Lesson	Concepts	Objectives—Students will be able to:
Unit 1: Skills for Learning		
1. Listening to Learn	• Following Listening Rules helps everyone learn. • Your brain gets smarter every time it works hard.	• Name and demonstrate the Listening Rules • Apply attention, memory, and inhibitory control skills in a brain-building game
2. Focusing Attention	• Focusing attention involves using your eyes, ears, and brain. • The more you practice focusing your attention, the better you get at it. • Using self-talk helps focus attention.	• Name and demonstrate the Listening Rules • Demonstrate attention skills in the context of a game • State typical classroom verbal cues that request student attention
3. Following Directions	• Listening and following directions are important Skills for Learning. • Repeating directions helps you remember them. • Following directions involves using your eyes, ears, and brain.	• Demonstrate listening and following directions within the context of a game
4. Self-Talk for Learning	• *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 strategies for remembering directions
5. Being Assertive	• Being *assertive* 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). • Assertive communication is the best way to ask for help.	• Distinguish an assertive request from a passive or aggressive one • Identify assertive posture and tone of voice • Demonstrate assertive communication skills in response to scenarios
Unit 2: Empathy		
6. Identifying Feelings	• Identifying your own feelings helps you know how others feel. • Everyone experiences strong feelings sometimes. • Some feelings are comfortable, and some are uncomfortable. • Physical clues can help identify others' feelings.	• Name feelings when presented with physical clues
7. Looking for More Clues	• Situational clues can help you identify others' feelings. • Understanding how others feel improves relationships.	• Name feelings when presented with physical clues • Name feelings when presented with environmental and situational clues
8. Similarities and Differences	• People can have different feelings about the same situation. • It is okay for people to have different feelings about the same thing.	• Compare physical and emotional similarities and differences between two children • Demonstrate that people can have different feelings about the same situation

Lesson	Concepts	Objectives—Students will be able to:
Unit 2: Empathy		
9. Feelings Change	• People may have different feelings about the same situation at different times. • Feelings may change over time. • Being inviting and welcoming can change people's feelings.	• Demonstrate welcoming and inviting behaviors
10. Accidents	• An *accident* is when you do something you didn't mean to do. • It is important to accept responsibility for an accident to prevent others from assuming it was intentional.	• Know what the word *accident* means • Know what to say when they do something by accident • Predict how others might feel as a result of their own or others' actions
11. Showing Care and Concern	• *Compassion* is empathy in action. • People feel better when others show them care and concern.	• Recall that listening, saying kind words, and helping are three ways to show caring • Demonstrate caring and helping in response to scenarios
Unit 3: Emotion Management		
12. Identifying Our Own Feelings	• You identify your own feelings by physical clues in your body. • All feelings are natural.	• Identify physical clues in their bodies that help them identify their feelings • Identify grown-ups to talk to about feelings
13. Strong Feelings	• Feelings vary in strength. • Strong feelings need to be managed. • Saying "Stop" and naming your feeling are ways to begin to calm down.	• Recognize situations and physical body cues that signal strong feelings • Demonstrate two Calming-Down Steps to manage strong feelings
14. Calming Down Anger	• Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. • Being mean or hurting others when you are angry is not okay.	• Explain physical and situational clues to feeling angry • Demonstrate the proper belly breathing technique • Use a three-step process to calm down: Say "stop," name your feeling, and do belly breathing
15. Self-Talk for Calming Down	• Positive self-talk is an effective strategy for calming down strong emotions.	• Recognize situations that require the use of calming-down strategies • Use positive self-talk to calm down
16. Managing Worry	• Counting is an effective Way to Calm Down. • The Ways to Calm Down can help students manage worry. • Talking to a grown-up helps when you are worried.	• Recognize situations that require the use of calming-down skills • Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk • Identify grown-ups to talk to when feeling worried

Lesson	Concepts	Objectives—Students will be able to:
17. Solving Problems, Part 1	• You need to calm down before you solve a problem. • The first step in solving a problem is to use words to describe the problem. • The second step in solving a problem is to think of lots of solutions.	• Use words to describe problems presented in scenarios • Generate multiple solutions to problems presented in scenarios
18. Solving Problems, Part 2	• Part of problem solving is thinking about consequences. • The final step of problem solving is to pick the best solution. • Solving problems is a way to get along better with others.	• Predict consequences using an if-then model • Select a reasonable solution to a problem
19. Fair Ways to Play	• Sharing, trading, and taking turns are fair ways to play. • *Sharing* means playing together with a toy.	• Define and differentiate sharing, trading, and taking turns • Identify and state the problem in a given situation • Generate possible solutions to a problem situation • Demonstrate the Fair Ways to Play
20. Inviting to Join In	• It is important to notice and have empathy for children who are left out of play. • Inviting others to play is the right thing to do. • Playing with others is a way to get to know them better.	• Apply the Problem-Solving Steps • Demonstrate how to invite someone to play in response to scenarios
21. 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 speak assertively. • If the person doesn't stop calling you names, you should tell a grown-up.	• Demonstrate assertive responses to name-calling • Identify adults to tell if name-calling doesn't stop
22. Reviewing *Second Step* Skills	• You have all learned a lot of new skills. • You can notice how much you have learned.	• Recall skills on all the posters • Demonstrate the Listening Rules • Demonstrate the Calming-Down Steps • Name one concept or skill they learned in their *Second Step* lessons

*(Left vertical label: **Unit 4: Problem Solving**)*