

# rethink **Ed**

## Social & Emotional Learning Lessons and Objectives



## Social and Emotional Learning (SEL) Lessons and Objectives

Developed by experts in the field and ground in the five core competencies of the Center for Academic, Social and Emotional Learning (CASEL, 2019), the Rethink Ed Social and Emotional Learning Program is designed to provide educators key SEL skills competencies and students with efficient, targeted instruction of the elements and indicators of each CASEL competency.

Our program draws from the applied learning and social psychology literature, and each module includes an introduction to promote teacher commitment, direct context instruction, direct skill assessment, and practical and targeted examples of applications skills with different learners, peer groups, and parents.

### On-Demand Professional Learning Series

#### CASEL-Aligned Modules

Awareness of Self & Others	Self-Management	Social Skills	Social Awareness	Self-Care
Self-Knowledge	Self-Control	Fairness	Cultural Competence	Mindfulness
Emotions	Stress Management	Respect	Empathy	Self-Efficacy
Values	Focus	Friendship	Safe & Ethical Behavior	Optimism
Wants & Needs	Problem Solving	Relationships	Support Systems	Self-Compassion
Learning Skills	Goal Setting	Cooperation	Social Contributions	Self-Advocacy
Growth Mindset	Resilience	Conflict Resolution	Actions & Consequences	Healthy Boundaries

#### Rethink Exclusive Modules

SEL & Equity	Trauma
Culturally Responsive Teaching	Helping Students Cope with Trauma
Addressing Injustice	Coping with Trauma
Leveraging SEL to Promote Equity	
The Impact of Implicit Biases	

## Rethink Ed SEL Student Curriculum

Our comprehensive K-12 student curriculum aligns with CASEL’s core competencies and includes lessons that promote awareness of self and others, self-management, social skills, social awareness, and self-care. There are 390 lessons for general education (Tiers 1 and 2), and 120 for special education (Tier 3).

### Rethink Ed SEL Student Lessons

Awareness of Self & Others	Self-Management	Social Skills	Social Awareness	Self-Care
Self-Knowledge	Self-Control	Fairness	Cultural Competence	Mindfulness
Emotions	Stress Management	Respect	Empathy	Self-Efficacy
Values	Focus	Friendship	Safe and Ethical Behavior	Optimism
Wants and Needs	Problem Solving	Relationships	Support Systems	Self-Compassion
Learning Skills	Goal Setting	Cooperation	Social Contributions	Self-Advocacy
Growth Mindset	Resilience	Conflict Resolution	Actions & Consequences	Healthy Boundaries

## Awareness of Self & Others

This series aligns with CASEL competencies: Self-Awareness, Social Awareness and Relationship Skills.

### SELF-KNOWLEDGE

Self-knowledge is the ability to understand one's own interests and strengths, as well as learning and relating styles. Self-knowledge is the starting point for all social and emotional learning. In fact, self-knowledge influences all areas of SEL including self-management, social awareness, relationship skills, and responsible decision-making. The more a student understands him or herself, the better he or she will grow and adapt in all areas of life.

### EMOTIONS

Emotions are a natural part of what makes us human. They have the power to enrich our lives and the power to hinder our lives. As humans, we have the capacity to feel a myriad of emotions. They drive our feelings, thoughts, and behaviors and impact our self-esteem and social interactions. In the Awareness of Self and Others Series, students identify emotions and learn how emotions impact their behavior and affect their bodies and their relationships. Strategies for managing emotions are addressed in the Self-Management Series.

### VALUES

Values are a person's principles and standards of behavior. Simply put, values are what a person believes to be important. Our values shape our thoughts, behaviors, and decisions. Studies indicate that people are happier when they act according to their values. A person's values can be observed in how he or she spends his or her time, money, energy, or other resources. As children, people begin to form their values based on their family's values. As students become more independent, they begin to shape their values based on new information gathered from peers, the media, and their own experiences. Some family values remain, while new values may emerge.

### WANTS & NEEDS

Psychologist, Abraham Maslow studied what motivates people to achieve. From his research he theorized that to reach one's potential, certain needs must be met and that some needs take precedence over others. Maslow's theory has been illustrated using a pyramid model with the basic needs for survival and safety at the core or base level. The next two levels include psychological needs such as the need for love and self-esteem. Finally, Maslow theorizes that once the physical and psychological needs are met, people can grow cognitively, aesthetically, and spiritually, allowing them to reach their full potential.

### LEARNING SKILLS

*If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime.* Likewise, teaching students how the brain learns, helps them become lifelong learners. In recent years, research has determined that the brain is much more flexible and capable of learning new things than once believed. Understanding how the brain processes information, helps students feel more in control of their ability to learn. Having strategies to take in and organize the information also helps students become better learners.

### GROWTH MINDSET

Through her research, psychologist Carol Dweck determined that a student's belief in his or her ability to learn had a greater impact on the student's academic success than his or her intelligence. Students with a fixed mindset believe that intelligence is determined at birth; whereas students with a growth mindset believe that anyone can learn through hard work and effort. Science supports the growth mindset theory. Helping students understand how they learn and how they can develop a growth mindset, positions every student on path for greater academic success.

## Awareness of Self & Others General Education Lesson Objectives

Grade	Self-Knowledge	Emotions	Values	Wants & Needs	Learning Skills	Growth Mindset
K	<b>I Like It!</b> SW identify their own likes and dislikes.	<b>It's A Feeling</b> SW identify and label emotions.	<b>My Family</b> SW identify the people in their families.	<b>What We Need</b> SW identify their basic needs.	<b>Learning with Our Senses</b> SW learn how their senses help them learn.	<b>I'm Growing!</b> SW identify evidence that they are always growing.
1	<b>You Are Special!</b> SW identify things they like to do.	<b>My Feelings Monster</b> SW identify and label complex emotions.	<b>Being Together</b> SW identify things they do with their families.	<b>Balancing Wants and Needs</b> SW identify the difference between wants and needs.	<b>Whole Body Listening</b> SW learn and demonstrate whole-body listening.	<b>I Can Do It!</b> SW identify things they can do that they couldn't do before.
2	<b>No One is You-er Than You</b> SW identify their unique qualities.	<b>Feelings Detectives</b> SW identify and label their own emotions.	<b>Spot Our Family Values</b> SW identify their own family's values.	<b>Getting My Needs Met</b> SW identify their own needs and how they are met.	<b>How We Learn</b> SW learn how the brain takes in information through senses and determine how they learn best.	<b>Mistake Masterpieces</b> SW identify how mistakes help them grow.
3	<b>My Kind of Strong</b> SW identify their own strengths.	<b>Super Emotions!</b> SW understand that all emotions are natural and valid.	<b>Character Values</b> SW identify character values that are important to their families and themselves.	<b>I Belong</b> SW learn about the need to belong.	<b>My Best Brain</b> SW learn how the brain learns new information and strategies to help our brains learn.	<b>My Curious Mind</b> SW identify the importance of curiosity for growing.
4	<b>What's Your Superpower?</b> SW identify their character strengths.	<b>Emotions: Actions!</b> SW identify how emotions impact behavior.	<b>My Values, My Choices</b> SW identify how their families' values impact their choices.	<b>Where We Belong</b> SW identify the need to belong and the groups to which they belong.	<b>Remember This!</b> SW learn and demonstrate memory skills.	<b>Hard Work Pays Off</b> SW identify the relationship between learning, practice, and hard work.
5	<b>My Creative Strengths</b> SW identify their creative strengths.	<b>Expressing Emotions</b> SW learn strategies for using words to express their emotions.	<b>Our School's Value</b> SW identify their school's values.	<b>We Gotta Have Fun!</b> SW recognize the need for fun, play, and laughter.	<b>Let's CREATE</b> SW learn creative thinking strategies.	<b>Beyond Boredom!</b> SW learn strategies for growing and moving beyond boredom.

Grade	Self-Knowledge	Emotions	Values	Wants & Needs	Learning Skills	Growth Mindset
6	<b>Social Strengths</b> SW identify their own social strengths.	<b>Sparks of Emotions</b> SW learn strategies for identifying personal triggers to emotions.	<b>My Personal Values</b> SW identify their personal values.	<b>Building my SELF-Esteem</b> SW learn how to build self-esteem through self-knowledge.	<b>ASK Quality Questions</b> SW learn strategies for developing curiosity and asking good questions.	<b>A Tales of Two Brains</b> SW identify the differences between fixed and growth mindset.
7	<b>You Got Style!</b> SW identify their own learning style.	<b>My Emotions</b> SW identify ways emotions affect the body.	<b>Mind Your Media</b> SW identify how media values support or oppose their own values.	<b>High Esteem</b> SW evaluate their self-esteem and apply strategies for building their own self-esteem.	<b>Attention to Learning</b> SW learn and demonstrate sustained attention.	<b>Growing from Feedback</b> SW apply growth mindset attitudes to receiving feedback and applying it.
8	<b>Ignite Your Passion</b> SW identify their interests and passions.	<b>My Emotional Brain</b> SW learn how the adolescent brain responds to emotional situations.	<b>Our Values</b> SW identify their values and how they may differ from peers.	<b>Building Self-Esteem</b> SW evaluate strategies for building their self-esteem.	<b>My Study Skills</b> SW learn strategies to develop effective study skills.	<b>A Good Mistake</b> SW learn strategies for reframing mistakes as opportunity for growth.
9	<b>You Got Personality</b> SW identify their own personality traits.	<b>Waves of Emotion</b> SW identify the range of emotions and how emotions change.	<b>Respecting Our Values</b> SW learn strategies for respecting values different from their own.	<b>Reaching My Potential</b> SW identify their needs and evaluate if they are met.	<b>Getting Organized</b> SW learn and practice strategies for organizing information.	<b>Failure is an Option</b> SW identify the value of process over outcome.
10	<b>What Your Purpose?</b> SW identify interests and a sense of their purpose.	<b>Shades of Emotion</b> SW identify their own emotions and how they affect their bodies and relationships.	<b>Value of Choice</b> SW evaluate how their values influence personal decisions.	<b>CREATE!</b> SW develop their ability to think creatively.	<b>Study Smarter</b> SW use strategies for setting priorities and organizing their study time.	<b>Beyond Failure</b> SW apply growth mindset strategies to move beyond failure.
11	<b>Accepting Ourselves</b> SW learn strategies for knowing and accepting themselves.	<b>Accepting Emotions</b> SW recognize the negative effects of emotional avoidance and strategies for accepting and expressing their emotions.	<b>Trust Your GUT</b> SW use their values to explore their future careers and life purposes.	<b>Aesthetic Expressions</b> SW identify and develop their aesthetic interests.	<b>Cure a Negative Mindset</b> SW learn strategies for developing a positive mindset for learning.	<b>From Failures to Inventions</b> SW apply growth mindset strategies to create something new.
12	<b>Know Thyself</b> SW reflect on their self-knowledge to evaluate their life choices.	<b>My Emotional Intelligence</b> SW evaluate their emotional intelligence and develop strategies for growth.	<b>My Life Compass</b> SW set life goals that match with their values and purpose.	<b>My Unique Potential</b> SW reflect on their uniqueness and values to ensure confidence to reach their potential.	<b>Lifelong Learning</b> SW learn strategies for becoming lifetime learners.	<b>Mind Your Mindset</b> SW evaluate their own mindsets and develop strategies for growth.

Awareness of Self & Others Special Education Lesson Objectives

Grade	Self-Knowledge	Emotions	Values	Wants & Needs	Learning Skills	Growth Mindset
PK-2	<p><b>What I Like</b> SW identify objects and activities that he/she likes.</p>	<p><b>Basic Emotions</b> SW identify and label simple emotions.</p>	<p><b>What We Like</b> SW identify common interests of his/her family members.</p>	<p><b>Making Requests</b> SW request desired items and activities appropriately.</p>	<p><b>Good Listening</b> SW learn and practice "good listening" behaviors.</p>	<p><b>I Can Do That!</b> SW learn and demonstrate new leisure skills.</p>
3-5	<p><b>Likes and Dislikes</b> SW identify his/her own likes and dislikes.</p>	<p><b>Lots of Feelings</b> SW identify and label complex emotions</p>	<p><b>We Like This But Not That</b> SW compare likes/dislikes of his/her family members.</p>	<p><b>Wants vs. Needs</b> SW identify his/her wants and needs.</p>	<p><b>2-Step Directions</b> SW follow 2-step instructions.</p>	<p><b>Join In!</b> SW participate in novel activities with others.</p>
6-8	<p><b>What Am I Good At?</b> SW identify his/her own strengths.</p>	<p><b>How Would You Feel?</b> SW identify emotions in context.</p>	<p><b>Family Culture</b> SW identify his/her family culture.</p>	<p><b>Good Time to Ask</b> SW identify appropriate times to ask for his/her wants or needs.</p>	<p><b>Follow the Directions</b> SW follow multiple-step written directions.</p>	<p><b>Part of the Group</b> SW participate in a small group activity with novel peers.</p>
9-12	<p><b>Who Am I?</b> SW identify areas of improvement for himself/herself.</p>	<p><b>Emotions and Behavior</b> SW identify how his/her emotions affect his/her behavior.</p>	<p><b>My Values</b> SW identify his/her own values.</p>	<p><b>We Are Different</b> SW recognize that his/her wants and needs may differ from others.</p>	<p><b>Remember This</b> SW learn and demonstrate memory skills.</p>	<p><b>My New Group</b> SW identify and participate in a new school or community club or organization.</p>

## Self-Management

This series aligns with CASEL competencies: Self-Awareness, Self-Management and Responsible Decision-Making. Learning outcomes include:

### SELF-CONTROL

Self-control is the ability to regulate one's feelings, thoughts, and behaviors. Studies show self-control is key to living a healthy, productive, and successful life. Students with greater self-control focus better and learn more. In fact, one study found that a higher GPA was more closely related to one's self-control, rather than one's intelligence.

### STRESS MANAGEMENT

We all have stress – even teens. Simply put, stress is a reaction to challenges. A certain amount of stress is helpful. It provides students with opportunities to develop skills to deal with new situations. Stress in school helps students focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems. In these lessons, students evaluate strategies for managing stress and choose strategies that work for them.

### FOCUS

Focus is the ability to direct one's attention and ignore distractions. Having the ability to focus helps students learn and achieve goals. A lack of focus affects the brain's ability to listen, memorize, reason, solve problems, and make decisions. With many things competing for our attention, it is important to know how to focus. With practice, the brain can be trained to focus better and for longer periods of time.

### PROBLEM SOLVING

Negative emotions such as frustration, anger, and embarrassment can signal a problem. Developing the skills to solve a problem, empowers students to view problems as challenges to overcome. There are five basic steps to solving any problem. Students learn these steps using the acronym STEPS: 1) State the problem; 2) Think of solutions; 3) Evaluate the solutions; 4) Pick a solution; and 5) Step up! Try the solution and reevaluate as needed.

### GOAL SETTING

Goal setting is the process of determining an end goal and the steps necessary to achieve the goal. Setting goals helps students zero in on what is most important to them and provides the pathway to realizing their dreams. When we encourage students to set their own goals, it empowers them to take ownership and responsibility for their goals. By making the goal setting process explicit, we help students break large, intangible goals into small manageable steps that can be reached. Goal setting provides motivation and encourages self-regulation.

### RESILIENCE

Resilience is the ability to manage and recover from daily setbacks and adversity. While self-control, focus, problem-solving, and goal setting can help students manage many situations, some situations can't be controlled. Resilience is the inner resolve that although a situation may be out of the students' control, they can control how they perceive and respond to it.

## Self-Management General Education Lesson Objectives

Grade	Self-Control	Stress Management	Focus	Problem Solving	Goal Setting	Resilience
K	<b>Breathe In, Breathe Out</b> SW learn and practice deep breathing.	<b>My Recipe for Happiness</b> SW learn strategies for being happy.	<b>Following Instructions</b> SW learn to follow instructions.	<b>Say the Problem</b> SW identify a problem and name it.	<b>Say the Goal!</b> SW state a goal.	<b>Get It Done!</b> SW learn strategies for completing non-preferred activities.
1	<b>Wait for It!</b> SW learn strategies to help them wait.	<b>Feelings Booster</b> SW learn strategies for boosting feelings.	<b>Hocus Pocus: Focus!</b> Students will learn and demonstrate focus skills.	<b>Whose Problem Is It?</b> SW identify and understand a problem.	<b>Steps to the Goal</b> SW state a goal and something they need to do to complete the goal.	<b>Bounce Back!</b> SW identify challenges in everyday life and strategies to overcome the challenges.
2	<b>Take 5!</b> SW learn how to pause before acting.	<b>My Stress Thermometer</b> SW identify when they are feeling stressed and practice strategies for managing stress.	<b>The Focus Toolbox</b> SW learn strategies to stay focused.	<b>What's the Problem?</b> SW learn the steps to solving a problem.	<b>Set a Goal</b> SW identify a goal and follow steps to achieve it.	<b>Challenge Accepted!</b> SW reframe problems as challenges and develop autonomy.
3	<b>Keep Calm!</b> SW practice strategies to pause and calm themselves.	<b>Change It!</b> SW identify the connection between their feelings and behaviors.	<b>Improving My Focus</b> SW learn strategies to increase time focused on a task.	<b>Let's Brainstorm!</b> SW learn brainstorming as a strategy for finding multiple solutions to a problem.	<b>Make a Plan</b> SW identify a goal and steps to achieve it.	<b>Be Resilient</b> SW learn strategies for managing emotions to build resilience.
4	<b>Freeze!</b> SW learn to stop and think before acting.	<b>Feelings, Thoughts, and Behaviors</b> SW practice strategies for changing a feeling, thought, or behavior in a stressful situation.	<b>Keep Focused</b> SW learn how distractions affect focus and practice strategies to stay focused.	<b>Ways to Solve a Problem</b> SW learn a variety of problem solving strategies.	<b>Planning for Success</b> SW identify an academic goal and the steps to achieve it.	<b>The Resilient Kid</b> SW identify characteristics of resilient people.
5	<b>Stop. Think. Decide</b> SW learn the importance of stopping and thinking before making a decision.	<b>You Can Change It!</b> SW learn strategies for changing feelings, thoughts, and behaviors in stressful situations.	<b>Focus First!</b> SW identify distractions and advocate for themselves in order to focus better in class.	<b>Think of Solutions</b> SW identify a problem and multiple solutions.	<b>Reach Your Goals</b> SW identify a personal goal and the steps to achieve it.	<b>If at First You Don't Succeed...</b> SW practice strategies for persistence.

Grade	Self-Control	Stress Management	Focus	Problem Solving	Goal Setting	Resilience
6	<b>Stress Solutions</b> SW learn strategies for developing positive coping skills.	<b>Don't Stress</b> SW learn strategies for managing stress.	<b>Focus to Study</b> SW identify distractions while studying at home and learn strategies to improve focus.	<b>Think Solution!</b> SW identify the problem and focus on the solved state (or desired result).	<b>Get SMART!</b> SW learn about and write a SMART goal.	<b>Reframe It!</b> SW practice positive reframing to overcome.
7	<b>Self-Control: It's Magic!</b> Students will learn strategies for developing self-control to reach their goals.	<b>Stinking Thinking</b> SW learn strategies for changing negative thinking.	<b>Visualize It!</b> SW improve focus using visualization.	<b>From Problem to Solution</b> SW use critical thinking strategies to think of possible solutions to a problem.	<b>SMART Goals</b> SW identify a SMART goal and develop a plan to achieve it. (academic)	<b>Bend, but Not Break</b> SW identify resiliency in nature to develop their own resiliency.
8	<b>Let's Delay</b> SW learn strategies for delayed gratification.	<b>Find the Funny</b> SW learn strategies for using humor to manage stress.	<b>Visualizing for Success</b> SW learn strategies for visualizing to improve focus and performance.	<b>Evaluate the Solutions</b> SW learn strategies for evaluating possible solutions to a problem.	<b>Plan SMART</b> SW identify a SMART goal and develop a plan to achieve it. (personal)	<b>Everyday Courage</b> SW learn strategies for using courage to develop resiliency.
9	<b>Weathering the Whirlwind</b> SW develop strategies for using self-control to manage unexpected situations.	<b>Face Your Fear</b> SW learn strategies to manage stress by facing their fears.	<b>Overcoming Distractions</b> SW identify their external and internal distractions and learn strategies for improving their focus.	<b>Pick the Best Solutions</b> SW apply strategies for choosing an effective solution to a problem.	<b>Work the Plan</b> SW evaluate their plans for achieving a goal and adjust the plan as needed.	<b>Strength from Support</b> SW understand the role of a support system in overcoming adversity.
10	<b>Habit Help</b> SW learn strategies for breaking bad habits and forming good habits.	<b>Got Stress?</b> SW evaluate strategies for stress management.	<b>In Focus</b> SW evaluate and apply strategies for staying focused.	<b>Facts, Not Feelings</b> SW learn strategies for solving problems objectively.	<b>Make a Comeback</b> SW apply resilience to achieve a goal.	<b>Everyday Resilience</b> SW apply strategies and identify resources to overcome adversity.
11	<b>To Delay or Not to Delay</b> SW learn the benefits and strategies for delayed gratification.	<b>Balancing Stress</b> SW learn strategies for identifying optimal stress levels.	<b>Self-Care for Focus</b> SW learn the importance of self-care for increasing focus.	<b>Stretch Yourself</b> SW learn strategies for using cognitive flexibility to solve a problem.	<b>Got GRIT?</b> SW apply grit to achieve a goal.	<b>Out of Your Control?</b> SW identify strategies for managing situations outside of their control.
12	<b>In The Driver's Seat</b> SW learn strategies for developing a sense of agency.	<b>Be Your Own CEO</b> SW develop their own strategies for managing stress.	<b>Eye On the Goal</b> SW evaluate strategies for improving for staying focused to achieve goals.	<b>Higher-Order Solutions</b> SW learn strategies for developing higher order thinking skills to solve a problem.	<b>Grow Your Goal</b> SW apply growth mindset strategies to achieve a goal.	<b>Overcoming Adversity</b> SW recognize adversity as an opportunity for growth.

## Self-Management Special Education Lesson Objectives

Grade	Self-Control	Stress Management	Focus	Problem Solving	Goal Setting	Resilience
PK-2	<p><b>Take 5</b> SW learn and practice waiting for access to a desired object</p>	<p><b>Be Happy</b> SW learn and practice strategies for being happy and reducing stress.</p>	<p><b>Stepping Up</b> SW follow simple instructions.</p>	<p><b>What's Wrong?</b> SW identify a problem.</p>	<p><b>Good Listening</b> SW follow a picture schedule to complete a goal.</p>	<p><b>I Can Do That!</b> SW complete a less preferred activity.</p>
3-5	<p><b>Tokens</b> SW learn to earn tokens to obtain a reward.</p>	<p><b>Feelings and Actions</b> SW learn how feelings and actions are connected and can be changed.</p>	<p><b>Attention Please!</b> SW learn and practice skills for paying attention</p>	<p><b>Fix It</b> SW identify possible solutions to a problem.</p>	<p><b>Get Fit!</b> SW identify a goal and follow steps to achieve the goal.</p>	<p><b>More and More</b> SW engage in less preferred activities for increasing amounts of time.</p>
6-8	<p><b>Buy It</b> SW learn to use a menu of smaller and larger rewards in a token system.</p>	<p><b>Rethink It!</b> SW learn how to change negative thoughts into positive thoughts.</p>	<p><b>Am I Focused?</b> SW identify when he/she is focused and when he/she is not.</p>	<p><b>Problem Maps</b> SW identify a problem and possible solutions.</p>	<p><b>My Goal</b> SW identify a goal and develop a plan to achieve the goal.</p>	<p><b>Challenges</b> SW identify challenges in everyday life and ways to overcome the challenges.</p>
9-12	<p><b>Savings</b> SW learn how to save for something that he/she wants in the future.</p>	<p><b>Calm, Cool, and Collected</b> SW identify what causes stress and strategies to reduce stress.</p>	<p><b>Distract Me Not</b> SW learn to ignore distractions to stay focused.</p>	<p><b>What Will Work?</b> SW identify a problem and evaluate the possible solutions.</p>	<p><b>Get SMART</b> SW identify a SMART goal and develop a plan to achieve the goal.</p>	<p><b>When Things Get Hard</b> SW identify positive and negative ways to handle adversity in his/her life.</p>

## Social Skills

This series aligns with CASEL competencies: Social Awareness, Relationship Skills and Self-Awareness. Learning outcomes include:

### FAIRNESS

Fairness is the starting place for all social skills. In fact, our society is founded on the idea that everyone has the right to fair and equal treatment regardless of their race, age, gender, abilities, or beliefs. For a society (or any subgroup of society) to prosper, there needs to be a sense of fairness among its members. Young students begin to understand fairness by learning to share and take turns. As students mature, they develop an understanding that equality is treating everyone the same; whereas fairness is providing everyone what he or she needs to succeed.

### RESPECT

Respect involves inclusiveness and status. We all have a need to belong, and respect provides us with the sense of belonging. Respect is demonstrated through communication and behavior. We show and are shown respect through the way we talk and act toward others and how they talk and act toward us. We show respect differently depending on the person and his or her position. Effective social skills include an understanding of appropriate respect of the group dynamics – the roles each person has within the group.

### FRIENDSHIP

Developing positive friendships is an important social skill. Friendships are a basic human need that contribute to a student's moral, mental, and social development. Through friendships students learn more about themselves, traits that are important for a good friend, and how friends enrich our lives. Students also learn that to have good friends, it is important to be a friend.

### RELATIONSHIPS

Students have many different relationships including family members, friends, teammates, classmates, employers, coworkers, etc. In this lesson, students explore the social skills that are required to maintain and build relationships between different groups of people. The ability to work well with others is an important life skill.

### COOPERATION

Life is not meant to be a solo act. People are designed to work and play together. But when two or more people get together, there may be problems. Cooperation is essential for getting along. Cooperation is about contributing ideas, accepting ideas of the others, and combining those ideas to make work and play easier, faster, better, and more fun! When groups (pairs, small groups, large groups, families, classes, or teams) work together, everyone benefits.

### CONFLICT RESOLUTION

When two or more people get together there is potential for conflict. Conflict is a problem between people. Conflicts can cause the feeling of isolation, so it is important to teach students how to resolve conflicts in a way that reconnects them to others. Conflict resolution involves communication – owning one's perspective and listening to the perspective of others. Most conflicts can be resolved through positive communication. But sometimes, people just disagree. At these times, it is important to be able to negotiate a solution that allows everyone to feel good about the resolution.

## Social Skills General Education Lesson Objectives

Grade	Fairness	Respect	Friendship	Relationships	Cooperation	Conflict Resolution
K	<b>Let's Play Fair</b> SW demonstrate fair ways to play.	<b>Spreading Kindness</b> SW demonstrate kindness to show respect.	<b>Fun with Friends</b> SW identify activities that they can do with friends.	<b>People We Meet</b> SW identify different people they know.	<b>Let's Cooperate!</b> SW identify how people help each other.	<b>Getting Along</b> SW understand that conflict happens & identify appropriate ways to respond.
1	<b>Tattling Trouble</b> SW learn alternatives to tattling.	<b>Mind Your Manners</b> SW demonstrate manners to show respect.	<b>Let's Be Friends</b> SW recognize that friends have fun together.	<b>Kindness Kaleidoscope</b> SW learn and practice ways to show their families kindness.	<b>Fair Is Fun</b> SW learn to play fairly in groups.	<b>I'm Sorry!</b> SW learn the importance of an apology and how to apologize.
2	<b>That's Not Fair!</b> SW learn about fairness.	<b>Show Some Respect!</b> SW identify respectful behavior.	<b>Filing Buckets</b> SW practice giving and receiving kindness.	<b>Be a Good Classmate</b> SW learn and practice ways to be a good classmate.	<b>Work Together</b> SW learn to ways to encourage others when working in groups.	<b>Let's Get Along</b> SW identify and articulate a problem between a classmate or friend.
3	<b>Make It Fair!</b> SW understand and demonstrate fairness.	<b>Say it With a Smile!</b> SW understand how facial expressions can show both respect and disrespect.	<b>Be a Friend</b> SW recognize the importance of being a friend.	<b>Being a Good Student</b> SW learn and practice ways to be members of the school community.	<b>Two Heads Are Better!</b> SW incorporate the opinions and ideas of others in a group activity.	<b>Calm the Conflict</b> SW learn how to use the I-message when resolving conflict.
4	<b>Great Responsibility</b> SW identify and explain their rights and the rights of others at school.	<b>Actions Speak Louder Than Words</b> SW understand how body language can communicate both respect and disrespect.	<b>A Good Friend Is...</b> SW identify traits of a good friend.	<b>Be a Good Neighbor</b> SW learn and practice ways to be a good neighbor.	<b>Do Your Part!</b> SW learn strategies for doing their part when working with groups.	<b>The I-Message</b> SW use constructive strategies for communicating their perspective in conflict.
5	<b>Right On, Rights!</b> SW identify and explain the rights of self and others.	<b>Social Cues</b> SW identify social cues and respectful behavior.	<b>COOL Communication</b> SW learn strategies for communicating with friends.	<b>Character Counts</b> SW determine character traits that are important for good relationships.	<b>Together for the Goal!</b> SW learn about roles and responsibilities when working in groups.	<b>ICE Rumors and Gossip</b> SW identify what rumors and gossip are and strategies for responding to them.

Grade	Fairness	Respect	Friendship	Relationships	Cooperation	Conflict Resolution
6	<b>Our Rights and Responsibilities</b> SW understand our basic human rights and responsibilities.	<b>Ripple of Respect</b> SW learn strategies for showing respect at school.	<b>Lean on Me</b> SW learn strategies for being a supportive friend.	<b>NO "I" In Team</b> SW identify and practice ways to be a team player.	<b>THINK in Groups</b> SW learn strategies for giving and receiving feedback when working in groups.	<b>Resolving Conflict</b> SW apply strategies for resolving conflict.
7	<b>Life, Liberty, &amp; the Pursuit of Happiness</b> SW identify human rights.	<b>Let's Communicate</b> SW demonstrate respect through communication.	<b>Friends &amp; Peer Pressure</b> SW learn strategies for being themselves with friends.	<b>Peering Into Relationships</b> SW identify different peer relationships and the different ways to relate to each.	<b>Let It SLIDE!</b> SW learn strategies for compromising when working in groups.	<b>Conflict Happens!</b> SW learn about the conflict cycle and strategies for responding constructively to conflict.
8	<b>Speak Out for Fairness</b> SW learn strategies for speaking out when they feel they are being treated unfairly.	<b>The 7 C's</b> SW learn to show respect through effective verbal and written communication.	<b>Be Yourself</b> SW identify and apply strategies for dealing with peer pressure.	<b>KISS Peer Pressure Goodbye</b> SW learn strategies for dealing with peer pressure.	<b>Operation: Cooperation</b> SW give or take directions when collaborating with peers.	<b>Conversations to Resolve Conflict</b> SW practice giving and receiving feedback to resolve a conflict.
9	<b>Fair vs. Equal</b> SW evaluate the difference between fairness and equality.	<b>Respect Yourself</b> SW learn strategies for developing self-respect.	<b>Be a Good Friend</b> SW learn strategies for being a good friend.	<b>Groups or Cliques</b> SW learn the difference between social groups and cliques.	<b>Giving and Receiving Feedback</b> SW give and receive feedback when collaborating with peers.	<b>Win-Win Solutions</b> SW negotiate for a win-win solution to resolve conflict.
10	<b>Our Human Rights</b> SW examine human rights from the perspective of citizens of the world.	<b>SALT Shaker</b> SW learn the importance of seeing worth and value in every human being.	<b>Circles of Friendship</b> SW identify and evaluate different types of friendships.	<b>Roles and Relationships</b> SW identify and evaluate their different roles and responsibilities.	<b>Make the Dream Work</b> SW learn strategies for minimizing problems in group work.	<b>Conflict Communication</b> SW learn communication strategies for resolving conflict.
11	<b>Empathy and Human Rights</b> SW examine rights from the perspective of a minority group.	<b>Roles and Respect</b> SW identify how roles influence respectful behavior.	<b>Fast Friendship</b> SW learn strategies for developing healthy friendships.	<b>Shifting Relationships</b> SW recognize the ways their relationships change during the teen years.	<b>Wired for Cooperation</b> SW evaluate the benefits of cooperation.	<b>Reaching Consensus</b> SW learn strategies for reaching a consensus in a conflict.
12	<b>Human Rights: Whose Responsibility?</b> SW examine their role in promoting fairness and equality in their sphere of influence.	<b>Respect, Relationships, and You</b> SW evaluate what respect is and what it looks like in different relationships.	<b>Lasting Friendships</b> SW evaluate strategies for maintaining friends.	<b>El Leadership</b> SW recognize their roles as influencers and strategies for being influencers.	<b>Group Decision-Making</b> SW learn strategies for making decisions in groups.	<b>Resolve. Restore. Repeat.</b> SW use strategies for resolving conflict to restore a relationship.

## Social Skills Special Education Lesson Objectives

Grade	Fairness	Respect	Friendship	Relationships	Cooperation	Conflict Resolution
PK-2	<p><b>Sharing is Fun!</b> SW practice sharing and turn-taking during play activities.</p>	<p><b>Mind Your Manners</b> SW identify and demonstrate manners.</p>	<p><b>Let's Play!</b> SW engage in activities with a peer.</p>	<p><b>Say Something Nice!</b> SW identify and practice ways to compliment others.</p>	<p><b>Classroom Chores</b> SW work cooperatively with a peer to complete a task.</p>	<p><b>Problems with Others</b> SW identify and practice appropriate ways to respond to a problem.</p>
3-5	<p><b>Be A Good Sport!</b> SW demonstrate good sportsmanship with peers.</p>	<p><b>Let's Be Honest</b> SW demonstrate understanding of honesty.</p>	<p><b>Common Interests</b> SW identify common interests with a peer.</p>	<p><b>Let's Talk</b> SW engage in simple conversations.</p>	<p><b>Teamwork</b> SW work with a small group of peers to complete a task.</p>	<p><b>Dealing with Problems</b> SW practice calming skills, apologize, and identify his/her behavior in the conflict.</p>
6-8	<p><b>We All Have Rights</b> SW identify the rights of self and others.</p>	<p><b>Respect</b> SW identify people that he/she respects and why.</p>	<p><b>My Friends</b> SW identify his/her friends and traits of their friendship.</p>	<p><b>Conversation Tips</b> SW identify and demonstrate use of conversation rules.</p>	<p><b>Make Your School Cool</b> SW appropriately accept feedback from others.</p>	<p><b>Do It Better</b> SW identify what could have been done differently following a conflict.</p>
9-12	<p><b>Fairness</b> SW identify ways to show fairness and how to handle unfairness in his/her life.</p>	<p><b>Respecting Authority</b> SW identify and demonstrate respect for authority.</p>	<p><b>Types of Friends</b> SW identify the type of friendship that he/she has with his/her friends.</p>	<p><b>Relationships</b> SW identify ways to improve his/her relationships with others.</p>	<p><b>Thanks for the Feedback!</b> SW identify and practice giving and receiving feedback.</p>	<p><b>6 Steps for Peace</b> SW identify and practice 6 steps for conflict resolution with peers.</p>

## Social Awareness

This series aligns with CASEL competencies: Social Awareness, Self-Awareness and Responsible Decision-Making.

### CULTURAL COMPETENCE

Our world is a diverse place and this diversity requires that students learn how to interact and engage with people different from themselves. To do this well, students must understand themselves, including their culture, their values, and their biases. Cultural competence refers to our ability to act respectfully in order to communicate, understand, respect, and promote equality for all people. In these lessons students recognize and celebrate the differences between themselves and others. They learn about the effects of stereotyping or thinking that all people in a group are the same and strategies for opposing stereotypical thinking.

### EMPATHY

In order to effectively navigate the world, understand the range of human experiences, and relate with others, students must learn to empathize with others. Empathy is the ability to understand and share the feelings of another person. It is a core component of social awareness. Being empathetic promotes trust, which leads to positive relationships built on open and honest communication.

### SAFE & ETHICAL BEHAVIOR

Two key components of social awareness are the ability to choose safe and ethical behavior and to notice and speak out against unsafe or unethical behavior towards oneself and others. To do this, students must first understand that rules and laws help to establish fair and just behavior for all. In these lessons, students learn about rules and laws and strategies for recognizing and protecting themselves against potential dangers, including bullying.

### SUPPORT SYSTEMS

Building a strong support system is an essential component to getting one's needs met and living a happy and healthy life. A support system is a network of people who provide practical and emotional support. Having a strong support system is associated with many positive outcomes, including decreased anxiety and increased positive mood. In these lessons, students will learn about the benefits of having a support system as well as strategies to build and access help from the people in their support systems.

### SOCIAL CONTRIBUTIONS

Contributing to one's social environment is an essential component of social awareness. To contribute, students must understand the benefits of social contribution and the strategies for contributing. There are many social environments to which students belong and can thus contribute to. In these lessons, younger students learn to contribute to their families and schools, while older students learn to contribute to their broader communities.

### ACTIONS & CONSEQUENCES

An important part of social awareness is the understanding that actions have consequences. This understanding helps students to think about and take responsibility for how their actions affect themselves and others. When students understand that actions have consequences they are better able to choose actions that result in better consequences. In these lessons students are encouraged to think about the possible consequences before acting.

## Social Awareness General Education Lesson Objectives

Grade	Cultural Competence	Empathy	Safe & Ethical Behavior	Support Systems	Social Contributions	Actions & Consequences
K	<b>Me and You</b> SW identify differences & similarities between themselves & others.	<b>My Feelings, Your Feelings</b> SW recognize core emotions in others.	<b>Telling or Tattling</b> SW learn the difference between telling and tattling.	<b>Ask Kindly</b> SW learn how to ask others for help.	<b>I Can Help!</b> SW learn ways they can help others.	<b>Fix Your Mistake</b> SW admit when they make a mistake and fix the mistake.
1	<b>Our Families</b> SW identify differences and similarities between their family and the families of others.	<b>How Someone Else Might Feel</b> SW identify what another person might be feeling.	<b>Rules, Rules, Rules</b> SW understand rules and the need for rules.	<b>My Family, My Support</b> SW identify the support system within the family and ask for help.	<b>I Spy a Helper</b> SW show appreciation to people who help them.	<b>Actions and Consequences</b> SW recognize that actions have consequences.
2	<b>Cultures Around the World</b> SW learn about different cultures.	<b>The Case of Caring</b> SW demonstrate care for the feelings of another person.	<b>A Buddy or A Bully?</b> SW understand the difference between conflict among peers and bullying.	<b>Help at School</b> SW identify the support system within their school and ask for help.	<b>I Can Help My Family</b> SW learn the importance of contributing to the family.	<b>STOP Then Decide</b> SW learn strategies for making a good decision.
3	<b>Celebrating Our Differences</b> SW show respect for the diversity among peers.	<b>From Another Perspective</b> SW take the perspective of another person.	<b>Be a Buddy, Not a Bully</b> SW identify bullying situations and strategies to prevent bullying.	<b>Be a BUD</b> SW learn strategies for turning to friends for support & being a supportive friend.	<b>Acts of Kindness</b> SW practice random acts of kindness to contribute to the happiness of others.	<b>STOP Before You Say It</b> SW learn that words have consequences and choose kind words.
4	<b>Everyone Is Different</b> SW learn how to show respect to individuals with a disability.	<b>Showing Empathy</b> SW learn strategies for showing empathy to another person.	<b>Profile of a Bully</b> SW understand the profile of a bully and strategies for preventing bullying.	<b>Who Do You Turn To?</b> SW identify a support system that extends beyond the family.	<b>Making School a Better Place</b> SW learn the importance of contributing to their school.	<b>THINK and Be Honest</b> SW learn about the consequences for honesty.
5	<b>In Someone Else's Shoes</b> SW use perspective-taking to understand others from a different culture.	<b>Taking the Perspective of Another</b> SW learn the benefits and strategies for showing empathy.	<b>Be an Upstander</b> SW learn strategies for being an upstander, not a bystander.	<b>Asking for Help</b> SW identify when to ask an adult for help.	<b>Kind is Cool</b> SW help a younger child learn something new.	<b>Choices and Consequences</b> SW choose an action after considering the consequences of the choices.

Grade	Cultural Competence	Empathy	Safe & Ethical Behavior	Support Systems	Social Contributions	Actions & Consequences
6	<p><b>Be Cool: INCLUDE</b> SW learn about the effects of inclusion and exclusion in social environments.</p>	<p><b>ACTIVE Listening</b> SW practice using active listening to develop empathy.</p>	<p><b>Bullies Bully!</b> SW learn different types of bullying &amp; strategies for protecting themselves against bullying.</p>	<p><b>Who Supports You?</b> SW identify a support system based on the closeness of the relationship &amp; type of problem.</p>	<p><b>Be the Change</b> SW identify interests in order to contribute to those around them.</p>	<p><b>OWN Your Actions</b> SW recognize they are responsible for their actions.</p>
7	<p><b>Challenge Prejudice</b> SW learn how to identify prejudice and discrimination.</p>	<p><b>Reflective Listening</b> SW practice using reflective listening to develop empathy.</p>	<p><b>Stand Up Against Bullying!</b> SW understand the harm that bullying causes and strategies for preventing bullying.</p>	<p><b>Support Systems</b> SW identify and access a support system.</p>	<p><b>Plan to Do Your Part</b> SW identify their interests and make a plan to contribute to those around them.</p>	<p><b>Actions Have Consequences</b> SW learn strategies for making constructive choices.</p>
8	<p><b>SPOT the Stereotype</b> SW learn what stereotyping is and ways to spot stereotyping.</p>	<p><b>Developing Empathy</b> SW learn the importance of and strategies for showing empathy.</p>	<p><b>Speak Out!</b> SW demonstrate the ability to speak out for the rights of others.</p>	<p><b>My TRIBE</b> SW identify and access a peer support system.</p>	<p><b>C's the Opportunity</b> SW learn the benefits of social contributions to themselves and others.</p>	<p><b>Positive Patterns</b> SW make a plan to change a negative behavior pattern to result in better consequence.</p>
9	<p><b>STOP Stereotyping</b> SW evaluate and apply strategies for opposing stereotyping.</p>	<p><b>Empathy Busters</b> SW learn barriers that block empathy.</p>	<p><b>THINK Before You Post</b> SW understand what cyberbullying is and strategies for protecting themselves against it.</p>	<p><b>Stress Busters!</b> SW identify and access a support system for managing stress.</p>	<p><b>Passion to CARE</b> SW identify their passion to contribute to the world.</p>	<p><b>Decisions, Decisions, Decisions</b> Students will evaluate consequences in decision making.</p>
10	<p><b>Cultural Competence</b> SW identify ways to build cultural competence.</p>	<p><b>Resolving Conflicts with Empathy</b> SW practice using empathy to resolve conflicts.</p>	<p><b>Risk-Taking</b> SW identify potential dangers and learn strategies to protect themselves.</p>	<p><b>Support Systems and Role Models</b> SW identify and access a support system, including role models.</p>	<p><b>Make a Difference</b> SW make a plan to contribute to the world.</p>	<p><b>Cyber Consequences</b> SW recognize the consequences of posting on social media.</p>
11	<p><b>Culture Change</b> SW learn how culture changes over time.</p>	<p><b>Care to Care</b> SW learn the importance of empathy in developing healthy relationships.</p>	<p><b>Words Can Hurt</b> SW understand emotional bullying and its effects and strategies to protect themselves against it.</p>	<p><b>Giving Support</b> SW learn how to give back in their support system.</p>	<p><b>CAUSE We Care!</b> SW learn strategies for contributing to their community.</p>	<p><b>Decision-Making ESP</b> SW apply strategies for making positive choices.</p>
12	<p><b>Cultural Competence</b> SW learn the benefits of building cultural competence.</p>	<p><b>Empathy and Social Change</b> SW develop empathy as a tool for social change.</p>	<p><b>Bullying and Harrassment</b> SW understand what harassment is and strategies to protect themselves and others against it.</p>	<p><b>Your Support System</b> SW evaluate resources for building a support system to develop skills and foster independence.</p>	<p><b>Change Makers</b> SW learn strategies for addressing social injustices.</p>	<p><b>Decision-Making</b> SW learn strategies for making objective decisions.</p>

## Social Awareness Special Education Lesson Objectives

Grade	Cultural Competence	Empathy	Safe & Ethical Behavior	Support Systems	Social Contributions	Actions & Consequences
PK-2	<p><b>People Are People</b> SW identify similarities and differences between himself/herself and their family members.</p>	<p><b>Different Feelings</b> SW compare his/her feelings to the feelings of others.</p>	<p><b>Classroom Rules</b> SW identify and follow classroom rules.</p>	<p><b>We Are Family</b> SW identify resources within one's family.</p>	<p><b>Clean Up Time</b> SW complete classroom clean-up tasks.</p>	<p><b>The Things You Do</b> SW identify the relationship between an action and its consequence.</p>
3-5	<p><b>My Family Culture</b> SW identify components of his/her family culture.</p>	<p><b>People Have Feelings</b> SW identify and demonstrate how to make another person feel happy.</p>	<p><b>School Safety</b> SW identify and follow safety rules at school.</p>	<p><b>Help at School</b> SW identify resources within the school.</p>	<p><b>My Classroom Job</b> SW complete a daily classroom job.</p>	<p><b>Consequences</b> SW identify consequences for his/her positive and negative actions.</p>
6-8	<p><b>Cultural Differences</b> SW identify and demonstrate strategies for cultural respect.</p>	<p><b>Different Perspective</b> SW take the perspective of another person.</p>	<p><b>No Bullying Zone</b> SW identify bullying situations and demonstrate strategies to prevent and respond to bullying.</p>	<p><b>With A Little Help From My Friends</b> Student will identify resources with peers.</p>	<p><b>Helping My School</b> Student will collaborate with peers on a school project to improve the school or classroom.</p>	<p><b>Good Choices</b> Student will identify constructive choices for himself/herself.</p>
9-12	<p><b>Culture Research</b> SW compare and contrast his/her culture to another culture and describe strategies for showing cultural respect.</p>	<p><b>Showing Empathy</b> SW identify strategies for showing empathy to another person.</p>	<p><b>Keeping Safe</b> SW demonstrate understanding of safety rules outside of school.</p>	<p><b>It Takes a Village</b> SW identify and access resources within his/her community.</p>	<p><b>Community Volunteer</b> SW volunteer in a community setting.</p>	<p><b>Paving the Path for Success</b> SW identify strategies for making constructive choices in his/her life.</p>

## Self-Care

This series aligns with CASEL competencies: Self-Awareness, Self-management and Responsible Decision-Making.

### MINDFULNESS

Mindfulness is an important part of Self-Care. Mindfulness provides a way to nurture a sense of quiet inner peace, improve one's ability to learn, and promote deeper and more meaningful relationships. Studies show that the practice of mindfulness helps students focus better, leading to increased learning, improved mental health and well-being, and better decision-making and social skills.

### SELF-EFFICACY

Self-efficacy is the belief in oneself. A student's self-efficacy greatly influences his or her academic motivation, learning, and achievement. Therefore, it is imperative that teachers address students' self-efficacy. In these lessons, students learn the importance of their beliefs in their ability to reach goals. They are taught strategies for building their beliefs as well as strategies for letting go of their limiting beliefs.

### OPTIMISM

Life is filled with ups and downs. But studies show that people who think optimistically are more resilient and better able to navigate the ups and downs. Although optimism is considered to be a personality trait that some people are born with, it is also a teachable skill. These lessons provide strategies to develop students' optimistic thinking.

### SELF-COMPASSION

Self-compassion is an important part of self-care. It is about treating ourselves with the same kindness that we would treat a good friend. It is about responding to our mistakes, inadequacies, and failures with compassion instead of harsh judgment. It is acknowledging that imperfection is a shared human experience. In these lessons, students learn to celebrate what they are good at, treat themselves as a good friend, and give themselves a break.

### SELF-ADVOCACY

Self-advocacy is a skill that helps students understand themselves, their needs, and how to speak up to get their needs met. In these lessons, students learn strategies for identifying their needs, who can help them meet those needs, and how to communicate assertively to get their needs met. Self-advocacy builds confidence in students as they accept ownership of their needs and develop independence and self-empowerment.

### HEALTHY BOUNDARIES

Healthy boundaries are important to protect our safety and take care of ourselves. We all have different boundaries. Boundaries are guidelines and limits we set for ourselves and our relationships. What is okay for one person may not be okay for another. Students learn the importance of healthy boundaries, how to identify one's own boundaries, and how to know when a boundary has been crossed. Students learn strategies for speaking up for themselves when a boundary has been crossed.

## Self-Care General Education Lesson Objectives

Grade	Mindfulness	Self-Efficacy	Optimism	Self-Compassion	Self-Advocacy	Healthy Boundaries
K	<b>Notice with Your Senses</b> SW learn mindfulness through sensory experiences.	<b>Mistakes Are a Part of Learning</b> SW develop self-efficacy by viewing mistakes as a part of learning.	<b>Proud to Be Me!</b> SW learn and use self-affirmation statements.	<b>Look What I Can Do!</b> SW practice self-compassion by recognizing what they can do.	<b>Ask for Help</b> SW identify when they need help and ask for it.	<b>Safety First</b> SW identify people who keep them safe.
1	<b>The Big Breath</b> SW learn about and practice mindfulness through breathing deeply.	<b>Believe!</b> SW change their beliefs to reach a goal.	<b>Turn That Frown Upside Down</b> SW practice thinking positively.	<b>I Like Me!</b> SW develop self-compassion by feeling happy about themselves.	<b>Speak Up and Ask!</b> SW identify a need and speak out to get their needs met.	<b>What's That Feeling?</b> SW identify comfortable and uncomfortable feelings.
2	<b>My Mindful Body</b> SW practice mindfulness through noticing how their body feels.	<b>You Can Do It!</b> SW develop self-efficacy by reflecting on past successes.	<b>Level Up Your Mood</b> SW learn strategies for improving their mood.	<b>What I Like About Me</b> SW develop self-compassion by identifying what they like about themselves.	<b>Get Your Needs Met</b> SW identify different ways to get their needs met.	<b>STOP!</b> SW identify appropriate touch and ways to keep themselves safe.
3	<b>Mindfulness</b> SW practice mindfulness through listening.	<b>Belief Builders</b> SW develop self-efficacy by affirming themselves.	<b>Give a Little Happiness</b> SW learn strategies for affirming others.	<b>Give Yourself a Break!</b> SW develop self-compassion by reframing their mistakes as proof they are learning.	<b>Speaking Up to Meet My Needs</b> SW communicate assertively to get their needs met.	<b>Okay, Not Okay</b> SW recognize it's not okay to hurt others or be hurt.
4	<b>Martian Mind</b> SW practice changing their perspective.	<b>Believe It!</b> SW identify the importance of belief in reaching a goal.	<b>Attitude of Gratitude</b> SW use gratitude to cultivate optimism.	<b>Kindness to Myself</b> SW develop self-compassion by being kind to themselves.	<b>Getting the Help I Need</b> SW learn strategies for developing confidence in order to advocate for themselves.	<b>Boundaries</b> SW recognize what a boundary is and different ways they can be crossed.
5	<b>Quiet Your Brain</b> SW practice noticing their thoughts and releasing them.	<b>I Believe in Me</b> SW develop strategies for building belief to reach a goal.	<b>Good News, Bad News</b> SW focus on the positive in a negative situation.	<b>Me: My Compassionate Friend</b> SW practice self-compassion by perceiving themselves as a compassionate friend.	<b>Speak Up with Confidence</b> SW learn strategies for self-esteem and confidence in order to get their needs met.	<b>Ready, SET, SEE</b> SW use empathy to respect the boundaries of another person.

Grade	Mindfulness	Self-Efficacy	Optimism	Self-Compassion	Self-Advocacy	Healthy Boundaries
6	<b>Practice Gratitude</b> SW practice changing their perspective through gratitude.	<b>Build Your Belief</b> SW learn strategies for building belief in their ability to reach long-term goals.	<b>Random Acts</b> SW engage in random acts of kindness to build optimism.	<b>Be Kind to Yourself</b> SW recognize and reframe critical self-talk.	<b>Speak Up for Fairness</b> SW learn strategies for advocating for their right to be treated fairly.	<b>Setting Boundaries to Be Yourself</b> SW set boundaries to manage peer pressure.
7	<b>Focus NOW</b> SW focus their attention to develop mindfulness.	<b>Be Positive</b> SW develop self-efficacy by developing a more positive outlook.	<b>Optimistic Thinking</b> SW practice optimism by thinking positively.	<b>Quiet the Inner Critic</b> SW develop self-compassion by identifying and challenging false beliefs about themselves.	<b>Be Your Own Advocate</b> SW recognize their role in meeting their own needs.	<b>Healthy Boundaries</b> SW identify and set healthy boundaries – emotional, social and physical – for themselves.
8	<b>In The Moment</b> SW practice strategies for mindfulness.	<b>Who Believes in You?</b> SW develop self-efficacy by building a positive support system.	<b>Look for the Good</b> SW learn strategies for appreciating what they have.	<b>Breath Through It</b> SW develop self-compassion by noticing and addressing uncomfortable emotions.	<b>Get What You Need</b> SW evaluate and apply strategies for meeting their own needs.	<b>Too Much of a Good Thing?</b> SW learn to set healthy boundaries for time spent on social media.
9	<b>Being Mindful</b> SW be mindful of how emotions manifest in their bodies.	<b>Let Go of Limiting Beliefs</b> SW identify and challenge their limiting beliefs.	<b>Becoming an Optimist</b> SW learn strategies for becoming more optimistic.	<b>Self-Compassion</b> SW process difficult situations through the lens of self-compassion.	<b>Advocate for Yourself</b> SW apply strategies for meeting their own needs.	<b>Personal Boundaries</b> SW identify, make, and evaluate emotional, social, and physical boundaries.
10	<b>Practicing Mindfulness</b> SW learn the science of mindfulness and mindfulness practices.	<b>Belief to Reach a Goal</b> SW develop self-efficacy to reach a goal.	<b>Focus on Optimism</b> SW learn strategies for changing their perspective to increase optimism.	<b>Accepting Yourself</b> SW develop self-compassion by accepting themselves.	<b>It's Up to You</b> SW learn the benefits of and strategies for advocating for themselves.	<b>Beliefs, Values, and Boundaries</b> SW use their beliefs and values to evaluate boundaries.
11	<b>Choose PEACE</b> SW practice mindfulness as a tool for impulse control.	<b>Visualize to Realize</b> SW practice visualization to improve self-efficacy to reach a goal.	<b>Look on the Lighter Side</b> SW learn strategies for using humor to build optimism.	<b>Take Care of You</b> SW develop self-compassion by understanding their shared humanity.	<b>Advocate for Your Rights</b> SW learn their rights and responsibilities for advocating for themselves.	<b>The Balancing Act</b> SW evaluate how boundaries can help maintain a balanced lifestyle.
12	<b>SEE from a New Perspective</b> SW practice examining a situation from different perspectives.	<b>Build Your Self-Efficacy</b> SW evaluate their self-efficacy and develop strategies for increasing it.	<b>Leading with Optimism</b> SW learn strategies for being an optimistic leader.	<b>Loving Yourself</b> SW develop self-compassion through mindfulness.	<b>Adulting</b> SW learn skills for self-advocacy and independent living.	<b>My Boundaries</b> SW evaluate healthy boundaries in relationships.

Self-Care Special Education Lesson Objectives

Grade	Mindfulness	Self-Efficacy	Optimism	Self-Compassion	Self-Advocacy	Healthy Boundaries
PK-2	<p><b>Let It Go!</b> SW learn about and practice mindfulness through taking deep breaths.</p>	<p><b>I Can Do It!</b> SW practice an activity in which he/she experiences success.</p>	<p><b>Happy Thoughts</b> SW practice self-affirmations before a difficult task.</p>	<p><b>Super Powers</b> SW recognize and talk about his/her strengths.</p>	<p><b>Help Please!</b> SW recognize and talk about his/her strengths.</p>	<p><b>Is That Okay?</b> SW will identify comfortable and uncomfortable feelings.</p>
3-5	<p><b>What Do You Hear?</b> SW practice mindfulness through deep breathing and listening.</p>	<p><b>You Can Learn To Do It Too!</b> SW experience success by learning a new skill from a peer or adult.</p>	<p><b>Find Something Good</b> SW identify positive things in negative situations.</p>	<p><b>You Are Cool!</b> SW identify what he/she likes about himself/herself.</p>	<p><b>When to Ask for Help</b> SW identify situations where they may need to ask for help.</p>	<p><b>Ouch! That Hurts!</b> SW recognize that it's not okay to hurt others or for others to hurt him/her.</p>
6-8	<p><b>Being Aware</b> SW practice mindfulness through using his/her senses.</p>	<p><b>One Step at a Time</b> SW experience success by learning to break a difficult task into steps and completing them.</p>	<p><b>Thankful</b> SW reflect on what he/she is thankful for.</p>	<p><b>Turn it Around</b> SW reframe negative thoughts about self into positive thoughts about self.</p>	<p><b>On My Own</b> SW identify when he/she can do things independently and when he/she needs help.</p>	<p><b>Your Limits</b> SW identify and set safe limits for self and respect others.</p>
9-12	<p><b>Being Mindful</b> SW practice and reflect on mindfulness during a task.</p>	<p><b>Believe in Yourself</b> SW identify and practice strategies for building self-efficacy.</p>	<p><b>Yay Optimism!</b> SW practice optimistic thinking.</p>	<p><b>Be Kind to Yourself</b> SW identify and practice strategies for making himself/herself feel happy and confident.</p>	<p><b>Speak Up</b> SW identify and speak up for what he/she wants and needs.</p>	<p><b>Healthy Body, Happy Heart</b> SW identify good choices and make a plan for his/her health and body.</p>

## Trauma Grade Level Lessons

Grade	Emotions	Stress Management	Support Systems	Resilience
K	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>Who Can Help?</b> Students will recognize the need for connection and support, following a traumatic event.	<b>How Can You Bounce Back?</b> Students will learn strategies for being resilient, following a traumatic event.
1	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>Who Can Help?</b> Students will recognize the need for connection and support, following a traumatic event.	<b>How Can You Bounce Back?</b> Students will learn strategies for being resilient, following a traumatic event.
2	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>Who Can Help?</b> Students will recognize the need for connection and support, following a traumatic event.	<b>How Can You Bounce Back?</b> Students will learn strategies for being resilient, following a traumatic event.
3	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>Who Can Help?</b> Students will recognize the need for connection and support, following a traumatic event.	<b>How Can You Bounce Back?</b> Students will learn strategies for being resilient, following a traumatic event.
4	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>Who Can Help?</b> Students will recognize the need for connection and support, following a traumatic event.	<b>How Can You Bounce Back?</b> Students will learn strategies for being resilient, following a traumatic event.
5	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>Who Can Help?</b> Students will recognize the need for connection and support, following a traumatic event.	<b>How Can You Bounce Back?</b> Students will learn strategies for being resilient, following a traumatic event.
6	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>We Are Connected</b> Students will recognize the need for connection and support, following a traumatic event.	<b>We Are Resilient</b> Students will learn strategies for being resilient, following a traumatic event.

Trauma Grade Level Lessons

Grade	Emotions	Stress Management	Support Systems	Resilience
7	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>We Are Connected</b> Students will recognize the need for connection and support, following a traumatic event.	<b>We Are Resilient</b> Students will learn strategies for being resilient, following a traumatic event.
8	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>We Are Connected</b> Students will recognize the need for connection and support, following a traumatic event.	<b>We Are Resilient</b> Students will learn strategies for being resilient, following a traumatic event.
9	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>We Are Connected</b> Students will recognize the need for connection and support, following a traumatic event.	<b>We Are Resilient</b> Students will learn strategies for being resilient, following a traumatic event.
10	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>We Are Connected</b> Students will recognize the need for connection and support, following a traumatic event.	<b>We Are Resilient</b> Students will learn strategies for being resilient, following a traumatic event.
11	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>We Are Connected</b> Students will recognize the need for connection and support, following a traumatic event.	<b>We Are Resilient</b> Students will learn strategies for being resilient, following a traumatic event.
12	<b>How Are You?</b> Students will identify, accept, and express their emotions, following a traumatic event.	<b>What Can You Do?</b> Students will learn strategies for managing their emotions, following a traumatic event.	<b>We Are Connected</b> Students will recognize the need for connection and support, following a traumatic event.	<b>We Are Resilient</b> Students will learn strategies for being resilient, following a traumatic event.

# About Us

Rethink Ed combines the power of technology and research to deliver innovative, scalable and evidence-based instructional materials and supports for all learners and educators, including those with disabilities. The comprehensive suite of tools ensures that every student develops the academic, behavioral and social/emotional skills they need to succeed in school, at work and in life. Rethink Ed positions educators, students and families for success. Rethink Ed is a division of Rethink First, a company that aims to place evidence-based treatment solutions in the hands of every educator, clinician or parent working with a child with special needs. We are unique in our footprint, leveraging the power of technology to provide clinical support, best-practice tools, and research-based content to all market segments, reaching more children than any other solution.

## Get in Touch

[info@rethinked.com](mailto:info@rethinked.com)

(877) 988-8871

49 West 27th St.

8th Floor

New York, NY 10001

rethink **Ed**