concepts**: People can have different feelings about the same situation, and their feelings can change.
  - Empathy is feeling or understanding what someone else is feeling.
  - Thinking about others’ perspectives helps you have empathy for them.
- **Objectives**: Identify others’ feelings using physical, verbal, and situational clues and determine whether others’ feelings have changed, in response to scenarios.

### Lesson 7: Conflicting Feelings
- **Concepts**: You can have conflicting feelings about a situation.
  - Having empathy helps you notice when others’ feelings are the same as or different from yours.
- **Objectives**: Identify two conflicting feelings a person could have in response to scenarios and explain possible reasons for someone’s conflicting feelings in response to scenarios.

### Lesson 8: Accepting Differences
- **Concepts**: Having empathy helps you understand and accept how others are the same as or different from you.
  - Accepting and appreciating others’ differences is respectful.
- **Objectives**: Name similarities and differences between people and predict how others will feel when teased for being different.
<table>
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<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives — Students will be able to:</th>
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| 9. Showing Compassion | • 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. | • 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 | • Focusing attention and listening to others help you make conversation.  
• Making conversation helps you make friends and get along better with others. | • 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 | • 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. | • Identify physical clues that can help them label their own feelings |
| 12. Managing Test Anxiety | • Using a stop signal and naming your feeling are the first two Calming-Down Steps. | • Identify the first two Calming-Down Steps  
• Demonstrate using the first two Calming-Down Steps in response to scenarios |
| 13. Handling Accusations | • 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. | • 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 | • 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. | • 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 | • 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. | • Use counting to calm down in response to scenarios  
• Use assertive communication skills to get what they want or need in response to scenarios |
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<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—noteworthy skills learned</th>
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| 16. Managing Hurt Feelings | • 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. | • 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 | • Calming down helps you think so you can solve problems.  
• Following steps can help you solve problems.  
• Saying the problem without blame is respectful. | • 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 | • Following steps can help you solve problems.  
• Solutions to problems must be safe and respectful.  
• Solutions can have positive or negative consequences. | • 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 | • 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. | • 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 | • 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. | • 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 | • 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. | • 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 | • Using Second Step skills can help you be a better learner and get along with others. | • Recall Second Step skills learned  
• Identify Second Step skills in a story  
• Relate personal examples of skill use |