

Grade One	Unit One: Skills For Learning	
Lesson One	Weekly Concepts	Student Objectives
Learning to Listen	Following Listening Rules helps everyone learn.	Name and demonstrate the Listening Rules
	Your brain gets smarter every time it works hard.	Apply attention, memory, and inhibitory control skills in a brain-building game
Lesson Two	Weekly Concepts	Student Objectives
Focusing Attention	Focusing attention involves using your eyes, ears, and brain.	Name and demonstrate the Listening Rules
	The more you practice focusing your attention, the better you get at it.	Demonstrate attention skills in the context of a game
	Using self-talk helps focus attention.	State typical classroom verbal cues that request student 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 using your eyes, ears, and brain.	
Lesson Four	Weekly Concepts	Student Objectives
Self-Talk for Learning	<i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head.	Demonstrate self-talk strategies for remembering directions
Lesson Five	Weekly Concepts	Student Objectives
Being Assertive	Being <i>assertive</i> involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words).	Distinguish an assertive request from a passive or aggressive one.
	Assertive communication is the best way to ask for help.	Identify assertive posture and tone of voice
		Demonstrate assertive communication skills in response to scenarios
Grade One	Unit Two: Empathy	
Lesson One	Weekly Concepts	Student Objectives
Identifying Feelings	Identifying your own feelings helps you know how others feel.	Name feelings when presented with physical clues
	Everyone experiences strong feelings sometimes.	
	Some feelings are comfortable, and some are uncomfortable.	
	Physical clues can help identify others' feelings.	
Lesson Seven	Weekly Concepts	Student Objectives
	Situational clues can help you identify others' feelings.	Name feelings when presented with physical clues

Looking for More Clues	Understanding how others feel improves relationships.	Name feelings when presented with environmental and situational clues
Lesson Eight	Weekly Concepts	Student Objectives
Similarities and Differences	People can have different feelings about the same situation.	Compare physical and emotional similarities and differences between two children
	It is okay for people to have different feelings about the same thing.	Demonstrate that people can have different feelings about the same situation
Lesson Nine	Weekly Concepts	Student Objectives
Feelings Change	People may have different feelings about the same situation at different times.	Demonstrate welcoming and inviting behaviors
	Feelings may change over time.	
	Being inviting and welcoming can change people's feelings.	
Lesson Ten	Weekly Concepts	Student Objectives
Accidents	An accident is when you do something you didn't mean to do.	Know what the word <i>accident</i> means
	It is important to accept responsibility for an accident to prevent others from assuming it was intentional.	Know what to say when they do something by accident
		Predict how others might feel as a result of their own or other's' actions
Lesson Eleven	Weekly Concepts	Student Objectives
Showing Care and Concern	<i>Compassion</i> is empathy in action.	Recall that listening, saying kind words, and helping are three ways to show caring
	People feel better when others show them care and concern.	Demonstrate caring and helping in response to scenarios
Grade One	Unit Three: Emotion Management	
Lesson Twelve	Weekly Concepts	Student Objectives
Identifying Our Own Feelings	You identify your own feelings by physical clues in your body.	Identify physical clues in their bodies that help them identify their feelings
	All feelings are natural.	Identify grown-ups to talk to about feelings
Lesson Thirteen	Weekly Concepts	Student Objectives
Strong Feelings	Feelings vary in strength.	Recognize situations and physical body cues that signal strong feelings
	Strong feelings need to be managed.	Demonstrate two Calming-Down Steps to manage strong feelings
	Saying "Stop" and naming your feeling are ways to begin to calm down.	
Lesson Fourteen	Weekly Concepts	Student Objectives

Calming Down Anger	Belly breathing calms down strong feelings.	Explain physical and situational clues to feeling angry
	Belly breathing pushes the belly out when you breathe in.	Demonstrate the proper belly breathing technique
	Being mean or hurting others when you are angry is not okay.	Use a three-step process to calm down: Say "Stop," name your feeling, and do belly breathing
Lesson Fifteen	Weekly Concepts	Student Objectives
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
Lesson Sixteen	Weekly Concepts	Student Objectives
Managing Worry	Counting is an effective Way to Calm Down.	Recognize situations that require the use of calming-down skills
	The Ways to Calm Down can help students manage worry.	Demonstrate the Ways to Calm Down-belly breathing, counting, and using positive self-talk
	Talking to a grown-up helps when you are worried.	Identify grown-ups to talk to when feeling worried
Grade One	Unit Four: Problem Solving	
Lesson Seventeen	Weekly Concepts	Student Objectives
Solving Problems, Part One	You need to calm down before you solve a problem.	Use words to describe problems presented in scenarios
	The first step in solving a problem is to use words to describe the problem.	Generate multiple solutions to problems presented in scenarios
	The second step in solving a problem is to think of lots of solutions.	
Lesson Eighteen	Weekly Concepts	Student Objectives
Solving Problems, Part Two	Part of problem solving is thinking about consequences.	Predict consequences using an if-then model
	The final step of problem solving is to pick the best solution.	Select a reasonable solution to a problem
	Solving problems is a way to get along better with others.	
Lesson Nineteen	Weekly Concepts	Student Objectives
Fair Ways to Play	Sharing, trading, and taking turns are fair ways to play.	Define and differentiate sharing, trading, and taking turns
	<i>Sharing</i> means playing together with a toy.	Identify and state the problem in a given situation
		Generate possible solutions to a problem situation
		Demonstrate the Fair Ways to Play
Lesson Twenty	Weekly Concepts	Student Objectives
	It is important to notice and have empathy for children who are left out of play.	Apply the Problem-Solving Steps

Inviting to Join In	Inviting others to play is the right thing to do.	Demonstrate how to invite someone to play in response to scenarios
	Playing with others is a way to get to know them better.	
Lesson Twenty One	Weekly Concepts	Student Objectives
Handling Name-Calling	It is not okay to call people names that hurt their feelings.	Demonstrate assertive responses to name-calling
	If someone calls you a name, you can ignore the person or speak assertively.	Identify adults to tell if name-calling doesn't stop
	If the person doesn't stop calling you names, you should tell a grown-up.	
Lesson Twenty Two	Weekly Concepts	Student Objectives
Reviewing <i>Second Step</i> Skills	You have all learned a lot of new skills.	Recall skills on all the posters
	You can notice how much you have learned.	Demonstrate the Listening Rules
		Demonstrate the Calming-Down Steps
		Name one concept or skill they learned in the <i>Second Step</i> lessons