

NSW Personal Development, Health and Physical Education K-6 Syllabus (2024)

Rationale

Personal Development, Health and Physical Education (PDHPE) equips students with the knowledge and skills to positively influence their own and others' safety, health and wellbeing. In an increasingly complex, sedentary and rapidly changing world, it is essential that young people develop the ability to critically respond to changing health contexts and evolving physical activity options.

The study of PDHPE contributes to the knowledge and understanding of Aboriginal and Torres Strait Islander Peoples' ways of knowing, being and doing and how these might influence personal and community choices.

Learning in PDHPE is the foundation for lifelong engagement in physical activity. Through PDHPE, students learn to value movement through the acquisition and application of movement skills, concepts and strategies across a range of physical activities. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Through studying PDHPE, students develop, evaluate and apply a broad range of skills to build and maintain a sense of connection, identity, resilience and respectful relationships. They develop skills to take positive action regarding consent, safety, health and wellbeing in a range of offline and online environments. The learning experiences in PDHPE provide students with a range of self-management and interpersonal skills to promote and advocate for the health and wellbeing of themselves and others.

PDHPE addresses factors that influence individuals, groups and communities. Students develop health literacy skills to critique and challenge attitudes, behaviours and contextual influences and to evaluate a range of health-related resources.

Aim

The aim of PDHPE K–6 is to empower students with the essential knowledge, understanding, skills, values and attitudes to promote wellbeing and lead a safe, active and healthy life.

Table of outcomes - Primary (K–6)

Focus area	Early Stage 1	Stage 1	Stage 2	Stage 3
Movement skill and physical activity	PHE-MSP-01 demonstrates fundamental movement skills and participates with others in physical activities	PH1-MSP-01 demonstrates fundamental movement skills and fair play in physical activities	PH2-MSP-01 applies movement skills, strategies and teamwork in physical activities	PH3-MSP-01 refines and applies movement skills, strategies and collaboration in physical activities
Respectful relationships and safety	PHE-RRS-01 identifies how respectful relationships and safety contribute to wellbeing	PH1-RRS-01 describes and demonstrates actions that support respectful relationships and safety offline and online	PH2-RRS-01 describes and applies skills and strategies to strengthen respectful relationships PH2-RRS-02 describes and applies skills and strategies to interact safely in offline and online contexts	PH3-RRS-01 explains and applies skills and strategies to manage respectful relationships PH3-RRS-02 explains and applies skills and strategies to interact safely in offline and online contexts
Identity, health and wellbeing	PHE-IHW-01 identifies factors that contribute to identity, health and wellbeing	PH1-IHW-01 describes factors that contribute to identity, health and wellbeing	PH2-IHW-01 explains how related factors influence identity, health and wellbeing	PH3-IHW-01 examines and explains factors that influence identity, health and wellbeing of individuals and groups
Self-management and interpersonal skills	PHE-SMI-01 identifies and demonstrates self-management and interpersonal skills	PH1-SMI-01 describes and demonstrates self-management and interpersonal skills in a range of contexts	PH2-SMI-01 explains and applies self-management and interpersonal skills in a range of contexts	PH3-SMI-01 evaluates and applies self-management and interpersonal skills in a range of contexts
Creating written texts in PDHPE	No Early Stage 1 outcomes	No Stage 1 outcomes	No Stage 2 outcomes	PH3-CWT-01 creates written texts to communicate understanding of health, safety and wellbeing

Foundation Year / Kindergarten

	Concepts	Objectives – Students will be able to	Social-Emotional Competency	PDHPE Outcomes
Unit 1: Skills for Learning				
LESSON 1 Learning to Listen	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn. Our brains get smarter every time we use them. 	Name and demonstrate the rules for listening in a group	<ul style="list-style-type: none"> Growth Mindset Self-Management 	<ul style="list-style-type: none"> PHE-SMI-01
LESSON 2 Focusing Attention	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game 	<ul style="list-style-type: none"> Growth Mindset Self-Management 	<ul style="list-style-type: none"> PHE-SMI-01
LESSON 3 Following Directions	<ul style="list-style-type: none"> Listening and following directions are important Skills for Learning. Repeating directions helps you remember them. Following directions involves using your eyes, ears, and brain. 	Demonstrate listening and following directions within the context of a game	<ul style="list-style-type: none"> Growth Mindset Self-Management 	<ul style="list-style-type: none"> PHE-SMI-01
LESSON 4 Self-Talk for Staying on Task	<ul style="list-style-type: none"> <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. 	Demonstrate self-talk for remembering directions in the context of a drawing game	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PHE-SMI-01
LESSON 5 Being Assertive	<ul style="list-style-type: none"> 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. 	Demonstrate being assertive in response to scenarios	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01
Unit 2: Empathy				
LESSON 6 Feelings	<ul style="list-style-type: none"> If you can name your own feelings, it will help you figure out how other people feel. All feelings are natural. Some feelings are comfortable, and some are uncomfortable. Physical clues can help you identify others' feelings. 	<ul style="list-style-type: none"> Name <i>happy</i> and <i>sad</i> when presented with physical clues Identify that happy is a comfortable feeling and sad is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios 	<ul style="list-style-type: none"> Social Awareness Self-awareness 	<ul style="list-style-type: none"> PHE-IHW-01 PHE-RRS-01
LESSON 7 More Feelings	Situational clues can help identify others' feelings.	<ul style="list-style-type: none"> Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues Identify that interested is a comfortable feeling and scared an uncomfortable one Identify a variety of feelings displayed in response to scenarios 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-SMI-01

	Concepts	Objectives— Students Will Be Able To	Social- Emotional Competency	PDHPE Outcomes
LESSON 8 Identifying Anger	<ul style="list-style-type: none"> It's natural to feel angry, but feeling angry is uncomfortable. It's not okay to be mean or hurt others. Empathy means feeling and understanding what someone else feels. 	<ul style="list-style-type: none"> Name angry when presented with physical and situational clues Identify that anger is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PHE-IHW-01 PHE-RRS-01
LESSON 9 Same or Different?	<ul style="list-style-type: none"> People can have different feelings about the same situation. It's okay for people to have different feelings about the same thing. 	<ul style="list-style-type: none"> Compare physical and emotional similarities and differences between two students depicted in a story Identify same and different feelings in response to scenarios 	<ul style="list-style-type: none"> Social Awareness Self-awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-SMI-01
LESSON 10 Accidents	<ul style="list-style-type: none"> An <i>accident</i> is when you do something you didn't mean to do. When you cause an accident, it's important to say so, so others won't think you did it on purpose. 	<ul style="list-style-type: none"> Identify what to say when they do something by accident Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-SMI-01
LESSON 11 Caring and Helping	<ul style="list-style-type: none"> Compassion means caring about how someone else feels. When you feel empathy for someone, compassion is a good way to show it. You can show you care by saying or doing something kind. 	<ul style="list-style-type: none"> Identify that listening is one way to show you care Identify that helping is another way to show you care Demonstrate caring and helping behaviors in response to scenarios 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-SMI-01
Unit 3: Emotion Management				
LESSON 12 We Feel Feelings in Our Bodies	<ul style="list-style-type: none"> You can use physical clues in your body to identify your feelings. All your feelings are natural. It's important to talk to a grown-up when you feel worried. 	<ul style="list-style-type: none"> Identify physical clues for feeling worried Identify a grown-up to talk to when they feel worried 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01
LESSON 13 Managing Frustration	<ul style="list-style-type: none"> Feelings vary in strength. Feelings that are strong need to be managed. Saying "Stop" and naming your feelings are ways to begin to calm down. 	<ul style="list-style-type: none"> Identify "Stop" and "Name your feeling" as ways to begin to calm down Demonstrate saying "Stop" and naming feelings in response to scenarios 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01
LESSON 14 Calming Down Strong Feelings	<ul style="list-style-type: none"> Belly breathing calms down strong feelings. Belly breathing pushes the belly out when you breathe in. 	<ul style="list-style-type: none"> Demonstrate belly breathing Identify and demonstrate the Calming-Down Steps 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01
LESSON 15 Handling Waiting	<ul style="list-style-type: none"> The Calming-Down Steps can help you manage feeling excited or impatient while waiting. Finding quiet things to do that won't distract others also helps you wait. 	<ul style="list-style-type: none"> Identify the Calming-Down Steps Apply the Calming-Down Steps while waiting in a game situation 	<ul style="list-style-type: none"> Growth Mindset Self-Management 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01

	Concepts	Objectives – Students will be able to	Social-Emotional Competency	PDHPE Outcomes
LESSON 16 Managing Anger	<ul style="list-style-type: none"> Feeling angry is natural. Hurtful, mean behaviours are not okay. Your body lets you know when you are angry. Learning to relax calms you down. 	<ul style="list-style-type: none"> Name physical signs of anger Apply the Calming-Down Steps in a game situation 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01
LESSON 17 Managing Disappointment	<ul style="list-style-type: none"> When you don't get what you want, you can feel disappointed. Strong disappointment can lead to feeling sad or angry. 	<ul style="list-style-type: none"> Identify the feeling of disappointment Demonstrate calming-down skills when they feel disappointed 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01
LESSON 18 Handling Being Knocked Down	<ul style="list-style-type: none"> When you get hurt, it's important to calm down before you do anything else. You need to ask for more information and not assume that the action was on purpose. 	<ul style="list-style-type: none"> Demonstrate calming down in response to scenarios Demonstrate telling the other person they feel hurt and asking what happened Demonstrate apologising and saying it was an accident 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01
Unit 4: Problem Solving				
LESSON 19 Solving Problems	<ul style="list-style-type: none"> You need to calm down before you solve a problem. The first step in solving problems is to use words to describe the problem. The second step in solving problems is to think of lots of solutions. 	<ul style="list-style-type: none"> Use words to describe problems presented in scenarios Generate multiple solutions to problems presented in scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-SMI-01
LESSON 20 Inviting to Play	<ul style="list-style-type: none"> When you see other kids being left out of play, it's important to notice and have empathy for them. Inviting others to play is a caring thing to do. Playing with others is a way to get to know them. 	<ul style="list-style-type: none"> Demonstrate inviting someone to play in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-SMI-01
LESSON 21 Fair Ways to Play	<ul style="list-style-type: none"> Sharing, trading, and taking turns are fair ways to play. <i>Sharing</i> means playing together with a toy. 	<ul style="list-style-type: none"> Identify a problem in response to a scenario Generate solutions in response to a scenario Name <i>sharing, trading, and taking turns</i> as fair solutions when two students want to play with the same thing 	<ul style="list-style-type: none"> Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-SMI-01
LESSON 22 Having Fun with Our Friends	<ul style="list-style-type: none"> When children play in fair ways, everyone has fun. Other children sometimes have different wants or preferences. Choosing to have fun with others rather than get your own way helps you be friends. 	<ul style="list-style-type: none"> Demonstrate the Problem-Solving Steps with a problem in the lesson 	<ul style="list-style-type: none"> Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-SMI-01

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
LESSON 23 Handling Having Things Taken Away	<ul style="list-style-type: none"> It's important to calm down first before solving problems. If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it. It's not okay to grab things away from others. 	<ul style="list-style-type: none"> Identify a problem in response to scenarios Generate solutions in response to scenarios Demonstrate assertive communication in response to scenarios 	<ul style="list-style-type: none"> Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-SMI-01
LESSON 24 Handling Name-Calling	<ul style="list-style-type: none"> It's not okay to call people names that hurt their feelings. If someone calls you a name, you can ignore the person or respond assertively. If the person doesn't stop calling you names, you should tell a grown-up. 	<ul style="list-style-type: none"> Demonstrate assertiveness and ignoring as effective strategies for handling name calling that hurts feelings Identify an adult to tell if they can't stop the name-calling 	<ul style="list-style-type: none"> Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01
LESSON 25 Reviewing Second Step Skills	<ul style="list-style-type: none"> You've all learned a lot of new skills. You can notice how much you've learned. 	<ul style="list-style-type: none"> Recall and demonstrate the Listening Rules Demonstrate how to calm down Recall the Fair Ways to Play 	<ul style="list-style-type: none"> Growth Mindset Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PHE-RRS-01 PHE-IHW-01 PHE-SMI-01

Year 1

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
Unit 1: Skills for Learning				
LESSON 1 Listening to Learn	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn. Your brain gets smarter every time it works hard. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Apply attention, memory, and inhibitory control skills in a brain-building game 	<ul style="list-style-type: none"> Growth Mindset Self-Management 	<ul style="list-style-type: none"> PH1-SMI-01
LESSON 2 Focusing Attention	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game State typical classroom verbal cues that request student attention 	<ul style="list-style-type: none"> Growth Mindset Self-Management 	<ul style="list-style-type: none"> PH1-SMI-01
LESSON 3 Following Directions	<ul style="list-style-type: none"> Listening and following directions are important Skills for Learning. Repeating directions helps you remember them. Following directions involves using your eyes, ears, and brain. 	<ul style="list-style-type: none"> Demonstrate listening and following directions within the context of a game 	<ul style="list-style-type: none"> Growth Mindset Self-Management 	<ul style="list-style-type: none"> PH1-SMI-01
LESSON 4 Self-Talk for Learning	<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> Demonstrate self-talk strategies for remembering directions 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PH1-SMI-01
LESSON 5 Being Assertive	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-SMI-01
Unit 2: Empathy				
LESSON 6 Identifying Feelings	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Name feelings when presented with physical clues 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH1-IHW-01
LESSON 7 Looking for More Clues	<ul style="list-style-type: none"> Situational clues can help you identify others' feelings. Understanding how others feel improves relationships. 	<ul style="list-style-type: none"> Name feelings when presented with physical clues Name feelings when presented with environmental and situational clues 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH1-IHW-01 PH1-RRS-01

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
LESSON 8 Similarities and Differences	<ul style="list-style-type: none"> • People can have different feelings about the same situation. • It’s okay for people to have different feelings about the same thing. 	<ul style="list-style-type: none"> • Compare physical and emotional similarities and differences between two children • Demonstrate that people can have different feelings about the same situation 	<ul style="list-style-type: none"> • Social Awareness 	<ul style="list-style-type: none"> • PH1-IHW-01 • PH1-RRS-01
LESSON 9 Feelings Change	<ul style="list-style-type: none"> • People may have different feelings about the same situation at different times. • Feelings may change over time. • Being inviting and welcoming can change people’s feelings. 	<ul style="list-style-type: none"> • Demonstrate welcoming and inviting behaviors 	<ul style="list-style-type: none"> • Self-Efficacy • Social Awareness 	<ul style="list-style-type: none"> • PH1-IHW-01 • PH1-RRS-01 • PH1-SMI-01
LESSON 10 Accidents	<ul style="list-style-type: none"> • An accident is when you do something you didn’t mean to do. • It’s important to accept responsibility for an accident to prevent others from assuming it was intentional. 	<ul style="list-style-type: none"> • Know what the word accident means • Know what to say when they do something by accident • Predict how others might feel as a result of their own or others’ actions 	<ul style="list-style-type: none"> • Social Awareness 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01
LESSON 11 Showing Care and Concern	<ul style="list-style-type: none"> • <i>Compassion</i> is empathy in action. • People feel better when others show them care and concern. 	<ul style="list-style-type: none"> • Recall that listening, saying kind words, and helping are three ways to show caring • Demonstrate caring and helping in response to scenarios 	<ul style="list-style-type: none"> • Social Awareness 	<ul style="list-style-type: none"> • PH1-IHW-01 • PH1-RRS-01 • PH1-SMI-01
Unit 3: Emotion Management				
LESSON 12 Identifying Our Own Feelings	<ul style="list-style-type: none"> • You identify your own feelings by physical clues in your body. • All feelings are natural. 	<ul style="list-style-type: none"> • Identify physical clues in their bodies that help them identify their feelings • Identify grown-ups to talk to about feelings 	<ul style="list-style-type: none"> • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01
LESSON 13 Strong Feelings	<ul style="list-style-type: none"> • Feelings vary in strength. • Strong feelings need to be managed. • Saying “Stop” and naming your feeling are ways to begin to calm down. 	<ul style="list-style-type: none"> • Recognise situations and physical body cues that signal strong feelings • Demonstrate two Calming-Down Steps to manage strong feelings 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01
LESSON 14 Calming Down Anger	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. • Being mean or hurting others when you are angry is not okay. 	<ul style="list-style-type: none"> • Explain physical and situational clues to feeling angry • Demonstrate the proper belly breathing technique • Use a three-step process to calm down: Say “stop,” name your feeling, and do belly breathing 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01
LESSON 15 Self-Talk for Calming Down	<ul style="list-style-type: none"> • Positive self-talk is an effective strategy for calming down strong emotions. 	<ul style="list-style-type: none"> • Recognise situations that require the use of calming-down strategies • Use positive self-talk to calm down 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
LESSON 16 Managing Worry	<ul style="list-style-type: none"> Counting is an effective Way to Calm Down. The Ways to Calm Down can help students manage worry. Talking to a grown-up helps when you are worried. 	<ul style="list-style-type: none"> Recognise situations that require the use of calming-down skills Demonstrate the Ways to Calm Down— belly breathing, counting, and using positive self-talk Identify grown-ups to talk to when feeling worried 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01
Unit 4: Problem Solving				
LESSON 17 Solving Problems, Part 1	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use words to describe problems presented in scenarios Generate multiple solutions to problems presented in scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01
LESSON 18 Solving Problems, Part 2	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Predict consequences using an if-then model Select a reasonable solution to a problem 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01
LESSON 19 Fair Ways to Play	<ul style="list-style-type: none"> Sharing, trading, and taking turns are fair ways to play. <i>Sharing</i> means playing together with a toy. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-SMI-01
LESSON 20 Inviting to Join In	<ul style="list-style-type: none"> It's 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. 	<ul style="list-style-type: none"> Apply the Problem-Solving Steps Demonstrate how to invite someone to play in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-SMI-01
LESSON 21 Handling Name-Calling	<ul style="list-style-type: none"> It's 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. 	<ul style="list-style-type: none"> Demonstrate assertive responses to name-calling Identify adults to tell if name-calling doesn't stop 	<ul style="list-style-type: none"> Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01
LESSON 22 Reviewing Second Step Skills	<ul style="list-style-type: none"> You've all learned a lot of new skills. You can notice how much you've learned. 	<ul style="list-style-type: none"> Recall skills on all the posters Demonstrate the Listening Rules Demonstrate the Calming-Down Steps Name one concept or skill they learned in their <i>Second Step lessons</i> 	<ul style="list-style-type: none"> Growth Mindset Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01

Year 2

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
Unit 1: Skills for Learning				
LESSON 1 Being Respectful	<ul style="list-style-type: none"> Thinking about how others want to be treated and treating them that way helps you be respectful. Being respectful helps you be a better learner. 	<ul style="list-style-type: none"> Identify respectful behavior in themselves and others Determine respectful responses to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01
LESSON 2 Focusing Attention and Listening	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner. Focusing your attention and listening are ways to show respect. 	<ul style="list-style-type: none"> Identify examples of focusing attention Identify examples of listening Apply focusing-attention and listening skills in the context of a game and in response to scenarios 	<ul style="list-style-type: none"> Growth Mindset Self-Management 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01
LESSON 3 Using Self-Talk	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. Self-talk helps you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate using self-talk in response to scenarios 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01
LESSON 4 Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> means asking for what you want or need in a calm and firm voice. Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios Determine which adult to ask assertively for help in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01
Unit 2: Empathy				
LESSON 5 Identifying Feelings	<ul style="list-style-type: none"> Clues in faces, bodies, and situations help you notice and understand how people are feeling. Everyone feels a wide variety of emotions. Some feelings are comfortable, and others are uncomfortable. 	<ul style="list-style-type: none"> Name a variety of feelings Distinguish between comfortable and uncomfortable feelings Use physical, verbal, and situational clues to determine what others are feeling 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01
LESSON 6 Learning More About Feelings	<ul style="list-style-type: none"> People can have different feelings about the same situation. People's feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. 	<ul style="list-style-type: none"> Use physical, verbal, and situational clues to determine what others are feeling Label their own feelings as the same as or different from others' feelings 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01
LESSON 7 Feeling Confident	<ul style="list-style-type: none"> Practicing helps you build your confidence. Feeling confident helps you do your best and makes you proud. Noticing how others feel and understanding that their feelings can change helps you have empathy. 	<ul style="list-style-type: none"> Identify physical and situational clues that indicate the feeling of confidence Detect when their own and others' feelings change 	<ul style="list-style-type: none"> Growth Mindset Self-Efficacy Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
LESSON 8 Respecting Different Preferences	<ul style="list-style-type: none"> • Having empathy helps you notice when others have different preferences from yours. • Respecting others’ preferences helps you get along better with them. 	<ul style="list-style-type: none"> • Determine what others are feeling using physical, verbal, and situational clues • Label their own preferences as the same as or different from others’ preferences 	<ul style="list-style-type: none"> • Social Awareness 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01
LESSON 9 Showing Compassion	<ul style="list-style-type: none"> • Noticing and understanding what someone is feeling helps you have empathy. • When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help. • Showing care and concern is called showing <i>compassion</i>. 	<ul style="list-style-type: none"> • Determine what others are feeling using physical, verbal, and situational clues • Identify ways to show compassion for others in response to scenarios 	<ul style="list-style-type: none"> • Social Awareness 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01
LESSON 10 Predicting Feelings	<ul style="list-style-type: none"> • Accidents happen. • If something happens to you by accident, think about how it could have been an accident and find out more information. • If you do something by accident, think about how the other person feels, apologise, and offer to help. 	<ul style="list-style-type: none"> • Predict others’ feelings in response to scenarios • Offer possible reasons for others’ actions and feelings in response to scenarios 	<ul style="list-style-type: none"> • Social Awareness 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01
Unit 3: Emotion Management				
LESSON 11 Introducing Emotion Management	<ul style="list-style-type: none"> • When you feel strong feelings, it’s hard to think clearly. • Focusing attention on your body gives you clues about how you’re feeling. • Thinking about your feelings helps • the thinking part of your brain get back in control. 	<ul style="list-style-type: none"> • Identify physical clues that can help them name their own feelings 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH1-SMI-01
LESSON 12 Managing Embarrassment	<ul style="list-style-type: none"> • Using a stop signal and naming • your feeling are the first two Calming-Down Steps. 	<ul style="list-style-type: none"> • Identify the first two Calming-Down Steps • Demonstrate first two Calming-Down Steps in response to scenarios 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH1-SMI-01
LESSON 13 Handling Making Mistakes	<ul style="list-style-type: none"> • Everyone makes mistakes, but if you’re feeling strong feelings, it’s important to calm down. • Making mistakes helps you learn, because mistakes show you what you need to practice more. • You can use belly breathing to calm down. 	<ul style="list-style-type: none"> • Demonstrate correct belly-breathing technique • Use belly breathing to calm down in response to scenarios 	<ul style="list-style-type: none"> • Growth Mindset • Self-Management 	<ul style="list-style-type: none"> • PH1-SMI-01

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
LESSON 14 Managing Anxious Feelings	<ul style="list-style-type: none"> Negative self-talk can make strong feelings even stronger. When you feel really worried and anxious about something, calming down helps. Using positive self-talk can help you calm down. 	<ul style="list-style-type: none"> Generate positive self-talk they can use to calm down in response to scenarios Use positive self-talk to calm down in response to scenarios 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PH1-SMI-01
LESSON 15 Managing Anger	<ul style="list-style-type: none"> Everyone feels angry sometimes, but hurting other people’s feelings or bodies is not okay. It’s important to calm down angry feelings so you don’t do something hurtful. Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> Use counting to calm down in response to scenarios Use assertive communication skills to get what they want or need in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01
LESSON 16 Finishing Tasks	<ul style="list-style-type: none"> Calming down helps you stay focused and on task at school. Using positive self-talk helps you stay focused and on task so you can be a better learner. 	<ul style="list-style-type: none"> Identify situations that require the use of the Calming-Down Steps Demonstrate using the Calming-Down Steps in response to scenarios Use positive self-talk to stay focused and on task in response to scenarios 	<ul style="list-style-type: none"> Self-Efficacy Self-Management 	<ul style="list-style-type: none"> PH1-SMI-01
Unit 4: Problem Solving				
LESSON 17 Solving Problems, Part 1	<ul style="list-style-type: none"> Calming down helps you think so you can solve problems. Following steps can help you solve problems. Saying the problem without blame is respectful. 	<ul style="list-style-type: none"> Recall the first Problem-Solving Step Identify and say a problem in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-SMI-01
LESSON 18 Solving Problems, Part 2	<ul style="list-style-type: none"> Following steps can help you solve problems. Solutions to problems must be safe and respectful. 	<ul style="list-style-type: none"> Recall the first two Problem-Solving Steps Generate several solutions for a given problem in response to scenarios Determine if solutions are safe and respectful 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-SMI-01
LESSON 19 Taking Responsibility	<ul style="list-style-type: none"> Following steps can help you solve problems. When you hurt someone’s feelings, it’s important to take responsibility. Taking responsibility means admitting what you did, apologizing, and offering to make amends. 	<ul style="list-style-type: none"> Recall the Problem-Solving Steps Apply the Problem-Solving Steps to scenarios about conflicts with friends Demonstrate accepting responsibility for their actions by admitting, apologising, and offering to make amends in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-SMI-01
LESSON 20 Responding to Playground Exclusion	<ul style="list-style-type: none"> Following steps can help you solve problems. Being left out is a problem. Inviting someone who is being left out to play is the respectful, compassionate thing to do. 	<ul style="list-style-type: none"> Recall the Problem-Solving Steps Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH1-RRS-01 PH1-IHW-01 PH1-SMI-01

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
<p>LESSON 21 Playing Fairly on the Playground</p>	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • When you can't agree on rules for a game, it's a problem. • Finding a respectful way to agree on rules helps you get along better with others. 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games 	<ul style="list-style-type: none"> • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01
<p>LESSON 22 Reviewing Second Step Skills</p>	<p>Using <i>Second Step</i> skills can help you be a better learner and get along with others.</p>	<ul style="list-style-type: none"> • Recall <i>Second Step</i> skills learned • Identify <i>Second Step</i> skills in a story • Relate personal examples of skill use 	<ul style="list-style-type: none"> • Growth Mindset • Self-Efficacy • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH1-RRS-01 • PH1-IHW-01 • PH1-SMI-01

Year 3

	Concepts	Objectives— Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
Unit 1: Skills for Learning				
LESSON 1 Being Respectful Learners	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner. Focusing your attention and listening show respect. 	<ul style="list-style-type: none"> Apply focusing attention and listening skills in response to scenarios. 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-SMI-01
LESSON 2 Using Self-Talk	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. Self-talk can help you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate the use of self-talk in response to scenarios 	<ul style="list-style-type: none"> Growth Mindset Self-Management 	<ul style="list-style-type: none"> PH2-SMI-01
LESSON 3 Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> means asking for what you want or need in a calm and firm voice. Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-RRS-02 PH2-IHW-01 PH2-SMI-01
LESSON 4 Planning to Learn	<ul style="list-style-type: none"> Making a plan can help you be a better learner. A plan is good if the order makes sense, it's simple, and you can do it. 	<ul style="list-style-type: none"> Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria Create a simple, three-step plan that meets the Good Plan Checklist criteria 	<ul style="list-style-type: none"> Self-Efficacy Self-Management 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-RRS-02 PH2-IHW-01 PH2-SMI-01
Unit 2: Empathy				
LESSON 5 Identifying Others' Feelings	<ul style="list-style-type: none"> Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling. People can have different feelings about the same situation. All feelings are natural. 	<ul style="list-style-type: none"> Name a variety of feelings Determine others' feelings using physical, verbal, and situational clues Label their own feelings as the same as or different from others' feelings 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01
LESSON 6 Under- standing Perspectives	<ul style="list-style-type: none"> People can have different feelings about the same situation, and their feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. Thinking about others' perspectives helps you have empathy for them. 	<ul style="list-style-type: none"> Identify others' feelings using physical, verbal, and situational clues Determine whether others' feelings have changed, in response to scenarios 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01
LESSON 7 Conflicting Feelings	<ul style="list-style-type: none"> You can have conflicting feelings about a situation. Having empathy helps you notice when others' feelings are the same as or different from yours. 	<ul style="list-style-type: none"> Identify two conflicting feelings a person could have in response to scenarios Explain possible reasons for someone's conflicting feelings in response to scenarios 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01

	Concepts	Objectives— Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
LESSON 8 Accepting Differences	<ul style="list-style-type: none"> • Having empathy helps you understand and accept how others are the same as or different from you. • Accepting and appreciating others’ differences is respectful. 	<ul style="list-style-type: none"> • Name similarities and differences between people • Predict how others will feel when teased for being different 	<ul style="list-style-type: none"> • Social Awareness 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-SMI-01 • PH2-IHW-01
LESSON 9 Showing Compassion	<ul style="list-style-type: none"> • Focusing attention on and listening to others can help you have empathy and show compassion. • You can say kind words or do helpful things to show your compassion. 	<ul style="list-style-type: none"> • Demonstrate focusing-attention and listening skills in response to scenarios • Identify ways to show compassion for others in response to scenarios • Express appreciation for another person’s concern in response to scenarios 	<ul style="list-style-type: none"> • Social Awareness 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-SMI-01 • PH2-IHW-01
LESSON 10 Making Friends	<ul style="list-style-type: none"> • Focusing attention and listening to others help you make conversation. • Making conversation helps you make friends and get along better with others. 	<ul style="list-style-type: none"> • Demonstrate focusing-attention and listening skills in the context of a game • Initiate, continue, and end a conversation in a friendly way in the context of a game 	<ul style="list-style-type: none"> • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-SMI-01 • PH2-IHW-01
Unit 3: Emotion Management				
LESSON 11 Introducing Emotion Management	<ul style="list-style-type: none"> • When you feel strong feelings, it’s hard to think clearly. • Focusing attention on your body gives you clues about how you’re feeling. • Thinking about your feelings helps the thinking part of your brain get back in control. 	<ul style="list-style-type: none"> • Identify physical clues that can help them label their own feelings 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-RRS-02 • PH2-IHW-01 • PH2-SMI-01
LESSON 12 Managing Test Anxiety	Using a stop signal and naming your feeling are the first two Calming-Down Steps.	<ul style="list-style-type: none"> • Identify the first two Calming-Down Steps • Demonstrate using the first two Calming-Down Steps in response to scenarios 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-RRS-02 • PH2-IHW-01 • PH2-SMI-01
LESSON 13 Handling Accusations	<ul style="list-style-type: none"> • You can use belly breathing to calm down. • Calming down helps you handle accusations calmly and thoughtfully. • It’s important to take responsibility when you’ve made a mistake. 	<ul style="list-style-type: none"> • Demonstrate correct belly-breathing technique • Use belly breathing to calm down in response to scenarios • Demonstrate steps for handling accusations in response to scenarios 	<ul style="list-style-type: none"> • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-RRS-02 • PH2-IHW-01 • PH2-SMI-01
LESSON 14 Managing Disappoint- ment	<ul style="list-style-type: none"> • Negative self-talk can make strong feelings even stronger. You can calm down by using positive self-talk. • Setting a new goal and making a plan to achieve it are positive ways to handle disappointment. 	<ul style="list-style-type: none"> • Generate positive self-talk they can use to calm down in response to scenarios • Make a simple three-step plan to achieve a goal in response to scenarios 	<ul style="list-style-type: none"> • Self-Efficacy • Self-Management 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-RRS-02 • PH2-IHW-01 • PH2-SMI-01

	Concepts	Objectives— Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
LESSON 15 Managing Anger	<ul style="list-style-type: none"> Everyone feels angry sometimes, but hurting other people’s feelings or bodies is not okay. It’s important to calm down angry feelings so you don’t do something hurtful. Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> Use counting to calm down in response to scenarios Use assertive communication skills to get what they want or need in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-IHW-01 PH2-RRS-01 PH2-RRS-02 PH2-SMI-01
LESSON 16 Managing Hurt Feelings	<ul style="list-style-type: none"> Calming down when your feelings have been hurt can help you avoid jumping to conclusions. Thinking of other explanations and getting more information can help you avoid jumping to conclusions. 	<ul style="list-style-type: none"> Identify situations that require using strategies for calming down Demonstrate using strategies for calming down Generate alternative explanations in response to scenarios 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-RRS-02 PH2-IHW-01 PH2-SMI-01
Unit 4: Problem Solving				
LESSON 17 Solving Problems, Part 1	<ul style="list-style-type: none"> Calming down helps you think so you can solve problems. Following steps can help you solve problems. Saying the problem without blame is respectful. 	<ul style="list-style-type: none"> Recall the first Problem-Solving Step Identify and state a problem in response to scenarios Identify blaming language in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-RRS-02 PH2-SMI-01 PH2-IHW-01
LESSON 18 Solving Problems, Part 2	<ul style="list-style-type: none"> Following steps can help you solve problems. Solutions to problems must be safe and respectful. Solutions can have positive or negative consequences. 	<ul style="list-style-type: none"> Recall the Problem-Solving Steps Propose several solutions for a given problem in response to scenarios Determine if solutions are safe and respectful Explore positive and negative consequences of solutions 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-RRS-02 PH2-SMI-01 PH2-IHW-01
LESSON 19 Solving Classroom Problems	<ul style="list-style-type: none"> Calming down helps you think so you can solve problems. Following steps can help you solve problems. Getting along with others helps you be a better learner at school. 	<ul style="list-style-type: none"> Apply the Calming-Down Steps to an emotional situation in response to a scenario Recall the Problem-Solving Steps Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-RRS-02 PH2-SMI-01 PH2-IHW-01
LESSON 20 Solving Peer- Exclusion Problems	<ul style="list-style-type: none"> Following steps can help you solve problems. Being assertive is a safe and respectful solution to problems like being excluded. Excluding others is not nice or respectful. 	<ul style="list-style-type: none"> Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios Demonstrate assertive communication skills in response to scenarios 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-RRS-02 PH2-SMI-01 PH2-IHW-01

<p>LESSON 21 Dealing with Negative Peer Pressure</p>	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Being assertive can help you resist negative peer pressure. 	<ul style="list-style-type: none"> • Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios • Demonstrate assertive communication in response to scenarios 	<ul style="list-style-type: none"> • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-RRS-02 • PH2-SMI-01 • PH2-IHW-01
<p>LESSON 22 Reviewing Second Step Skills</p>	<ul style="list-style-type: none"> • Using Second Step skills can help you be a better learner and get along with others. 	<ul style="list-style-type: none"> • Recall Second Step skills learned • Identify Second Step skills in a story • Relate personal examples of skill use 	<ul style="list-style-type: none"> • Growth Mindset • Self-Efficacy • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-RRS-02 • PH2-SMI-01 • PH2-IHW-01

Year 4

	Concepts	Objectives— Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
Unit 1: Empathy and Skills for Learning				
LESSON 1 Empathy and Respect	<ul style="list-style-type: none"> The <i>Second Step</i> program helps you succeed at school. Having respect and empathy helps you get along with others. 	<ul style="list-style-type: none"> Define <i>respect</i> Define <i>empathy</i> 	<ul style="list-style-type: none"> Growth Mindset Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01
LESSON 2 Listening with Attention	Listening with attention helps you learn, work with others, and make friends.	<ul style="list-style-type: none"> Demonstrate listening-with-attention skills 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-SMI-01 PH2-IHW-01
LESSON 3 Being Assertive	<ul style="list-style-type: none"> Being assertive means asking for what you want or need in a calm, firm, respectful voice. Being assertive helps you be successful in a variety of social and academic situations. 	<ul style="list-style-type: none"> Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-SMI-01 PH2-IHW-01
LESSON 4 Respecting Similarities and Differences	<ul style="list-style-type: none"> People can have similar or different feelings about the same situation. Being able to notice and then understand others' feelings is an important part of empathy. 	<ul style="list-style-type: none"> Identify clues that help them recognise other people's feelings Identify similarities and differences between how two people feel 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-IHW-01
LESSON 5 Understand- ing Complex Feelings	<ul style="list-style-type: none"> It is possible to have more than one feeling at the same time. Being able to understand that others might have complex feelings is an important part of empathy. 	<ul style="list-style-type: none"> Identify multiple feelings in a given scenario Give possible reasons for multiple feelings 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH2-IHW-01 PH2-RRS-01
LESSON 6 Understand- ing Different Perspectives	<ul style="list-style-type: none"> People can have different perspectives about other people, places, and situations. Perspective taking is a central component of empathy. 	<ul style="list-style-type: none"> Identify differing perspectives in given scenarios Generate prosocial responses to scenarios in which different perspectives could cause a conflict 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-IHW-01
LESSON 7 Conversation and Compliments	<ul style="list-style-type: none"> Having successful conversations with peers helps you make and build friendships. Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going. 	<ul style="list-style-type: none"> Identify components of a successful conversation Demonstrate giving and receiving a compliment 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-IHW-01
LESSON 8 Joining In	Being assertive can help you join and invite others to join a group.	<ul style="list-style-type: none"> Identify skills for joining a group Demonstrate skills for joining a group 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01

	Concepts	Objectives— Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
LESSON 9 Showing Compassion	<ul style="list-style-type: none"> • <i>Compassion</i> means saying kind words or doing something helpful to show you care about how another person feels. • Having empathy helps you show compassion. 	Demonstrate expressing concern or showing compassion for someone	<ul style="list-style-type: none"> • Social Awareness 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-IHW-01
Unit 2: Emotion Management				
LESSON 10 Introducing Emotion Management	<ul style="list-style-type: none"> • When you feel strong feelings, it's hard to think clearly. • Unmanaged, strong emotions can lead to negative behaviour and consequences. 	<ul style="list-style-type: none"> • Describe what triggers their own strong emotions • Describe what happens in their brains and bodies when they experience strong emotions 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH2-IHW-01 • PH2-SMI-01
LESSON 11 Managing Strong Feelings	<ul style="list-style-type: none"> • Staying in control of your emotions and actions helps you get along better with others and be successful at school. 	<ul style="list-style-type: none"> • Demonstrate the ability to interrupt escalating emotions • Determine a personal “signal” • Identify and name strong feelings as they occur 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH2-IHW-01 • PH2-RRS-01 • PH2-SMI-01
LESSON 12 Calming Down Anger	<ul style="list-style-type: none"> • Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences. 	<ul style="list-style-type: none"> • Identify situations in which they might need to calm down • Demonstrate the technique for deep, centered breathing • Identify and demonstrate other Ways to Calm Down (counting, using positive self-talk) 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH2-IHW-01 • PH2-RRS-01 • PH2-SMI-01
LESSON 13 Managing Anxiety	<ul style="list-style-type: none"> • Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations. 	<ul style="list-style-type: none"> • Identify situations that cause anxiety • Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges 	<ul style="list-style-type: none"> • Growth Mindset • Self-Efficacy • Self-Management 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-IHW-01 • PH2-SMI-01
LESSON 14 Avoiding Jumping to Conclusions	<ul style="list-style-type: none"> • Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions. 	<ul style="list-style-type: none"> • Identify emotion-management strategies • Demonstrate assertiveness skills • Identify and demonstrate positive self-talk statements 	<ul style="list-style-type: none"> • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-IHW-01 • PH2-SMI-01
LESSON 15 Handling Put-Downs	<ul style="list-style-type: none"> • Calming down helps you handle put-downs and avoid making conflicts escalate. 	<ul style="list-style-type: none"> • Identify strategies for handling put-downs • Demonstrate what they've learned about strategies for calming down • Demonstrate assertive responses to put-downs 	<ul style="list-style-type: none"> • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH2-RRS-01 • PH2-IHW-01 • PH2-SMI-01

	Concepts	Objectives— Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
Unit 3: Problem Solving				
LESSON 16 Solving Problems, Part 1	<ul style="list-style-type: none"> Following steps can help you solve problems. Saying the problem without blame is respectful. Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> Recall the S: Say the problem step of the Problem-Solving Steps State a problem without blaming anyone 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01
LESSON 17 Solving Problems, Part 2	<ul style="list-style-type: none"> Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> Generate safe and respectful solutions to a problem Identify consequences of potential solutions Select an appropriate solution to a problem 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01
LESSON 18 Making a Plan	<ul style="list-style-type: none"> Some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts. 	<ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem 	<ul style="list-style-type: none"> Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01
LESSON 19 Solving Playground Problems	<ul style="list-style-type: none"> You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps. 	<ul style="list-style-type: none"> Identify common playground conflicts Demonstrate using the Problem-Solving Steps to handle playground conflicts 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01
LESSON 20 Taking Responsibility for Your Actions	<ul style="list-style-type: none"> Taking responsibility for your actions is the respectful thing to do. 	<ul style="list-style-type: none"> Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged Demonstrate acknowledging mistakes Demonstrate making an apology and offering to make amends 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01
LESSON 21 Dealing with Peer Pressure	<ul style="list-style-type: none"> It is okay to say no to others, and it is okay for them to say no to you. Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. 	<ul style="list-style-type: none"> Demonstrate using assertiveness skills to resist peer pressure Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01
LESSON 22 Reviewing Second Step Skills	<ul style="list-style-type: none"> The skills and concepts learned in the Second Step program can help you succeed in school. 	<ul style="list-style-type: none"> Identify Second Step skills and concepts being used in scenarios students might encounter at school Include Second Step skills in a written script about solving a problem 	<ul style="list-style-type: none"> Growth mindset Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PH2-RRS-01 PH2-SMI-01 PH2-IHW-01

Year 5

	Concepts	Objectives— Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
Unit 1: Empathy and Skills for Learning				
LESSON 1 Empathy and Respect	<ul style="list-style-type: none"> The Second Step program helps you succeed at school. Having respect and empathy helps you get along with others. 	<ul style="list-style-type: none"> Define <i>respect</i> Define <i>empathy</i> 	<ul style="list-style-type: none"> Growth Mindset Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 2 Listening with Attention	<ul style="list-style-type: none"> Listening with attention helps you learn, work with others, and make friends. 	<ul style="list-style-type: none"> Demonstrate listening-with-attention skills 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 3 Being Assertive	<ul style="list-style-type: none"> Being assertive means asking for what you want or need in a calm, firm, respectful voice. Being assertive helps you be successful in a variety of social and academic situations. 	<ul style="list-style-type: none"> Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 4 Predicting Feelings	<ul style="list-style-type: none"> Being able to predict how what you do or say might make other people feel is respectful and will help you get along better with others. 	<ul style="list-style-type: none"> Predict how others might feel as a result of their or another's actions State the cause and effects of a given action 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 5 Taking Others' Perspectives	<ul style="list-style-type: none"> Others may have different perspectives. Being able to recognise someone else's perspective helps you get along with others. 	<ul style="list-style-type: none"> Demonstrate the ability to take someone else's perspective 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 6 Accepting Differences	<ul style="list-style-type: none"> Accepting differences and finding similarities can create mutual respect and friendship. 	<ul style="list-style-type: none"> Identify similarities and differences between two people Define <i>prejudice</i> 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 7 Disagreeing Respectfully	<ul style="list-style-type: none"> Disagreeing respectfully involves using assertiveness skills. Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts. 	<ul style="list-style-type: none"> Distinguish between respectful and disrespectful ways to disagree Communicate their own perspectives Demonstrate skills for disagreeing respectfully 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 8 Responding with Compassion	<ul style="list-style-type: none"> <i>Compassion</i> is saying kind words or doing something to show you care about how another person feels. Showing compassion for others is the respectful, kind thing to do. Having empathy helps you show compassion. 	<ul style="list-style-type: none"> Demonstrate knowledge of how to respond with compassion 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
Unit 2: Emotion Management				
LESSON 9 Introducing Emotion Management	<ul style="list-style-type: none"> When you have strong, unmanaged emotions, it can lead to negative behavior and consequences. 	<ul style="list-style-type: none"> Describe what happens in their brains and bodies when they experience strong emotions Identify a personal signal Identify and name strong feelings 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-SMI-01
LESSON 10 Calming Down	<ul style="list-style-type: none"> Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences. 	<ul style="list-style-type: none"> Identify situations in which they might need to calm down Learn the technique for deep, centered breathing Identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break) 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-SMI-01
LESSON 11 Managing Anxiety	<ul style="list-style-type: none"> Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations. 	<ul style="list-style-type: none"> Identify social situations that can cause anxiety Apply what they've learned about calming down in scenarios causing social anxiety 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-SMI-01
LESSON 12 Managing Frustration	<ul style="list-style-type: none"> Frustration can get in the way of learning. Managing frustration reduces the chance of doing something you may regret later. 	<ul style="list-style-type: none"> Identify physical signs of frustration Demonstrate reducing frustration by using the Calming-Down Steps 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-SMI-01
LESSON 13 Resisting Revenge	<ul style="list-style-type: none"> Getting revenge can make problems worse. 	<ul style="list-style-type: none"> Identify consequences of revenge Generate alternatives for seeking revenge Demonstrate using the Calming- Down Steps 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-SMI-01 PH3-RRS-01
LESSON 14 Handling Put-Downs	<p>Calming down helps you handle put-downs and avoid escalating conflicts.</p>	<ul style="list-style-type: none"> Identify strategies for handling put-downs Demonstrate what they've learned about the Calming-Down Steps Demonstrate assertive responses to put-downs 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-SMI-01 PH3-RRS-01
LESSON 15 Avoiding Assumptions	<p>Calming down strong emotions helps you think clearly about a situation and make better decisions.</p>	<ul style="list-style-type: none"> Identify emotion-management strategies Demonstrate assertiveness skills Identify and use positive self-talk statements to avoid making assumptions 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-SMI-01 PH3-RRS-01
Unit 3: Problem Solving				
LESSON 16 Solving Problems, Part 1	<p>Solving problems helps you be successful at school.</p>	<ul style="list-style-type: none"> Recall the S: Say the problem step of the Problem-Solving Steps State a problem without blaming anyone 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01

	Concepts	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
LESSON 17 Solving Problems, Part 2	<ul style="list-style-type: none"> Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> Generate safe and respectful solutions to a problem Identify consequences of potential solutions Select an appropriate solution to a problem 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 18 Making a Plan	<ul style="list-style-type: none"> Some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts. 	<ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem 	<ul style="list-style-type: none"> Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 19 Seeking Help	<ul style="list-style-type: none"> Seeking help from a trusted adult is sometimes the best solution. 	<ul style="list-style-type: none"> State the Problem-Solving Steps Demonstrate using assertiveness skills when seeking help 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-RRS-01 PH3-RRS-02 PH3-SMI-01
LESSON 20 Dealing with Gossip	<ul style="list-style-type: none"> Malicious gossip is hurtful and not respectful to others. 	<ul style="list-style-type: none"> Identify why some gossip is harmful Generate ideas for refusing or avoiding harmful gossip Demonstrate using the Problem-Solving Steps to deal with gossip 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 21 Dealing with Peer Pressure	<ul style="list-style-type: none"> It is okay to say no to others, and it is okay for them to say no to you. Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. 	<ul style="list-style-type: none"> Demonstrate using assertiveness skills to resist peer pressure Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
LESSON 22 Reviewing Second Step Skills	<ul style="list-style-type: none"> The skills and concepts learned in the Second Step program can help you succeed in school. 	<ul style="list-style-type: none"> Identify Second Step skills and concepts being used in scenarios students might encounter at school Include Second Step skills in a written script about solving a problem 	<ul style="list-style-type: none"> Growth Mindset Self-Efficacy Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-RRS-01 PH3-SMI-01

Year 6

Unit	Lessons	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
Empathy and Communication	Lesson 1: Working in Groups	<ul style="list-style-type: none"> Identify behaviors involved in listening and respecting others' ideas Apply group communication skills Define empathy Apply empathy skills while identifying feelings 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
	Lesson 2: Friends and Allies	<ul style="list-style-type: none"> Apply empathy skills Apply active listening skills Identify ways to make friends and join groups Define the term ally and identify when and how to be one 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
	Lesson 3: Considering Perspectives	<ul style="list-style-type: none"> Understand that people's perspectives are based on their feelings, experiences, and needs or wants Recognise the value in being able to consider another's perspective Apply perspective-taking skills 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
	Lesson 4: Disagreeing Respectfully	<ul style="list-style-type: none"> Apply perspective-taking skills Distinguish between disrespectful and respectful disagreement Identify and apply effective communication skills Apply skills to give constructive feedback 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
	Lesson 5: Being Assertive	<ul style="list-style-type: none"> Distinguish differences between passive, assertive, and aggressive communication styles Identify and assume the physical and verbal characteristics of assertive communication Apply assertive communication skills 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
Bullying Prevention	Lesson 6: Recognising Bullying	<ul style="list-style-type: none"> Recognise and define bullying Understand how bullying can affect them and their peers Empathise with individuals who are bullied Understand what they can do if they or someone they know is bullied 	<ul style="list-style-type: none"> Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
	Lesson 7: Bystanders	<ul style="list-style-type: none"> Recognise and define the role of a bystander in bullying Understand how a bystander can be a part of the problem or part of the solution Apply empathic concern and perspective taking Identify ways to be part of the solution to bullying 	<ul style="list-style-type: none"> Self-Management Social Awareness 	<ul style="list-style-type: none"> PH3-RRS-01 PH3-SMI-01
Emotion Management	Lesson 8: Emotions— Brain and Body	<ul style="list-style-type: none"> Understand what happens to their brains and bodies when they experience strong emotions Identify the first three Steps for Staying in Control Understand why using self-talk is a key to managing emotions Apply self-talk strategies 	<ul style="list-style-type: none"> Self-Management 	<ul style="list-style-type: none"> PH3-IHW-01 PH3-SMI-01

Unit	Lessons	Objectives—Students Will Be Able To	Social-Emotional Competency	PDHPE Outcomes
Emotion Management	Lesson 9: Calming-Down Strategies	<ul style="list-style-type: none"> • Apply centered breathing techniques correctly • Recognise self-talk that intensifies or calms down strong feelings • Use self-talk to manage emotions • Identify calming-down strategies that work best for them 	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • PH3-IHW-01 • PH3-SMI-01
	Lesson 10: Using the Action Steps Lesson 11: Making a Plan	<ul style="list-style-type: none"> • Analyse a problem by stating what the problem is and identifying the perspectives of those involved • Generate multiple options for solving a problem • Understand how to consider each option and decide on the best one • Apply the first four Action Steps 	<ul style="list-style-type: none"> • Self-Efficacy • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH3-RRS-01 • PH3-SMI-01
		<ul style="list-style-type: none"> • Generate a plan for carrying out an option • Apply the Action Steps • Understand how to make amends 	<ul style="list-style-type: none"> • Self-Efficacy • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH3-RRS-01 • PH3-SMI-01
Substance Abuse Prevention	Lesson 12: Tobacco and Marijuana	<ul style="list-style-type: none"> • Define addiction and understand its dangers • Identify the personal, health, and social consequences of using tobacco and marijuana • Identify consequences that they consider their personal best reasons for not using tobacco and marijuana 	<ul style="list-style-type: none"> • Self-Efficacy • Self-Management 	<ul style="list-style-type: none"> • PH3-IHW-01 • PH3-RRS-01 • PH3-RRS-02 • PH3-SMI-01
	Lesson 13: Alcohol and Inhalants	<ul style="list-style-type: none"> • Identify the personal, health, and social consequences of using alcohol and inhalants • Identify consequences that they consider their personal best reasons for not using alcohol or inhalants 	<ul style="list-style-type: none"> • Self-Efficacy • Self-Management 	<ul style="list-style-type: none"> • PH3-IHW-01 • PH3-RRS-01 • PH3-RRS-02 • PH3-SMI-01
	Lesson 14: Identifying Hopes and Plans	<ul style="list-style-type: none"> • Identify their hopes and plans for the future • Identify the ways that using alcohol, tobacco, marijuana, and inhalants can interfere with their hopes and plans for the future • Identify how people who care about their future would be affected if they knew they were using alcohol or other drugs 	<ul style="list-style-type: none"> • Self-Efficacy • Self-Management 	<ul style="list-style-type: none"> • PH3-IHW-01 • PH3-RRS-01 • PH3-SMI-01
	Lesson 15: Making a Commitment	<ul style="list-style-type: none"> • Generate individual commitments to stay free from alcohol and other drugs • Identify skills to help maintain their commitments • Review and apply Stepping Up skills to certain situations 	<ul style="list-style-type: none"> • Self-Efficacy • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • PH3-IHW-01 • PH3-RRS-01 • PH3-SMI-01