

Scope and Sequence: **Grade 1**

**Lesson Concepts**

**Objectives—Students Will Be Able To**

**UNIT 1: SKILLS FOR LEARNING**

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

**UNIT 2: EMPATHY**

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

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| <p><b>LESSON 9</b><br/><b>Feelings Change</b></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><b>LESSON 10</b><br/><b>Accidents</b></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><b>LESSON 11</b><br/><b>Showing Care and Concern</b></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><b>UNIT 3: EMOTION MANAGEMENT</b></p>                        |  |  |
| <p><b>LESSON 12</b><br/><b>Identifying Our Own Feelings</b></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><b>LESSON 13</b><br/><b>Strong Feelings</b></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><b>LESSON 14</b><br/><b>Calming Down Anger</b></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><b>LESSON 15</b><br/><b>Self-Talk for Calming Down</b></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><b>LESSON 16</b><br/><b>Managing Worry</b></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