

Scope and Sequence: **Grade 1**

Lesson Concepts

Objectives—Students Will Be Able To

UNIT 1: SKILLS FOR LEARNING

<p>LESSON 1 Learning to Listen</p>	<p>Following Listening Rules helps everyone learn. Your brain gets smarter every time it works hard.</p>	<p>Name and demonstrate the Listening Rules Apply attention, memory, and inhibitory control skills in a brain-building game</p>
<p>LESSON 2 Focusing Attention</p>	<p>Focusing attention involves using your eyes, ears, and brain. The more you practice focusing your attention, the better you get at it. Using self-talk helps focus attention.</p>	<p>Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game State typical classroom verbal cues that request student attention</p>
<p>LESSON 3 Following Directions</p>	<p>Listening and following directions are important Skills for Learning. Repeating directions helps you remember them. Following directions involves using your eyes, ears, and brain.</p>	<p>Demonstrate listening and following directions within the context of a game</p>
<p>LESSON 4 Self-Talk for Learning</p>	<p><i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. Self-talk helps you focus and maintain attention.</p>	<p>Demonstrate self-talk strategies for remembering directions</p>
<p>LESSON 5 Being Assertive</p>	<p>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). Assertive communication is the best way to ask for help.</p>	<p>Distinguish an assertive request from a passive or aggressive one Identify assertive posture and tone of voice Demonstrate assertive communication skills in response to scenarios</p>

UNIT 2: EMPATHY

<p>LESSON 6 Identifying Feelings</p>	<p>Identifying your own feelings helps you know how others feel. Everyone experiences strong feelings sometimes. Some feelings are comfortable, and some are uncomfortable. Physical clues can help identify others' feelings.</p>	<p>Name feelings when presented with physical clues</p>
<p>LESSON 7 Looking for More Clues</p>	<p>Situational clues can help you identify others' feelings. Understanding how others feel improves relationships.</p>	<p>Name feelings when presented with physical clues Name feelings when presented with environmental and situational clues</p>
<p>LESSON 8 Similarities and Differences</p>	<p>People can have different feelings about the same situation. It is okay for people to have different feelings about the same thing.</p>	<p>Compare physical and emotional similarities and differences between two children Demonstrate that people can have different feelings about the same situation</p>

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<p>LESSON 9 Feelings Change</p>	<p>People may have different feelings about the same situation at different times.</p> <p>Feelings may change over time.</p> <p>Being inviting and welcoming can change people’s feelings.</p>	<p>Demonstrate welcoming and inviting behaviors</p>
<p>LESSON 10 Accidents</p>	<p>An <i>accident</i> is when you do something you didn’t mean to do.</p> <p>It is important to accept responsibility for an accident to prevent others from assuming it was intentional.</p>	<p>Know what the word <i>accident</i> means</p> <p>Know what to say when they do something by accident</p> <p>Predict how others might feel as a result of their own or others’ actions</p>
<p>LESSON 11 Showing Care and Concern</p>	<p><i>Compassion</i> is empathy in action.</p> <p>People feel better when others show them care and concern.</p>	<p>Recall that listening, saying kind words, and helping are three ways to show caring</p> <p>Demonstrate caring and helping in response to scenarios</p>
<p>UNIT 3: EMOTION MANAGEMENT</p>		
<p>LESSON 12 Identifying Our Own Feelings</p>	<p>You identify your own feelings by physical clues in your body.</p> <p>All feelings are natural.</p>	<p>Identify physical clues in their bodies that help them identify their feelings</p> <p>Identify grown-ups to talk to about feelings</p>
<p>LESSON 13 Strong Feelings</p>	<p>Feelings vary in strength.</p> <p>Strong feelings need to be managed.</p> <p>Saying “Stop” and naming your feeling are ways to begin to calm down.</p>	<p>Recognize situations and physical body cues that signal strong feelings</p> <p>Demonstrate two Calming-Down Steps to manage strong feelings</p>
<p>LESSON 14 Calming Down Anger</p>	<p>Belly breathing calms down strong feelings.</p> <p>Belly breathing pushes the belly out when you breathe in.</p> <p>Being mean or hurting others when you are angry is not okay.</p>	<p>Explain physical and situational clues to feeling angry</p> <p>Demonstrate the proper belly breathing technique</p> <p>Use a three-step process to calm down: Say “stop,” name your feeling, and do belly breathing</p>
<p>LESSON 15 Self-Talk for Calming Down</p>	<p>Positive self-talk is an effective strategy for calming down strong emotions.</p>	<p>Recognize situations that require the use of calming-down strategies</p> <p>Use positive self-talk to calm down</p>
<p>LESSON 16 Managing Worry</p>	<p>Counting is an effective Way to Calm Down.</p> <p>The Ways to Calm Down can help students manage worry.</p> <p>Talking to a grown-up helps when you are worried.</p>	<p>Recognize situations that require the use of calming-down skills</p> <p>Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk</p> <p>Identify grown-ups to talk to when feeling worried</p>

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UNIT 4: PROBLEM SOLVING

LESSON 17
Solving Problems, Part 1

You need to calm down before you solve a problem.
The first step in solving a problem is to use words to describe the problem.
The second step in solving a problem is to think of lots of solutions.

Use words to describe problems presented in scenarios
Generate multiple solutions to problems presented in scenarios

LESSON 18
Solving Problems, Part 2

Part of problem solving is thinking about consequences.
The final step of problem solving is to pick the best solution.
Solving problems is a way to get along better with others.

Predict consequences using an if-then model
Select a reasonable solution to a problem

LESSON 19
Fair Ways to Play

Sharing, trading, and taking turns are fair ways to play.
Sharing means playing together with a toy.

Define and differentiate sharing, trading, and taking turns
Identify and state the problem in a given situation
Generate possible solutions to a problem situation
Demonstrate the Fair Ways to Play

LESSON 20
Inviting to Join In

It is important to notice and have empathy for children who are left out of play.
Inviting others to play is the right thing to do.
Playing with others is a way to get to know them better.

Apply the Problem-Solving Steps
Demonstrate how to invite someone to play in response to scenarios

LESSON 21
Handling Name-Calling

It is not okay to call people names that hurt their feelings.
If someone calls you a name, you can ignore the person or speak assertively.
If the person doesn't stop calling you names, you should tell a grown-up.

Demonstrate assertive responses to name-calling
Identify adults to tell if name-calling doesn't stop

LESSON 22
Reviewing Second Step Skills

You have all learned a lot of new skills.
You can notice how much you have learned.

Recall skills on all the posters
Demonstrate the Listening Rules
Demonstrate the Calming-Down Steps
Name one concept or skill they learned in their *Second Step* lessons