

**Unit 1**  
**Skills for Learning**

Weekly Themes	Concepts	Objectives <i>Children will be able to...</i>
<b>1. Welcoming</b>	<ul style="list-style-type: none"> <li>• There are many ways to welcome someone new to class.</li> <li>• Welcoming someone is a way to show you care.</li> <li>• Welcoming helps other children feel they belong to the class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Make a friendly greeting</li> <li>2. Say their names</li> <li>3. Demonstrate showing someone new around the classroom</li> </ol>
<b>2. Listening</b>	<ul style="list-style-type: none"> <li>• Following Listening Rules helps everyone learn.</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate new Listening Rules in a group</li> </ol>
<b>3. Focusing Attention</b>	<ul style="list-style-type: none"> <li>• Focusing attention uses your eyes, ears, and brain.</li> <li>• Practice helps you get better at focusing your attention.</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate focusing attention during a game</li> </ol>
<b>4. Self-Talk</b>	<ul style="list-style-type: none"> <li>• Self-talk is talking to yourself in a quiet voice or inside your head.</li> <li>• Self-talk helps you focus and pay attention.</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate self-talk strategies while playing a game</li> </ol>
<b>5. Following Directions</b>	<ul style="list-style-type: none"> <li>• Listening and following directions help you learn.</li> <li>• Repeating directions helps you remember them.</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate listening and following directions while doing activities</li> </ol>
<b>6. Asking for What You Need or Want</b>	<ul style="list-style-type: none"> <li>• To ask for what you need or want, face the person you are asking and use a respectful voice.</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate asking for what they need or want during skill-practice activities</li> </ol>

**Unit 2**  
**Empathy**

Weekly Themes	Concepts	Objectives <i>Children will be able to...</i>
<b>7. Identifying Feelings</b>	<ul style="list-style-type: none"> <li>You can look at people's faces and bodies for clues to help you tell how they feel.</li> </ul>	<ol style="list-style-type: none"> <li>Identify the feelings <i>happy</i> and <i>sad</i> when presented with physical (face or body) clues</li> <li>Tell about a time when they felt happy or sad</li> </ol>
<b>8. More Feelings</b>	<ul style="list-style-type: none"> <li>Focusing attention on what is happening, or the situation, can help you tell how someone is feeling.</li> </ul>	<ol style="list-style-type: none"> <li>Name the feelings <i>surprised</i> and <i>scared</i> when presented with physical and situational clues</li> <li>Identify how others feel in response to scenarios</li> </ol>
<b>9. Identifying Anger</b>	<ul style="list-style-type: none"> <li>Everyone feels angry sometimes.</li> <li>It is not okay to be mean or hurt others when you feel angry.</li> </ul>	<ol style="list-style-type: none"> <li>Identify the feeling <i>mad/angry</i> when presented with physical clues</li> <li>Tell others about a time when they felt angry</li> </ol>
<b>10. Same or Different Feelings</b>	<ul style="list-style-type: none"> <li>People can have different feelings about the same thing.</li> <li>It is okay for people to have different feelings about the same thing.</li> </ul>	<ol style="list-style-type: none"> <li>Compare what is the same and what is different about two objects</li> <li>Identify whether they feel the same as or different from others in response to scenarios</li> </ol>
<b>11. Accidents</b>	<ul style="list-style-type: none"> <li>An accident is when you do something you didn't mean to do.</li> <li>When you do something by accident, it's important to say it was an accident so others don't think you did it on purpose.</li> </ul>	<ol style="list-style-type: none"> <li>Identify when something happens by accident</li> <li>Demonstrate saying, "I didn't mean to. It was an accident. Are you okay?" in response to scenarios</li> </ol>
<b>12. Caring and Helping</b>	<ul style="list-style-type: none"> <li>When you feel empathy for someone, you can show them you care.</li> <li>You can show you care by saying something kind or doing something helpful.</li> </ul>	<ol style="list-style-type: none"> <li>Demonstrate saying something kind in response to scenarios</li> <li>Demonstrate helping behaviors during an activity</li> </ol>

**Unit 3**  
**Emotion Management**

Weekly Themes	Concepts	Objectives <i>Children will be able to...</i>
<b>13. We Feel Feelings in Our Bodies</b>	<ul style="list-style-type: none"> <li>• Clues in your body help you identify your feelings.</li> <li>• Some feelings are comfortable; others are uncomfortable.</li> <li>• It is important to talk to a grown-up when you feel worried.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify worry as an uncomfortable feeling</li> <li>2. Identify a grown-up to talk to when they feel worried</li> </ol>
<b>14. Strong Feelings</b>	<ul style="list-style-type: none"> <li>• Sometimes your feelings can be strong. Strong feelings need to be managed.</li> <li>• Putting your hands on your tummy and saying “Stop” are ways to begin to calm down.</li> </ul>	<ol style="list-style-type: none"> <li>1. Recognize and name when they or others are feeling frustrated</li> <li>2. Demonstrate putting their hands on their tummies and saying “Stop”</li> </ol>
<b>15. Naming Feelings</b>	<ul style="list-style-type: none"> <li>• Naming your feeling can help you calm down.</li> <li>• It helps to talk to a grown-up when you feel scared or sad.</li> </ul>	<ol style="list-style-type: none"> <li>1. Name their feelings in response to scenarios</li> <li>2. Demonstrate how to calm down in response to scenarios</li> </ol>
<b>16. Managing Disappointment</b>	<ul style="list-style-type: none"> <li>• When you don’t get what you want, you can feel disappointed.</li> <li>• Belly breathing calms down strong feelings.</li> <li>• Belly breathing pushes the belly out when you breathe in.</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate belly breathing</li> <li>2. Demonstrate the Calming-Down Steps in response to scenarios</li> </ol>
<b>17. Managing Anger</b>	<ul style="list-style-type: none"> <li>• Feeling angry is natural, but hurtful, mean behaviors are not okay.</li> <li>• Your body lets you know when you’re angry.</li> <li>• Learning to relax calms you down.</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate relaxing their bodies</li> <li>2. Tell the difference between ways to behave when angry that are okay and those that are not okay</li> </ol>
<b>18. Managing Waiting</b>	<ul style="list-style-type: none"> <li>• Calming down can help you manage feeling excited while you’re waiting.</li> <li>• Counting also helps you wait.</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate waiting in a game</li> <li>2. Demonstrate counting to help with waiting</li> </ol>

**Unit 4**  
**Friendship Skills and Problem Solving**

<b>Weekly Themes</b>	<b>Concepts</b>	<b>Objectives</b> <i>Children will be able to...</i>
<b>19. Fair Ways to Play</b>	<ul style="list-style-type: none"> <li>Playing together, trading, and taking turns are fair and fun ways to play.</li> </ul>	<ol style="list-style-type: none"> <li>Demonstrate asking to play together, trade, or take turns when playing with another child</li> <li>Demonstrate using Fair Ways to Play in everyday situations</li> </ol>
<b>20. Having Fun with Friends</b>	<ul style="list-style-type: none"> <li>When you play in fair ways, everyone has fun.</li> <li>Other children sometimes have different wants or likes than you do.</li> <li>Choosing to have fun with others rather than to get your own way helps you be friends.</li> </ul>	<ol style="list-style-type: none"> <li>Identify how they feel when other children do or do not play in fair ways</li> <li>Name ways they have fun with their friends</li> </ol>
<b>21. Inviting to Play</b>	<ul style="list-style-type: none"> <li>Inviting others to play is a way to make friends.</li> <li>Inviting others to play helps everyone feel part of the classroom.</li> </ul>	<ol style="list-style-type: none"> <li>Demonstrate how to use inviting language</li> <li>Demonstrate inviting others to play during a game</li> </ol>
<b>22. Joining In with Play</b>	<ul style="list-style-type: none"> <li>Noticing what other children are playing and offering ideas for play helps you join in.</li> </ul>	<ol style="list-style-type: none"> <li>Come up with lots of ideas for play</li> <li>Identify positive ways to join in</li> </ol>
<b>23. Saying the Problem</b>	<ul style="list-style-type: none"> <li>You need to calm down before you solve a problem.</li> <li>The first Problem-Solving Step is to use words to say the problem.</li> </ul>	<ol style="list-style-type: none"> <li>Demonstrate calming down and saying the problem</li> <li>Use words to describe problems presented in scenarios</li> </ol>
<b>24. Thinking of Solutions</b>	<ul style="list-style-type: none"> <li>The second Problem-Solving Step is to think of lots of solutions.</li> </ul>	<ol style="list-style-type: none"> <li>Think of lots of solutions to a problem</li> </ol>
<b>25. Speaking Assertively</b>	<ul style="list-style-type: none"> <li>If someone treats you in unsafe or mean ways, speaking up assertively is a respectful way to deal with it.</li> </ul>	<ol style="list-style-type: none"> <li>Demonstrate speaking up assertively in response to scenarios</li> </ol>

**Unit 5**  
**Transitioning to Kindergarten**

<b>Weekly Themes</b>	<b>Concepts</b>	<b>Objectives</b> <i>Children will be able to...</i>
<b>26. Learning in Kindergarten</b>	<ul style="list-style-type: none"> <li>The Listening Rules and Skills for Learning will help you be a better learner in kindergarten.</li> </ul>	<ol style="list-style-type: none"> <li>Demonstrate the Listening Rules</li> <li>Demonstrate focusing attention, listening, and using self-talk during an activity</li> </ol>
<b>27. Riding the Kindergarten Bus</b>	<ul style="list-style-type: none"> <li>Looking at people's faces and bodies and noticing what is happening help you tell how people are feeling. People can have different feelings about the same thing.</li> <li>Using the Calming-Down Steps helps you calm down strong feelings.</li> </ul>	<ol style="list-style-type: none"> <li>Identify the feelings learned in the <i>Second Step</i> program when presented with facial clues</li> <li>Demonstrate the Calming-Down Steps in response to scenarios</li> </ol>
<b>28. Making New Friends in Kindergarten</b>	<ul style="list-style-type: none"> <li>Playing together, trading, and taking turns are fair and fun ways to play.</li> <li>Inviting others to play and asking to join in are ways to make friends in kindergarten.</li> </ul>	<ol style="list-style-type: none"> <li>Demonstrate the Fair Ways to Play</li> <li>Demonstrate inviting others to play and asking to join in play</li> </ol>