

Unit 1: Skills for Learning

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

Unit 2: Empathy

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

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

Unit 3: Emotion Management

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

Unit 4: Problem Solving