

**SCOPE AND SEQUENCE**

# Social-Emotional Learning for Early Learning

**UNIT 1: Skills for Learning**

	Weekly Concepts	Objectives—Children will be able to
<b>Week 1</b> Welcoming	<p>There are many ways to welcome someone new to class</p> <p>Welcoming someone is a way to show you care</p> <p>Welcoming helps other children feel they belong to the class</p>	<p>Make a friendly greeting</p> <p>Say their names</p> <p>Demonstrate showing someone new around the classroom</p>
<b>Week 2</b> Listening	<p>Following Listening Rules helps everyone learn</p>	<p>Demonstrate new Listening Rules in a group</p>
<b>Week 3</b> Focusing Attention	<p>Focusing attention uses your eyes, ears, and brain</p> <p>Practice helps you get better at focusing your attention</p>	<p>Demonstrate focusing attention during a game</p>
<b>Week 4</b> Self-Talk	<p>Self-talk is talking to yourself in a quiet voice or inside your head</p> <p>Self-talk helps you focus and pay attention</p>	<p>Demonstrate self-talk strategies while playing a game</p>
<b>Week 5</b> Following Directions	<p>Listening and following directions help you learn</p> <p>Repeating directions helps you remember them</p>	<p>Demonstrate listening and following directions while doing activities</p>
<b>Week 6</b> Asking for What You Need or Want	<p>To ask for what you need or want, face the person you are asking and use a respectful voice</p>	<p>Demonstrate asking for what they need or want during skill-practice activities</p>

**UNIT 2: Empathy**

**Weekly Concepts**

**Objectives—Children will be able to**

**Week 7**  
Identifying  
Feelings

You can look at people's faces and bodies for clues to help you tell how they feel

Identify the feelings *happy* and *sad* when presented with physical (face or body) clues

Tell about a time when they felt happy or sad

**Week 8**  
More Feelings

Focusing attention on what is happening, or the situation, can help you tell how someone is feeling

Name the feelings *surprised* and *scared* when presented with physical and situational clues

Identify how others feel in response to scenarios

**Week 9**  
Identifying  
Anger

Everyone feels angry sometimes  
It is not okay to be mean or hurt others when you feel angry

Identify the feeling *mad/angry* when presented with physical clues

Tell others about a time when they felt angry

**Week 10**  
Same or  
Different  
Feelings

People can have different feelings about the same thing  
It is okay for people to have different feelings about the same thing

Compare what is the same and what is different about two objects

Identify whether they feel the same as or different from others in response to scenarios

**Week 11**  
Accidents

An *accident* is when you do something you didn't mean to do  
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

Identify when something happens by accident  
Demonstrate saying, "I didn't mean to. It was an accident. Are you okay?" in response to scenarios

**Week 12**  
Caring and  
Helping

When you feel empathy for someone, you can show them you care  
You can show you care by saying something kind or doing something helpful

Demonstrate saying something kind in response to scenarios

Demonstrate helping behaviors during an activity

**UNIT 3: Emotion Management**

**Week 13**  
We Feel  
Feelings in  
Our  
Bodies

Clues in your body help you identify your feelings  
Some feelings are comfortable; others are uncomfortable  
It is important to talk to a grown-up when you feel worried

Identify worry as an uncomfortable feeling

Identify a grown-up to talk to when they feel worried

**UNIT 3: Emotion Management** (CONT.)

	<b>Weekly Concepts</b>	<b>Objectives—Children will be able to</b>
<b>Week 14</b> Strong Feelings	<p>Sometimes your feelings can be strong. Strong feelings need to be managed.</p> <p>Putting your hands on your tummy and saying "stop" are ways to begin to calm down</p>	<p>Recognize and name when they or others are feeling frustrated</p> <p>Demonstrate putting their hands on their tummies and saying "stop"</p>
<b>Week 15</b> Naming Feelings	<p>Naming your feeling can help you calm down</p> <p>It helps to talk to a grown-up when you feel scared or sad</p>	<p>Name their feelings in response to scenarios</p> <p>Demonstrate how to calm down in response to scenarios</p>
<b>Week 16</b> Managing Disappointment	<p>When you don't get what you want, you can feel disappointed</p> <p>Belly breathing calms down strong feelings</p> <p>Belly breathing pushes the belly out when you breathe in</p>	<p>Demonstrate belly breathing</p> <p>Demonstrate the Calming-Down Steps in response to scenarios</p>
<b>Week 17</b> Managing Anger	<p>Feeling angry is natural, but hurtful, mean behaviors are not okay</p> <p>Your body lets you know when you're angry</p> <p>Learning to relax calms you down</p>	<p>Demonstrate relaxing their bodies</p> <p>Tell the difference between ways to behave when angry that are okay and those that are not okay</p>
<b>Week 18</b> Managing Waiting	<p>Calming down can help you manage feeling excited while you're waiting</p> <p>Counting also helps you wait</p>	<p>Demonstrate waiting in a game</p> <p>Demonstrate counting to help with waiting</p>

**UNIT 4: Friendship Skills and Problem Solving**

<b>Week 19</b> Fair Ways to Play	<p>Playing together, trading, and taking turns are fair and fun ways to play</p>	<p>Demonstrate asking to play together, trade, or take turns when playing with another child</p> <p>Demonstrate using Fair Ways to Play in everyday situations</p>
<b>Week 20</b> Having Fun with Friends	<p>When you play in fair ways, everyone has fun</p> <p>Other children sometimes have different wants or likes than you do</p> <p>Choosing to have fun with others rather than to get your own way helps you be friends</p>	<p>Identify how they feel when other children do or do not play in fair ways</p> <p>Name ways they have fun with their friends</p>
<b>Week 21</b> Inviting to Play	<p>Inviting others to play is a way to make friends</p> <p>Inviting others to play helps everyone feel part of the classroom</p>	<p>Demonstrate how to use inviting language</p> <p>Demonstrate inviting others to play during a game</p>

**UNIT 4: Friendship Skills and Problem Solving** (CONT.)

	Weekly Concepts	Objectives—Children will be able to
<b>Week 22</b> Joining In with Play	Noticing what other children are playing and offering ideas for play helps you join in	Come up with lots of ideas for play Identify positive ways to join in
<b>Week 23</b> Saying the Problem	You need to calm down before you solve a problem The first Problem-Solving Step is to use words to say the problem	Demonstrate calming down and saying the problem Use words to describe problems presented in scenarios
<b>Week 24</b> Thinking of Solutions	The second Problem-Solving Step is to think of lots of solutions	Think of lots of solutions to a problem
<b>Week 25</b> Speaking Assertively	If someone treats you in unsafe or mean ways, speaking up assertively is a respectful way to deal with it	Demonstrate speaking up assertively in response to scenarios

**UNIT 5: Transitioning to Kindergarten**

<b>Week 26</b> Learning in Kindergarten	The Listening Rules and Skills for Learning will help you be a better learner in kindergarten	Demonstrate the Listening Rules Demonstrate focusing attention, listening, and using self-talk during an activity
<b>Week 27</b> Riding the Kindergarten Bus	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. Using the Calming-Down Steps helps you calm down strong feelings	Identify the feelings learned in the Second Step program when presented with facial clues Demonstrate the Calming-Down Steps in response to scenarios
<b>Week 28</b> Making New Friends in Kindergarten	Playing together, trading, and taking turns are fair and fun ways to play Inviting others to play and asking to join in are ways to make friends in kindergarten	Demonstrate the Fair Ways to Play Demonstrate inviting others to play and asking to join in play