

<i>Kindergarten</i>	Unit One: Skills for Learning	
Lesson One	Weekly Concepts	Student Objectives
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.
Lesson Two	Weekly Concepts	Student Objectives
Focusing Attention	Focusing attention involves using eyes, ears, and brain.	Name and demonstrate the Listening Rules.
	You can focus your attention just by thinking about it.	Demonstrate attention skills in the context of a game.
	Using self talk helps you focus attention.	
Lesson Three	Weekly Concepts	Student Objectives
Following Directions	Listening and following directions are Important Skills for Learning.	Demonstrate listening and following directions within the context of a game.
	Repeating directions helps you remember them.	
	Following directions involves your eyes, ears, and brain.	
Lesson Four	Weekly Concepts	Student Objectives
Self Talk for Staying on Task	Self talk means talking to yourself out loud in a quiet voice or inside your head.	Demonstrate self talk for remembering directions in the context of a drawing game.
	Self talk helps you focus and maintain attention.	
Lesson Five	Weekly Concepts	Student Objectives
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).	Demonstrate being assertive in response to scenarios.
	Assertive communication is the best way to ask for help.	
<i>Kindergarten</i>	Unit Two: Empathy	
Lesson Six	Weekly Concepts	Student Objectives
Feelings	If you can name your feelings, it will help you figure out how other people feel.	Name happy and sad when presented with physical clues.
	All feelings are natural. Some feelings are comfortable, and some are uncomfortable.	Identify that happy is a comfortable feeling and sad is an uncomfortable feeling.
	Physical clues and help you identify others' feelings.	Identify a variety of feelings displayed in response to scenarios.
Lesson Seven	Weekly Concepts	Student Objectives
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 and uncomfortable one.
		Identify a variety of feelings displayed in response to scenarios.
Lesson Eight	Weekly Concepts	Student Objectives

Identifying Anger	It is natural to feel angry, but feeling angry is uncomfortable.	Name <i>angry</i> when presented with physical and situational clues.
	It is not okay to be mean or hurt others.	Identify that anger is an uncomfortable feeling.
	<i>Empathy means feeling and understanding what someone else feels.</i>	Identify a variety of feelings displayed in response to scenarios.
Lesson Nine	Weekly Concepts	Student Objectives
Same or Different?	People can have different feelings about the same situation.	Compare physical and emotional similarities and differences between two students depicted in a story.
	It is okay for people to have different feelings about the same thing.	Identify same and different feelings in response to scenarios.
Lesson Ten	Weekly Concepts	Student Objectives
Accidents	An <i>accident</i> is when you do something you didn't mean to do.	Identify what to say when they do something by accident.
	When you cause an accident, it's important to say so, so others won't think you did it on purpose.	Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios
Lesson Eleven	Weekly Concepts	Student Objectives
Caring and Helping	<i>Compassion</i> means caring about how someone else feels.	Identify that listening is one way to show you care.
	When you feel empathy for someone, compassion is a good way to show it.	Identify that helping is another way to show you care.
	You can show you care by saying or doing something kind.	Demonstrate caring and helping behaviors in response to scenarios.
Kindergarten	Unit Three: Emotion Management	
Lesson Twelve	Weekly Concepts	Student Objectives
We Feel Feelings in Our Bodies	You can use physical clues in your body to identify your feelings. All your feelings are natural.	Identify physical clues for feeling worried.
	It is important to talk to a grown-up when you feel worried.	Identify a grown-up to talk when they feel worried.
Lesson Thirteen	Weekly Concepts	Student Objectives
Managing Frustration	Feelings vary in strength. Feelings that are strong need to be managed.	Identify "Stop" and "Name your feeling" as ways to begin to calm down.
	Saying "Stop" and naming your feelings are ways to begin to calm down.	Demonstrate saying "Stop" and naming feelings in response to scenarios.
Lesson Fourteen	Weekly Concepts	Student Objectives
Calming Down Strong Feelings	Belly breathing calms down strong feelings.	Demonstrate belly breathing.
	Belly breathing pushes the belly out when you breathe in.	Identify and demonstrate the Calming-Down steps.
Lesson Fifteen	Weekly Concepts	Student Objectives
Handling Waiting	The Calming-Down Steps can help you manage feeling excited or impatient while waiting.	Identify the Calming-Down Steps.

Handling waiting	Finding quiet things to do that won't distract others also helps you wait.	Apply the Calming-Down Steps while waiting in a game situation.	
Lesson Sixteen	Weekly Concepts	Student Objectives	
Managing Anger	Feeling angry is natural. Hurtful, mean behaviors are not okay.	Name physical signs of anger.	
	Your body lets you know when you are angry.	Apply the Calming-Down Steps in a game situation.	
	Learning to relax calms you down.		
Lesson Seventeen	Weekly Concepts	Student Objectives	
Managing Disappointment	When you don't get what you want, you can feel disappointed.	Identify the feeling of disappointment.	
	Strong disappointment can lead to feeling sad or angry.	Demonstrate calming-down skills when they feel disappointed.	
Lesson Eighteen	Weekly Concepts	Student Objectives	
Handling Being Knocked Down	When you get hurt, it's important to calm down before you do anything else.	Demonstrate telling the other person they feel hurt and asking what happened. Demonstrate apologizing and saying it was an accident.	
	You need to ask for more information and not assume that the action was on purpose.	Demonstrate calming down in response to scenarios.	
Lesson Nineteen	Weekly Concepts	Student Objectives	
Solving Problems	You need to calm down before you solve a problem.	Use words to describe problems presented in scenarios.	
	The first step in solving problems is to use words to describe the problem.	Generate multiple solutions to problems presented in scenarios.	
	The second step in solving problems is to think of lots of solutions.		
Lesson Twenty	Weekly Concepts	Student Objectives	
Inviting to Play	When you see other kids being left out of play, it is important to notice and have empathy for them.	Demonstrate inviting someone to play in response to scenarios.	
	Inviting others to play is a caring thing to do.		
	Playing with others is a way to get to know them.		
Lesson Twenty One	Weekly Concepts	Student Objectives	
Fair Ways to Play	Sharing, trading, and taking turns are fair ways to play.	Identify a problem in response to a scenario.	
	<i>Sharing</i> means playing together with a toy.	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.	
Lesson Twenty Two	Weekly Concepts	Student Objectives	
	When children play in fair ways, everyone has fun.	Demonstrate the Problem-Solving Steps with a problem in the lesson.	

Having Fun with Our Friends	Other children sometimes have different wants or preferences.		
	Choosing to have fun with others rather than get your own way helps you be friends.		
Lesson Twenty Three	Weekly Concepts	Student Objectives	
Handling Having Things Taken Away	It is important to calm down first before solving problems.	Identify a problem in response to scenarios.	
	If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it.	Generate solutions in response to scenarios.	
	It is not okay to grab things away from others.	Demonstrate assertive communication in response to scenarios.	
Lesson Twenty Four	Weekly Concepts	Student Objectives	
Handling Name-Calling	It is not okay to call people names that hurt their feelings.	Demonstrate assertiveness and ignoring as effective strategies for handling name calling that hurts feelings.	
	If someone calls you a name, you can ignore the person or respond assertively.	Identify an adult to tell if they cannot stop the name-calling.	
	If the person doesn't stop calling you names, you should tell a grown-up.		
Lesson Twenty Five	Weekly Concepts	Student Objectives	
Reviewing Second Step Skills	You have all learned a lot of new skills.	Recall and demonstrate the listening Rules	
	You can notice how much you have learned.	Demonstrate how to calm down.	
		Recall the Fair Ways to Play.	