

	Lesson	Concepts	Objectives—Students will be able to:
Unit :1 Skills for Learning	1. Learning to Listen	<ul style="list-style-type: none"> <li>Following Listening Rules helps everyone learn.</li> <li>Our brains get smarter every time we use them.</li> </ul>	<ul style="list-style-type: none"> <li>Name and demonstrate the rules for listening in a group</li> </ul>
	2. Focusing Attention	<ul style="list-style-type: none"> <li>Focusing attention involves using eyes, ears, and brain.</li> <li>You can focus your attention just by thinking about it, and the more you do it, the better you get at it.</li> <li>Using self-talk helps you focus attention.</li> </ul>	<ul style="list-style-type: none"> <li>Name and demonstrate the Listening Rules</li> <li>Demonstrate attention skills in the context of a game</li> </ul>
	3. Following Directions	<ul style="list-style-type: none"> <li>Listening and following directions are important Skills for Learning.</li> <li>Repeating directions helps you remember them.</li> <li>Following directions involves your eyes, ears, and brain.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate listening and following directions within the context of a game</li> </ul>
	4. Self-Talk for Staying on Task	<ul style="list-style-type: none"> <li><i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head.</li> <li>Self-talk helps you focus and maintain attention.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate self-talk for remembering directions in the context of a drawing game</li> </ul>
	5. Being Assertive	<ul style="list-style-type: none"> <li>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).</li> <li>Assertive communication is the best way to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate being assertive in response to scenarios</li> </ul>
Unit 2 : Empathy	6. Feelings	<ul style="list-style-type: none"> <li>If you can name your own feelings, it will help you figure out how other people feel.</li> <li>All feelings are natural. Some feelings are comfortable, and some are uncomfortable.</li> <li>Physical clues can help you identify others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Name <i>happy</i> and <i>sad</i> when presented with physical clues</li> <li>Identify that happy is a comfortable feeling and sad is an uncomfortable feeling</li> <li>Identify a variety of feelings displayed in response to scenarios</li> </ul>
	7. More Feelings	<ul style="list-style-type: none"> <li>Situational clues can help identify others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues</li> <li>Identify that interested is a comfortable feeling and scared an uncomfortable one</li> <li>Identify a variety of feelings displayed in response to scenarios</li> </ul>
	8. Identifying Anger	<ul style="list-style-type: none"> <li>It is natural to feel angry, but feeling angry is uncomfortable.</li> <li>It is not okay to be mean or hurt others.</li> <li><i>Empathy</i> means feeling and understanding what someone else feels.</li> </ul>	<ul style="list-style-type: none"> <li>Name <i>angry</i> when presented with physical and situational clues</li> <li>Identify that anger is an uncomfortable feeling</li> <li>Identify a variety of feelings displayed in response to scenarios</li> </ul>

	Lesson	Concepts	Objectives—Students will be able to:
Unit 2: Empathy	9. Same or Different?	<ul style="list-style-type: none"> <li>• People can have different feelings about the same situation.</li> <li>• It is okay for people to have different feelings about the same thing.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare physical and emotional similarities and differences between two students depicted in a story</li> <li>• Identify same and different feelings in response to scenarios</li> </ul>
	10. Accidents	<ul style="list-style-type: none"> <li>• An <i>accident</i> is when you do something you didn't mean to do.</li> <li>• When you cause an accident, it's important to say so, so others won't think you did it on purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what to say when they do something by accident</li> <li>• Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios</li> </ul>
	11. Caring and Helping	<ul style="list-style-type: none"> <li>• <i>Compassion</i> means caring about how someone else feels.</li> <li>• When you feel empathy for someone, compassion is a good way to show it.</li> <li>• You can show you care by saying or doing something kind.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that listening is one way to show you care</li> <li>• Identify that helping is another way to show you care</li> <li>• Demonstrate caring and helping behaviors in response to scenarios</li> </ul>
Unit 3: Emotion Management	12. We Feel Feelings in Our Bodies	<ul style="list-style-type: none"> <li>• You can use physical clues in your body to identify your feelings.</li> <li>• All your feelings are natural.</li> <li>• It is important to talk to a grown-up when you feel worried.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify physical clues for feeling worried</li> <li>• Identify a grown-up to talk to when they feel worried</li> </ul>
	13. Managing Frustration	<ul style="list-style-type: none"> <li>• Feelings vary in strength.</li> <li>• Feelings that are strong need to be managed.</li> <li>• Saying "Stop" and naming your feelings are ways to begin to calm down.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify "Stop" and "Name your feeling" as ways to begin to calm down</li> <li>• Demonstrate saying "Stop" and naming feelings in response to scenarios</li> </ul>
	14. Calming Down Strong Feelings	<ul style="list-style-type: none"> <li>• Belly breathing calms down strong feelings.</li> <li>• Belly breathing pushes the belly out when you breathe in.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate belly breathing</li> <li>• Identify and demonstrate the Calming-Down Steps</li> </ul>
	15. Handling Waiting	<ul style="list-style-type: none"> <li>• The Calming-Down Steps can help you manage feeling excited or impatient while waiting.</li> <li>• Finding quiet things to do that won't distract others also helps you wait.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the Calming-Down Steps</li> <li>• Apply the Calming-Down Steps while waiting in a game situation</li> </ul>
	16. Managing Anger	<ul style="list-style-type: none"> <li>• Feeling angry is natural. Hurtful, mean behaviors are not okay.</li> <li>• Your body lets you know when you are angry.</li> <li>• Learning to relax calms you down.</li> </ul>	<ul style="list-style-type: none"> <li>• Name physical signs of anger</li> <li>• Apply the Calming-Down Steps in a game situation</li> </ul>
	17. Managing Disappointment	<ul style="list-style-type: none"> <li>• When you don't get what you want, you can feel disappointed.</li> <li>• Strong disappointment can lead to feeling sad or angry.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the feeling of disappointment</li> <li>• Demonstrate calming-down skills when they feel disappointed</li> </ul>

Lesson	Concepts	Objectives—Students will be able to:
18. Handling Being Knocked Down	<ul style="list-style-type: none"> <li>• When you get hurt, it's important to calm down before you do anything else.</li> <li>• You need to ask for more information and not assume that the action was on purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate calming down in response to scenarios</li> <li>• Demonstrate telling the other person they feel hurt and asking what happened</li> <li>• Demonstrate apologizing and saying it was an accident</li> </ul>
19. Solving Problems	<ul style="list-style-type: none"> <li>• You need to calm down before you solve a problem.</li> <li>• The first step in solving problems is to use words to describe the problem.</li> <li>• The second step in solving problems is to think of lots of solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use words to describe problems presented in scenarios</li> <li>• Generate multiple solutions to problems presented in scenarios</li> </ul>
20. Inviting to Play	<ul style="list-style-type: none"> <li>• When you see other kids being left out of play, it is important to notice and have empathy for them.</li> <li>• Inviting others to play is a caring thing to do.</li> <li>• Playing with others is a way to get to know them.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate inviting someone to play in response to scenarios</li> </ul>
21. Fair Ways to Play	<ul style="list-style-type: none"> <li>• Sharing, trading, and taking turns are fair ways to play.</li> <li>• <i>Sharing</i> means playing together with a toy.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a problem in response to a scenario</li> <li>• Generate solutions in response to a scenario</li> <li>• Name <i>sharing</i>, <i>trading</i>, and <i>taking turns</i> as fair solutions when two students want to play with the same thing</li> </ul>
22. Having Fun With Our Friends	<ul style="list-style-type: none"> <li>• When children play in fair ways, everyone has fun.</li> <li>• Other children sometimes have different wants or preferences.</li> <li>• Choosing to have fun with others rather than get your own way helps you be friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the Problem-Solving Steps with a problem in the lesson</li> </ul>
23. Handling Having Things Taken Away	<ul style="list-style-type: none"> <li>• It is important to calm down first before solving problems.</li> <li>• If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it.</li> <li>• It is not okay to grab things away from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a problem in response to scenarios</li> <li>• Generate solutions in response to scenarios</li> <li>• Demonstrate assertive communication in response to scenarios</li> </ul>
24. Handling Name-Calling	<ul style="list-style-type: none"> <li>• It is not okay to call people names that hurt their feelings.</li> <li>• If someone calls you a name, you can ignore the person or respond assertively.</li> <li>• If the person doesn't stop calling you names, you should tell a grown-up.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings</li> <li>• Identify an adult to tell if they cannot stop the name-calling</li> </ul>
25. Reviewing Second Step Skills	<ul style="list-style-type: none"> <li>• You have all learned a lot of new skills.</li> <li>• You can notice how much you have learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and demonstrate the Listening Rules</li> <li>• Demonstrate how to calm down</li> <li>• Recall the Fair Ways to Play</li> </ul>

Unit 4: Problem Solving

Unit 4: Problem Solving

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Listening to Learn	<ul style="list-style-type: none"> <li>Following Listening Rules helps everyone learn.</li> <li>Your brain gets smarter every time it works hard.</li> </ul>	<ul style="list-style-type: none"> <li>Name and demonstrate the Listening Rules</li> <li>Apply attention, memory, and inhibitory control skills in a brain-building game</li> </ul>
2. Focusing Attention	<ul style="list-style-type: none"> <li>Focusing attention involves using your eyes, ears, and brain.</li> <li>The more you practice focusing your attention, the better you get at it.</li> <li>Using self-talk helps focus attention.</li> </ul>	<ul style="list-style-type: none"> <li>Name and demonstrate the Listening Rules</li> <li>Demonstrate attention skills in the context of a game</li> <li>State typical classroom verbal cues that request student attention</li> </ul>
3. Following Directions	<ul style="list-style-type: none"> <li>Listening and following directions are important Skills for Learning.</li> <li>Repeating directions helps you remember them.</li> <li>Following directions involves using your eyes, ears, and brain.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate listening and following directions within the context of a game</li> </ul>
4. Self-Talk for Learning	<ul style="list-style-type: none"> <li><i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head.</li> <li>Self-talk helps you focus and maintain attention.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate self-talk strategies for remembering directions</li> </ul>
5. Being Assertive	<ul style="list-style-type: none"> <li>Being <i>assertive</i> 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).</li> <li>Assertive communication is the best way to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish an assertive request from a passive or aggressive one</li> <li>Identify assertive posture and tone of voice</li> <li>Demonstrate assertive communication skills in response to scenarios</li> </ul>

Unit 2: Empathy

6. Identifying Feelings	<ul style="list-style-type: none"> <li>Identifying your own feelings helps you know how others feel.</li> <li>Everyone experiences strong feelings sometimes.</li> <li>Some feelings are comfortable, and some are uncomfortable.</li> <li>Physical clues can help identify others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Name feelings when presented with physical clues</li> </ul>
7. Looking for More Clues	<ul style="list-style-type: none"> <li>Situational clues can help you identify others' feelings.</li> <li>Understanding how others feel improves relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Name feelings when presented with physical clues</li> <li>Name feelings when presented with environmental and situational clues</li> </ul>
8. Similarities and Differences	<ul style="list-style-type: none"> <li>People can have different feelings about the same situation.</li> <li>It is okay for people to have different feelings about the same thing.</li> </ul>	<ul style="list-style-type: none"> <li>Compare physical and emotional similarities and differences between two children</li> <li>Demonstrate that people can have different feelings about the same situation</li> </ul>

Unit 2: Empathy

Lesson	Concepts	Objectives—Students will be able to:
9. Feelings Change	<ul style="list-style-type: none"> <li>• People may have different feelings about the same situation at different times.</li> <li>• Feelings may change over time.</li> <li>• Being inviting and welcoming can change people’s feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate welcoming and inviting behaviors</li> </ul>
10. Accidents	<ul style="list-style-type: none"> <li>• An <i>accident</i> is when you do something you didn’t mean to do.</li> <li>• It is important to accept responsibility for an accident to prevent others from assuming it was intentional.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what the word <i>accident</i> means</li> <li>• Know what to say when they do something by accident</li> <li>• Predict how others might feel as a result of their own or others’ actions</li> </ul>
11. Showing Care and Concern	<ul style="list-style-type: none"> <li>• <i>Compassion</i> is empathy in action.</li> <li>• People feel better when others show them care and concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall that listening, saying kind words, and helping are three ways to show caring</li> <li>• Demonstrate caring and helping in response to scenarios</li> </ul>

Unit 3: Emotion Management

12. Identifying Our Own Feelings	<ul style="list-style-type: none"> <li>• You identify your own feelings by physical clues in your body.</li> <li>• All feelings are natural.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify physical clues in their bodies that help them identify their feelings</li> <li>• Identify grown-ups to talk to about feelings</li> </ul>
13. Strong Feelings	<ul style="list-style-type: none"> <li>• Feelings vary in strength.</li> <li>• Strong feelings need to be managed.</li> <li>• Saying “Stop” and naming your feeling are ways to begin to calm down.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize situations and physical body cues that signal strong feelings</li> <li>• Demonstrate two Calming-Down Steps to manage strong feelings</li> </ul>
14. Calming Down Anger	<ul style="list-style-type: none"> <li>• Belly breathing calms down strong feelings.</li> <li>• Belly breathing pushes the belly out when you breathe in.</li> <li>• Being mean or hurting others when you are angry is not okay.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain physical and situational clues to feeling angry</li> <li>• Demonstrate the proper belly breathing technique</li> <li>• Use a three-step process to calm down: Say “stop,” name your feeling, and do belly breathing</li> </ul>
15. Self-Talk for Calming Down	<ul style="list-style-type: none"> <li>• Positive self-talk is an effective strategy for calming down strong emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize situations that require the use of calming-down strategies</li> <li>• Use positive self-talk to calm down</li> </ul>
16. Managing Worry	<ul style="list-style-type: none"> <li>• Counting is an effective Way to Calm Down.</li> <li>• The Ways to Calm Down can help students manage worry.</li> <li>• Talking to a grown-up helps when you are worried.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize situations that require the use of calming-down skills</li> <li>• Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk</li> <li>• Identify grown-ups to talk to when feeling worried</li> </ul>

<b>Lesson</b>	<b>Concepts</b>	<b>Objectives</b> —Students will be able to:
17. Solving Problems, Part 1	<ul style="list-style-type: none"> <li>You need to calm down before you solve a problem.</li> <li>The first step in solving a problem is to use words to describe the problem.</li> <li>The second step in solving a problem is to think of lots of solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Use words to describe problems presented in scenarios</li> <li>Generate multiple solutions to problems presented in scenarios</li> </ul>
18. Solving Problems, Part 2	<ul style="list-style-type: none"> <li>Part of problem solving is thinking about consequences.</li> <li>The final step of problem solving is to pick the best solution.</li> <li>Solving problems is a way to get along better with others.</li> </ul>	<ul style="list-style-type: none"> <li>Predict consequences using an if-then model</li> <li>Select a reasonable solution to a problem</li> </ul>
19. Fair Ways to Play	<ul style="list-style-type: none"> <li>Sharing, trading, and taking turns are fair ways to play.</li> <li><i>Sharing</i> means playing together with a toy.</li> </ul>	<ul style="list-style-type: none"> <li>Define and differentiate sharing, trading, and taking turns</li> <li>Identify and state the problem in a given situation</li> <li>Generate possible solutions to a problem situation</li> <li>Demonstrate the Fair Ways to Play</li> </ul>
20. Inviting to Join In	<ul style="list-style-type: none"> <li>It is important to notice and have empathy for children who are left out of play.</li> <li>Inviting others to play is the right thing to do.</li> <li>Playing with others is a way to get to know them better.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the Problem-Solving Steps</li> <li>Demonstrate how to invite someone to play in response to scenarios</li> </ul>
21. Handling Name-Calling	<ul style="list-style-type: none"> <li>It is not okay to call people names that hurt their feelings.</li> <li>If someone calls you a name, you can ignore the person or speak assertively.</li> <li>If the person doesn't stop calling you names, you should tell a grown-up.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate assertive responses to name-calling</li> <li>Identify adults to tell if name-calling doesn't stop</li> </ul>
22. Reviewing <i>Second Step</i> Skills	<ul style="list-style-type: none"> <li>You have all learned a lot of new skills.</li> <li>You can notice how much you have learned.</li> </ul>	<ul style="list-style-type: none"> <li>Recall skills on all the posters</li> <li>Demonstrate the Listening Rules</li> <li>Demonstrate the Calming-Down Steps</li> <li>Name one concept or skill they learned in their <i>Second Step</i> lessons</li> </ul>

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Being Respectful	<ul style="list-style-type: none"> <li>Thinking about how others want to be treated and treating them that way helps you be respectful.</li> <li>Being respectful helps you be a better learner.</li> </ul>	<ul style="list-style-type: none"> <li>Identify respectful behavior in themselves and others</li> <li>Determine respectful responses to scenarios</li> </ul>
2. Focusing Attention and Listening	<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 are ways to show respect.</li> </ul>	<ul style="list-style-type: none"> <li>Identify examples of focusing attention</li> <li>Identify examples of listening</li> <li>Apply focusing-attention and listening skills in the context of a game and in response to scenarios</li> </ul>
3. 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 helps you focus, stay on task, and handle distractions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify classroom distractions</li> <li>Demonstrate using self-talk in response to scenarios</li> </ul>
4. 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> <li>Determine which adult to ask assertively for help in response to scenarios</li> </ul>

Unit 2: Empathy

5. Identifying Feelings	<ul style="list-style-type: none"> <li>Clues in faces, bodies, and situations help you notice and understand how people are feeling.</li> <li>Everyone feels a wide variety of emotions.</li> <li>Some feelings are comfortable, and others are uncomfortable.</li> </ul>	<ul style="list-style-type: none"> <li>Name a variety of feelings</li> <li>Distinguish between comfortable and uncomfortable feelings</li> <li>Use physical, verbal, and situational clues to determine what others are feeling</li> </ul>
6. Learning More About Feelings	<ul style="list-style-type: none"> <li>People can have different feelings about the same situation.</li> <li>People's feelings can change.</li> <li><i>Empathy</i> is feeling or understanding what someone else is feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Use physical, verbal, and situational clues to determine what others are feeling</li> <li>Label their own feelings as the same as or different from others' feelings</li> </ul>
7. Feeling Confident	<ul style="list-style-type: none"> <li>Practicing helps you build your confidence.</li> <li>Feeling confident helps you do your best and makes you proud.</li> <li>Noticing how others feel and understanding that their feelings can change helps you have empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Identify physical and situational clues that indicate the feeling of confidence</li> <li>Detect when their own and others' feelings change</li> </ul>
8. Respecting Different Preferences	<ul style="list-style-type: none"> <li>Having empathy helps you notice when others have different preferences from yours.</li> <li>Respecting others' preferences helps you get along better with them.</li> </ul>	<ul style="list-style-type: none"> <li>Determine what others are feeling using physical, verbal, and situational clues</li> <li>Label their own preferences as the same as or different from others' preferences</li> </ul>

Lesson	Concepts	Objectives—Students will be able to:
9. Showing Compassion	<ul style="list-style-type: none"> <li>• Noticing and understanding what someone is feeling helps you have empathy.</li> <li>• When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help.</li> <li>• Showing care and concern is called showing <i>compassion</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine what others are feeling using physical, verbal, and situational clues</li> <li>• Identify ways to show compassion for others in response to scenarios</li> </ul>
10. Predicting Feelings	<ul style="list-style-type: none"> <li>• Accidents happen.</li> <li>• If something happens to you by accident, think about how it could have been an accident and find out more information.</li> <li>• If you do something by accident, think about how the other person feels, apologize, and offer to help.</li> </ul>	<ul style="list-style-type: none"> <li>• Predict others' feelings in response to scenarios</li> <li>• Offer possible reasons for others' actions and feelings in response to scenarios</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 name their own feelings</li> </ul>
12. Managing Embarrassment	<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 first two Calming-Down Steps in response to scenarios</li> </ul>
13. Handling Making Mistakes	<ul style="list-style-type: none"> <li>• Everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down.</li> <li>• Making mistakes helps you learn, because mistakes show you what you need to practice more.</li> <li>• You can use belly breathing to calm down.</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> </ul>
14. Managing Anxious Feelings	<ul style="list-style-type: none"> <li>• Negative self-talk can make strong feelings even stronger.</li> <li>• When you feel really worried and anxious about something, calming down helps.</li> <li>• Using positive self-talk can help you calm down.</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>• Use positive self-talk to calm down 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>



Lesson	Concepts	Objectives—Students will be able to:
16. Finishing Tasks	<ul style="list-style-type: none"> <li>• Calming down helps you stay focused and on task at school.</li> <li>• Using positive self-talk helps you stay focused and on task so you can be a better learner.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify situations that require the use of the Calming-Down Steps</li> <li>• Demonstrate using the Calming-Down Steps in response to scenarios</li> <li>• Use positive self-talk to stay focused and on task 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 say a problem 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> </ul>	<ul style="list-style-type: none"> <li>• Recall the first two Problem-Solving Steps</li> <li>• Generate several solutions for a given problem in response to scenarios</li> <li>• Determine if solutions are safe and respectful</li> </ul>
19. Taking Responsibility	<ul style="list-style-type: none"> <li>• Following steps can help you solve problems.</li> <li>• When you hurt someone’s feelings, it’s important to take responsibility.</li> <li>• Taking responsibility means admitting what you did, apologizing, and offering to make amends.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the Problem-Solving Steps</li> <li>• Apply the Problem-Solving Steps to scenarios about conflicts with friends</li> <li>• Demonstrate accepting responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios</li> </ul>
20. Responding to Playground Exclusion	<ul style="list-style-type: none"> <li>• Following steps can help you solve problems.</li> <li>• Being left out is a problem.</li> <li>• Inviting someone who is being left out to play is the respectful, compassionate thing to do.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the Problem-Solving Steps</li> <li>• Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally</li> </ul>
21. Playing Fairly on the Playground	<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>• When you can’t agree on rules for a game, it’s a problem.</li> <li>• Finding a respectful way to agree on rules helps you get along better with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the Problem-Solving Steps</li> <li>• Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games</li> </ul>
22. Reviewing Second Step 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>

	<b>Lesson</b>	<b>Concepts</b>	<b>Objectives</b> —Students will be able to:
<b>Unit 1: Skills for Learning</b>	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>
<b>Unit 2: Empathy</b>	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

Lesson	Concepts	Objectives—Students will be able to:
1. Empathy and Respect	<ul style="list-style-type: none"> <li>The <i>Second Step</i> program helps you succeed at school.</li> <li>Having respect and empathy helps you get along with others.</li> </ul>	<ul style="list-style-type: none"> <li>Define <i>respect</i></li> <li>Define <i>empathy</i></li> </ul>
2. Listening with Attention	<ul style="list-style-type: none"> <li>Listening with attention helps you learn, work with others, and make friends.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate listening-with-attention skills.</li> </ul>
3. Being Assertive	<ul style="list-style-type: none"> <li>Being assertive means asking for what you want or need in a calm, firm, respectful voice.</li> <li>Being assertive helps you be successful in a variety of social and academic situations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify passive, aggressive, and assertive responses</li> <li>Demonstrate assertive responses with their partners</li> </ul>
4. Respecting Similarities and Differences	<ul style="list-style-type: none"> <li>People can have similar or different feelings about the same situation.</li> <li>Being able to notice and then understand others' feelings is an important part of empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Identify clues that help them recognize other people's feelings</li> <li>Identify similarities and differences between how two people feel</li> </ul>
5. Understanding Complex Feelings	<ul style="list-style-type: none"> <li>It is possible to have more than one feeling at the same time.</li> <li>Being able to understand that others might have complex feelings is an important part of empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Identify multiple feelings in a given scenario</li> <li>Give possible reasons for multiple feelings</li> </ul>
6. Understanding Different Perspectives	<ul style="list-style-type: none"> <li>People can have different perspectives about other people, places, and situations.</li> <li>Perspective taking is a central component of empathy.</li> </ul>	<ul style="list-style-type: none"> <li>Identify differing perspectives in given scenarios</li> <li>Generate prosocial responses to scenarios in which different perspectives could cause a conflict</li> </ul>
7. Conversation and Compliments	<ul style="list-style-type: none"> <li>Having successful conversations with peers helps you make and build friendships.</li> <li>Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going.</li> </ul>	<ul style="list-style-type: none"> <li>Identify components of a successful conversation</li> <li>Demonstrate giving and receiving a compliment</li> </ul>
8. Joining In	<ul style="list-style-type: none"> <li>Being assertive can help you join and invite others to join a group.</li> </ul>	<ul style="list-style-type: none"> <li>Identify skills for joining a group</li> <li>Demonstrate skills for joining a group</li> </ul>
9. Showing Compassion	<ul style="list-style-type: none"> <li><i>Compassion</i> means saying kind words or doing something helpful to show you care about how another person feels.</li> <li>Having empathy helps you show compassion.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate expressing concern or showing compassion for someone</li> </ul>

<b>Lesson</b>	<b>Concepts</b>	<b>Objectives</b> —Students will be able to:
10. <b>Introducing Emotion Management</b>	<ul style="list-style-type: none"> <li>• When you feel strong feelings, it’s hard to think clearly.</li> <li>• Unmanaged, strong emotions can lead to negative behavior and consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what triggers their own strong emotions</li> <li>• Describe what happens in their brains and bodies when they experience strong emotions</li> </ul>
11. <b>Managing Strong Feelings</b>	<ul style="list-style-type: none"> <li>• Staying in control of your emotions and actions helps you get along better with others and be successful at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to interrupt escalating emotions</li> <li>• Determine a person “signal”</li> <li>• Identify and name strong feelings as they occur</li> </ul>
12. <b>Calming Down Anger</b>	<ul style="list-style-type: none"> <li>• Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify situations in which they might need to calm down</li> <li>• Demonstrate the technique for deep, centered breathing</li> <li>• Identify and demonstrate other Calming-Down Strategies (counting, using positive self-talk)</li> </ul>
13. <b>Managing Anxiety</b>	<ul style="list-style-type: none"> <li>• Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify situations that cause anxiety</li> <li>• Apply what they’ve learned about calming down to anxiety-provoking scenarios, including academic challenges</li> </ul>
14. <b>Avoiding Jumping to Conclusions</b>	<ul style="list-style-type: none"> <li>• Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify emotion-management strategies</li> <li>• Demonstrate Assertiveness Skills</li> <li>• Identify and demonstrate positive self-talk statements</li> </ul>
15. <b>Handling Put-Downs</b>	<ul style="list-style-type: none"> <li>• Calming down helps you handle put-downs and avoid making conflicts escalate.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify strategies for handling put-downs</li> <li>• Demonstrate what they’ve learned about strategies for calming down</li> <li>• Demonstrate assertive responses to put-downs</li> </ul>

Lesson	Concepts	Objectives—Students will be able to:
16. Solving Problems, Part 1	<ul style="list-style-type: none"> <li>Following steps can help you solve problems.</li> <li>Saying the problem without blame is respectful.</li> <li>Solving problems helps you be successful at school.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the S: Say the problem step of the Problem-Solving Steps</li> <li>State a problem without blaming anyone</li> </ul>
17. Solving Problems, Part 2	<ul style="list-style-type: none"> <li>Solving problems helps you be successful at school.</li> </ul>	<ul style="list-style-type: none"> <li>Generate safe and respectful solutions to a problem</li> <li>Identify consequences of potential solutions</li> <li>Select an appropriate solution to a problem</li> </ul>
18. Making a Plan	<ul style="list-style-type: none"> <li>Some solutions to problems are complicated and need a plan.</li> <li>Plans help you break down a big task into smaller, more manageable parts.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the purpose of making a plan</li> <li>Create a three-step plan to carry out a solution to a problem</li> </ul>
19. Solving Playground Problems	<ul style="list-style-type: none"> <li>You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common playground conflicts</li> <li>Demonstrate using the Problem-Solving Steps to handle playground conflicts</li> </ul>
20. Taking Responsibility for Your Actions	<ul style="list-style-type: none"> <li>Taking responsibility for your actions is the respectful thing to do.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged</li> <li>Demonstrate acknowledging mistakes</li> <li>Demonstrate making an apology and offering to make amends</li> </ul>
21. Dealing with Peer Pressure	<ul style="list-style-type: none"> <li>It is okay to say no to others, and it is okay for them to say no to you.</li> <li>Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate using Assertiveness Skills to resist peer pressure</li> <li>Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure</li> </ul>
22. Reviewing <i>Second Step</i> Skills	<ul style="list-style-type: none"> <li>The skills and concepts learned in the <i>Second Step</i> program can help you succeed in school.</li> </ul>	<ul style="list-style-type: none"> <li>Identify <i>Second Step</i> skills and concepts being used in scenarios students might encounter at school</li> <li>Include <i>Second Step</i> skills in a written script about solving a problem</li> </ul>

Lesson	Concepts	Objectives—Students will be able to:
1. Empathy and Respect	<ul style="list-style-type: none"> <li>The <i>Second Step</i> program helps you succeed at school.</li> <li>Having respect and empathy helps you get along with others.</li> </ul>	<ul style="list-style-type: none"> <li>Define <i>empathy</i></li> <li>Define <i>respect</i></li> </ul>
2. Listening with Attention	<ul style="list-style-type: none"> <li>Listening with attention helps you learn, work with others, and make friends.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate listening-with-attention skills</li> </ul>
3. Being Assertive	<ul style="list-style-type: none"> <li>Being assertive means asking for what you want or need in a calm, firm, respectful voice.</li> <li>Being assertive can help you be successful in a variety of social and academic situations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify passive, aggressive, and assertive responses</li> <li>Demonstrate assertive responses with their partners</li> </ul>
4. Predicting Feelings	<ul style="list-style-type: none"> <li>Being able to predict how what you do or say might make other people feel is respectful and will help you get along better with others.</li> </ul>	<ul style="list-style-type: none"> <li>Predict how others might feel as a result of their or another's actions</li> <li>State the cause and effects of a given action</li> </ul>
5. Taking Others' Perspectives	<ul style="list-style-type: none"> <li>Others may have different perspectives.</li> <li>Being able to recognize someone else's perspective helps you get along with others.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to take someone else's perspective.</li> </ul>
6. Accepting Differences	<ul style="list-style-type: none"> <li>Accepting differences and finding similarities can create mutual respect and friendship.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between two people</li> <li>Define <i>prejudice</i></li> </ul>
7. Disagreeing Respectfully	<ul style="list-style-type: none"> <li>Disagreeing respectfully involves using Assertiveness Skills.</li> <li>Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between respectful and disrespectful ways to disagree</li> <li>Communicate their own perspectives</li> <li>Demonstrate skills for disagreeing respectfully</li> </ul>
8. Responding with Compassion	<ul style="list-style-type: none"> <li><i>Compassion</i> is saying kind words or doing something to show you care about how another person feels.</li> <li>Showing compassion for others is the respectful, kind thing to do.</li> <li>Having empathy helps you show compassion.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of how to respond with compassion</li> </ul>



<b>Lesson</b>	<b>Concepts</b>	<b>Objectives</b> —Students will be able to:
9. <b>Introducing Emotion Management</b>	<ul style="list-style-type: none"> <li>When you have strong, unmanaged emotions, it can lead to negative behavior and consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what happens in their brains and bodies when they experience strong emotions</li> <li>Identify a personal signal</li> <li>Identify and name strong feelings</li> </ul>
10. <b>Calming Down</b>	<ul style="list-style-type: none"> <li>Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify situations in which they might need to calm down</li> <li>Learn the technique for deep, centered breathing</li> <li>Identify and demonstrate other Calming-Down Strategies (using positive self-talk, counting, taking a break)</li> </ul>
11. <b>Managing Anxiety</b>	<ul style="list-style-type: none"> <li>Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify social situations that can cause anxiety</li> <li>Apply what they've learned about calming down in scenarios causing social anxiety</li> </ul>
12. <b>Managing Frustration</b>	<ul style="list-style-type: none"> <li>Frustration can get in the way of learning.</li> <li>Managing frustration reduces the chance of doing something you may regret later.</li> </ul>	<ul style="list-style-type: none"> <li>Identify physical signs of frustration</li> <li>Demonstrate reducing frustration by using the Calming-Down Steps</li> </ul>
13. <b>Resisting Revenge</b>	<ul style="list-style-type: none"> <li>Getting revenge can make problems worse.</li> </ul>	<ul style="list-style-type: none"> <li>Identify consequences of revenge</li> <li>Generate alternatives for seeking revenge</li> <li>Demonstrate using the Calming-Down Steps</li> </ul>
14. <b>Handling Put-Downs</b>	<ul style="list-style-type: none"> <li>Calming down helps you handle put-downs and avoid escalating conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies for handling put-downs</li> <li>Demonstrate what they've learned about the Calming-Down Steps</li> <li>Demonstrate assertive responses to put-downs</li> </ul>
15. <b>Avoiding Assumptions</b>	<ul style="list-style-type: none"> <li>Calming down strong emotions helps you think clearly about a situation and make better decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify emotion-management strategies</li> <li>Demonstrate Assertiveness Skills</li> <li>Identify and use positive self-talk statements to avoid making assumptions</li> </ul>

Lesson	Concepts	Objectives—Students will be able to:
16. Solving Problems, Part 1	<ul style="list-style-type: none"> <li>Solving problems helps you be successful at school.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the S: Say the problem step of the Problem-Solving Steps</li> <li>State a problem without blaming anyone</li> </ul>
17. Solving Problems, Part 2	<ul style="list-style-type: none"> <li>Solving problems helps you be successful at school.</li> </ul>	<ul style="list-style-type: none"> <li>Generate safe and respectful solutions to a problem</li> <li>Identify consequences of potential solutions</li> <li>Select an appropriate solution to a problem</li> </ul>
18. Making a Plan	<ul style="list-style-type: none"> <li>Some solutions to problems are complicated and need a plan.</li> <li>Plans help you break down a big task into smaller, more manageable parts.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the purpose of making a plan</li> <li>Create a three-step plan to carry out a solution to a problem</li> </ul>
19. Seeking Help	<ul style="list-style-type: none"> <li>Seeking help from a trusted adult is sometimes the best solution.</li> </ul>	<ul style="list-style-type: none"> <li>State the Problem-Solving Steps</li> <li>Demonstrate using Assertiveness Skills when seeking help</li> </ul>
20. Dealing with Gossip	<ul style="list-style-type: none"> <li>Malicious gossip is hurtful and not respectful to others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify why some gossip is harmful</li> <li>Generate ideas for refusing or avoiding harmful gossip</li> <li>Demonstrate using the Problem-Solving Steps to deal with gossip</li> </ul>
21. Dealing with Peer Pressure	<ul style="list-style-type: none"> <li>It is okay to say no to others, and it is okay for them to say no to you.</li> <li>Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate using assertiveness skills to resist peer pressure</li> <li>Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure</li> </ul>
22. Reviewing <i>Second Step</i> Skills	<ul style="list-style-type: none"> <li>The skills and concepts learned in the <i>Second Step</i> program can help you succeed in school.</li> </ul>	<ul style="list-style-type: none"> <li>Identify <i>Second Step</i> skills and concepts being used in scenarios students might encounter at school</li> <li>Include <i>Second Step</i> skills in a written script about solving a problem</li> </ul>