

	Lesson	Concepts	Objectives—Students will be able to:
Unit 1: Skills for Learning	1. Being Respectful Learners	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner. Focusing your attention and listening show respect. 	<ul style="list-style-type: none"> Apply focusing-attention and listening skills in response to scenarios.
	2. Using Self-Talk	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. Self-talk can help you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate the use of self-talk in response to scenarios
	3. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> 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. 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios
	4. Planning to Learn	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria Create a simple, three-step plan that meets the Good Plan Checklist criteria
Unit 2: Empathy	5. Identifying Others' Feelings	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Name a variety of feelings Determine others' feelings using physical, verbal, and situational clues Label their own feelings as the same as or different from others' feelings
	6. Understanding Perspectives	<ul style="list-style-type: none"> People can have different feelings about the same situation, and their feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. Thinking about others' perspectives helps you have empathy for them. 	<ul style="list-style-type: none"> Identify others' feelings using physical, verbal, and situational clues Determine whether others' feelings have changed, in response to scenarios
	7. Conflicting Feelings	<ul style="list-style-type: none"> You can have conflicting feelings about a situation. Having empathy helps you notice when others' feelings are the same as or different from yours. 	<ul style="list-style-type: none"> Identify two conflicting feelings a person could have in response to scenarios Explain possible reasons for someone's conflicting feelings in response to scenarios
	8. Accepting Differences	<ul style="list-style-type: none"> Having empathy helps you understand and accept how others are the same as or different from you. Accepting and appreciating others' differences is respectful. 	<ul style="list-style-type: none"> Name similarities and differences between people Predict how others will feel when teased for being different

Lesson	Concepts	Objectives—Students will be able to:
9. Showing Compassion	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Focusing attention and listening to others help you make conversation. • Making conversation helps you make friends and get along better with others. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify physical clues that can help them label their own feelings
12. Managing Test Anxiety	<ul style="list-style-type: none"> • Using a stop signal and naming your feeling are the first two Calming-Down Steps. 	<ul style="list-style-type: none"> • Identify the first two Calming-Down Steps • Demonstrate using the first two Calming-Down Steps in response to scenarios
13. Handling Accusations	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use counting to calm down in response to scenarios • Use assertive communication skills to get what they want or need in response to scenarios

Unit 3: Emotion Management

Lesson	Concepts	Objectives—Students will be able to:
16. Managing Hurt Feelings	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Saying the problem without blame is respectful. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Following steps can help you solve problems. • Solutions to problems must be safe and respectful. • Solutions can have positive or negative consequences. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 <i>Second Step</i> Skills	<ul style="list-style-type: none"> • Using <i>Second Step</i> skills can help you be a better learner and get along with others. 	<ul style="list-style-type: none"> • Recall <i>Second Step</i> skills learned • Identify <i>Second Step</i> skills in a story • Relate personal examples of skill use

Unit 4: Problem Solving