PATHS[®] PRESCHOOL/KINDERGARTEN CURRICULUM

Alignment Report by Standard

to

Pre-Kindergarten Pennsylvania Learning Standards for Early Childhood (2009 Revised 2nd Edition)

> Key Learning Area: Social and Emotional Development

Channing Bete Company, Inc.

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Alignment Report by Standard

PATHS® Preschool/Kindergarten Curriculum

Key Learning

Area:Social and Emotional Development: Learning About Myself and OthersStandard:Pennsylvania Learning Standards for Early Childhood (Pre-kindergarten)Source:Pennsylvania Department of Education and Department of Public WelfareNote:The correlations between the PATHS Preschool/Kindergarten Curriculum
and the Pennsylvania Learning Standards were created by an independent
third party and were reviewed and approved by Channing Bete Company,
Inc. They are applicable to the best of our knowledge as of the date they
were created. As with any educational product, the effectiveness of this
product depends on many factors, including teacher effectiveness and a
child's learning pace and receptiveness.

Key to abbreviations:

PS = Personal-Social

V = Volume

L = Lesson

Pennsylvania Learning Standards for Early Childhood (Pre-kindergarten)			
Key Learning Area: Social and Emotional Development: Learning About Myself and			
Others			
	Standard 25.1: S	Standard 25.1: Self Concept (Identity)	
25.1.1	Demonstrate	PATHS Preschool/Kindergarten Curriculum V1-L4	
Self	awareness of self	Compliments I /Puppet sequence; group discussion; writing	
Awareness	and one's own preferences	To teach children the meaning of the word "compliment." To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children's self-esteem.	
		PATHS Preschool/Kindergarten Curriculum V1-L5 We All	
		Have Feelings/Puppet sequence; group discussion;	
		interpreting pictures; craft activities	
		To help children understand other people's feelings. To	
		promote a sense of community between children.	
		PATHS Preschool/Kindergarten Curriculum V1-L6	
		Happy /Puppet sequence; group discussion; interpreting pictures; craft activities	
		To define the feeling "happy." To help children recognize the facial expressions and body postures associated with the feeling "happy." To present common situations that cause people to feel happy. To help children understand other people's feelings.	
		PATHS Preschool/Kindergarten Curriculum V1-L7	
		Sad /Puppet sequence; group discussion; interpreting pictures; craft activities	
		To define the feeling "sad." To help children recognize the facial expressions and body postures associated with the	

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		feeling "sad." To provide examples of different reasons for feeling sad. To help children understand other people's emotions.
25.1.1	Demonstrate	PATHS Preschool/Kindergarten Curriculum V1-L8
Self	awareness of self	Twiggle Makes Friends/Puppet sequence; story – listening
Awareness	and one's own	and comprehension; craft activities
(continued)	preferences	To use a story to teach children several core prosocial
	(continued)	behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-L9
		Compliments II /Puppet sequence; group discussion; writing
		To develop children's prosocial skills. To encourage
		children's support and respect for each other. To enhance
		children's self-esteem. To help children recognize the
		positive feelings associated with giving and receiving
		compliments.
		PATHS Preschool/Kindergarten Curriculum V1-S1
		Sharing Happy and Sad Feelings/Puppet sequence;
		interpreting pictures; group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "happy" and "sad." To discuss
		different situational contexts in which the feelings "happy"
		and "sad" occur. To illustrate similarity in feelings among
		different people. To foster a sense of trust and cohesion
		between teacher and students.
		PATHS Preschool/Kindergarten Curriculum V1-L10 Mad
		or Angry I/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "mad." To help children recognize the
		facial expressions and body postures associated with the
		feeling "mad." To provide examples of different reasons for
		feeling angry. To provide visual representations of the feeling
		"mad." To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L11
		Scared or Afraid/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To define the feeling "scared." To help children recognize the
		facial expressions and body postures associated with the
		feeling "scared." To provide examples of different reasons for
		feeling scared. To help children develop skills for coping with
		emotions. To help children understand other people's
		feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L12 My
		Feelings/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the four basic feelings. To help children
		understand that all emotions should be valued and are OK.
		PATHS Preschool/Kindergarten Curriculum V1-L13
		Mad II /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To provide additional examples of reasons for feeling angry.
		To informally introduce the idea that there are different words
1	I	for the same feeling. To reinforce the concept that all feelings

		are OK. To help children understand other people's feelings.
25.1.1 Self Awareness (continued)	Demonstrate awareness of self and one's own preferences (continued)	PATHS Preschool/Kindergarten Curriculum V1-S2 Sharing Mad and Scared Feelings/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about the feelings "mad" and "scared." To identify different situational contexts in which the feelings "mad" and "scared" occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences. PATHS Preschool/Kindergarten Curriculum V1-L14
		Twiggle Learns to Do Turtle, Part 1 /Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay
		the foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15
		Twiggle Learns to Do Turtle, Part 2 /Puppet sequence; story – listening and comprehension
		To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16
		Turtle Technique Review/Puppet sequence; role-play;
		group discussion
		To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-
		plays. To introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L17
		Appropriate Turtles I/
		Puppet sequence; interpreting pictures; group discussion To help children associate a strong, uncomfortable feeling
		with starting to do Turtle. To continue to practice the Turtle Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is a signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm
		or Relaxed/Puppet sequence; interpreting pictures; group
		discussion; craft activities To define the feeling "calm" or "relaxed." To introduce some of the facial cues and body postures associated with the feeling "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.
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25.1.1	Demonstrate	PATHS Preschool/Kindergarten Curriculum V1-S3
Self	awareness of self	Sharing Feelings: Basic Emotions/Puppet sequence;
Awareness	and one's own	game playing; group discussion
(continued)	preferences	To provide children with an opportunity to share personal
	(continued)	experiences about feeling happy, sad, mad, scared and
		calm. To discuss situational contexts that cause the feelings
		"happy," "sad," "mad," "scared" and "calm." To informally
		introduce the concept of comfortable and uncomfortable
		feelings. To reinforce the facial and behavioral cues
		associated with the four basic feelings, and the feeling "calm."
		PATHS Preschool/Kindergarten Curriculum V2-L20
		Sharing and Caring I/Puppet sequence; group discussion;
		craft activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of
		caring about others. To provide situational contexts in which
		sharing occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21
		Sharing and Caring II/Puppet sequence; group discussion;
		craft activities
		To help children understand that sharing is an important part
		of friendship. To further emphasize sharing in a positive
		context. To help differentiate between pleasure in greed and
		pleasure in sharing with others. To provide children with an
		opportunity to experience the positive feelings associated
		with sharing. To introduce choices in the context of sharing.
		To informally introduce the feeling "confused" and the
		concepts "jealousy," "greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day /Puppet sequence; story – listening and comprehension
		To use a story to teach children that it is possible to have
		more than one friend. To use a story to teach children the
		importance of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality
		of friendship or behavioral skill. To use illustrations from a
		familiar story to help children understand this more advanced
		type of compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the facial expressions and body postures
		associated with the four basic feelings. To review common
	1	situations that make people feel happy, mad, sad or scared.

Self Awareness (continued)awareness of self and one's own preferences (continued)Making Choices/Puppet sequence; story – recall and comprehension; group discussion; craft activities To have children understand the process of making choices.PATHS Preschool/Kindergarten Curriculum V2-L26 Solving Problems/Puppet sequence; interpreting pictures; group discussion; craft activities To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word "solution."PATHS Preschool/Kindergarten Curriculum V2-L27 Solving Problems with Friends/Puppet sequence; interpreting pictures; group discussion; craft activities To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage
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choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive
solve their own problems. To teach the children adaptive
children to consider the feelings of others. PATHS Preschool/Kindergarten Curriculum V2-L28
Comfortable and Uncomfortable/Puppet sequence; group
discussion; craft activities
To teach children the meaning of the words "comfortable"
and "uncomfortable."
PATHS Preschool/Kindergarten Curriculum V2-L29
Different Types of Feelings/Puppet sequence; group
discussion; craft activities
To review the concept that all feelings are OK. To introduce
the concept that people can experience different emotions
from one another. To explain the color-coding system of the
Feeling Faces.
PATHS Preschool/Kindergarten Curriculum V2-L30
Excited /Puppet sequence; group discussion; interpreting pictures; craft activities
To define the feeling "excited." To teach children the facial
expressions and body postures associated with the feeling
"excited." To provide examples of things that might make
people feel excited. To explain that "excited" is a comfortable
feeling. To provide visual representations of the feeling
"excited."
PATHS Preschool/Kindergarten Curriculum V2-L31
Tired /Puppet sequence; group discussion; interpreting pictures
To define the feeling "tired." To help children recognize the
facial expressions and body postures associated with the
feeling "tired." To provide examples of different reasons for
feeling tired. To explain that "tired" is an uncomfortable
feeling. To provide visual representations of the feeling
"tired."

25.1.1	Demonstrate	PATHS Preschool/Kindergarten Curriculum V2-L32
Self	awareness of self	Frustrated/Puppet sequence; interpreting pictures; group
Awareness	and one's own	discussion; role-playing; craft activities
(continued)	preferences	To define the feeling "frustrated." To teach children the facial
	(continued)	expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an
		uncomfortable feeling. To provide visual representations of
		the feeling "frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make
		people feel proud. To explain that "proud" is a comfortable
		feeling. To provide visual representations of the feeling
		"proud."
		PATHS Preschool/Kindergarten Curriculum V2-S4
		Sharing Feelings: Intermediate Emotions/Puppet
		sequence; group discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause different feelings. To reinforce
		the facial and behavioral cues associated with different
		feelings. PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group
		discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and
		anger). To encourage children to ask other people about their
		feelings. To illustrate that imagining something doesn't make
		it real. PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize
		the facial expressions and body postures associated with
		feeling worried. To use a story to illustrate the meaning of the
		word "worried." To informally introduce the idea of changing
		feelings. To provide visual representations of the feeling
		"worried."
		PATHS Preschool/Kindergarten Curriculum V2-L36
		Disappointed /Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children recognize the facial expressions and body postures
		associated with feeling disappointed. To describe situational
		contexts in which disappointment occurs. To provide visual
		representations of the feeling "disappointed." To promote
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		cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings.
25.1.1 Self Awareness (continued)	Demonstrate awareness of self and one's own preferences (continued)	PATHS Preschool/Kindergarten Curriculum V2-L37 Jealous /Puppet sequence; interpreting pictures; story – listening and comprehension; group discussion To define the emotion "jealous." To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a
		story over several days. PATHS Preschool/Kindergarten Curriculum V2-L38 Furious /Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the emotion "furious." To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L39 Guilty /Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the feeling "guilty." To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over experied daya
		listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L40 Generous /Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling "generous." To teach children the facial expressions and body postures associated with the feeling "generous." To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as "happy" and "proud." To show that caring for our friends can result in feeling generous.
		PATHS Preschool/Kindergarten Curriculum V2-S5 Sharing Feelings: Advanced Emotions/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause emotions. To reinforce the facial and behavioral cues associated with feelings. PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS Preschool/Kindergarten Review/Puppet sequence; group discussion; craft activities To review all of the feelings vocabulary learned in PATHS. To practice using long-term memory. To provide an

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		opportunity for children to list additional feelings vocabulary
		not covered by PATHS Preschool/Kindergarten Curriculum.
		To provide an illustration of how much easier something can
		be when people work together rather than alone. To
		informally introduce the transition to elementary school.
25.1.1	Demonstrate	PATHS Preschool/Kindergarten Curriculum V2-L42
Self	awareness of self	Saying Goodbye/Puppet sequence; group discussion; craft
Awareness	and one's own	activities
(continued)	preferences	To help children think about the concept of loss. To help
	(continued)	children understand the complex feelings associated with
		loss. To help children actively problem-solve coping with the
		loss of an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43
		Ending and Transitioning/Puppet sequence; group
		discussion; craft activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel
		two opposing feelings at the same time (such as "happy" and
		"sad"). To help children actively problem-solve a healthy way
		to buffer uncomfortable feelings. To informally introduce
		steps for planning. To help children plan ahead and actively
		seek information for anticipating the future. To review the
		concept that sharing with each other helps us to feel happier.
25.1.1	Know and state	PATHS Preschool/Kindergarten Curriculum V1-L6
Self	independent	Happy/Puppet sequence; group discussion; interpreting
Awareness	thoughts and	pictures; craft activities
(continued)	feelings	To define the feeling "happy." To help children recognize the
		facial expressions and body postures associated with the
		feeling "happy." To present common situations that cause
		people to feel happy. To help children understand other
		people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L7
		Sad/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "sad." To help children recognize the
		facial expressions and body postures associated with the
		feeling "sad." To provide examples of different reasons for
		feeling sad. To help children understand other people's
		emotions.
		PATHS Preschool/Kindergarten Curriculum V1-L8
		Twiggle Makes Friends/Puppet sequence; story – listening
		and comprehension; craft activities
		To use a story to teach children several core prosocial
		behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-L9
		Compliments II/Puppet sequence; group discussion; writing
		To develop children's prosocial skills. To encourage
		children's support and respect for each other. To enhance
		children's self-esteem. To help children recognize the

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		the foundation for the development of self-control.
25.1.1 Self Awareness (continued)	Know and state independent thoughts and feelings (continued)	PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role- plays. To introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L17 Appropriate Turtles I/Puppet sequence; interpreting pictures; group discussion To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18 Appropriate Turtles II/Puppet sequence; interpreting pictures; group discussion To expand children's knowledge of appropriate times to do Turtle. To reinforce children's awareness that doing Turtle is a signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or Relaxed /Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling "calm" or "relaxed." To introduce some of the facial cues and body postures associated with the feeling "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of
		calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V1-S3 Sharing Feelings: Basic Emotions /Puppet sequence; game playing; group discussion To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings "happy," "sad," "mad," "scared" and "calm." To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling "calm."
		PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something

		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which
		sharing occurs.
25.1.1	Know and state	PATHS Preschool/Kindergarten Curriculum V2-L21
Self	independent	Sharing and Caring II /Puppet sequence; group discussion;
Awareness	thoughts and	craft activities
(continued)	feelings	To help children understand that sharing is an important part
(,	(continued)	of friendship. To further emphasize sharing in a positive
	· · · ·	context. To help differentiate between pleasure in greed and
		pleasure in sharing with others. To provide children with an
		opportunity to experience the positive feelings associated
		with sharing. To introduce choices in the context of sharing.
		To informally introduce the feeling "confused" and the
		concepts "jealousy," "greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story – listening
		and comprehension To use a story to teach children that it is possible to have
		more than one friend. To use a story to teach children the
		importance of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality
		of friendship or behavioral skill. To use illustrations from a
		familiar story to help children understand this more advanced
		type of compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures; group discussion; craft activities
		To review the facial expressions and body postures
		associated with the four basic feelings. To review common
		situations that make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25
		Making Choices/Puppet sequence; story - recall and
		comprehension; group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26
		Solving Problems/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To encourage children to evaluate their problem-solving
		ideas by distinguishing between OK choices and not OK
		choices. To encourage children to think about the consequences of their behavior. To teach children the
		meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27
		Solving Problems with Friends/Puppet sequence;
		interpreting pictures; group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage

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25.1.1 Self Awareness (continued)Know and state independent thoughts and feelings (continued)children to consider the feelings of others.PATHS Preschool/Kindergarten Curriculum V2-L28 Comfortable and Uncomfortable/Puppet sequence; group discussion; craft activities To teach children the meaning of the words "comfortable" and "uncomfortable."PATHS Preschool/Kindergarten Curriculum V2-L29 Different Types of Feelings/Puppet sequence; group discussion; craft activities To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.PATHS Preschool/Kindergarten Curriculum V2-L30 Excited/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling "excited." To teach children the facial expressions and body postures associated with the feeling "excited."PATHS Preschool/Kindergarten Curriculum V2-L31 Tried/Puppet sequence; group discussion; interpreting pictures To define the feeling "tried." To help children recognize the facial expressions and body postures associated with the feeling.	
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feeling "tired." To provide examples of different reasons for	
feeling tired. To explain that "tired" is an uncomfortable	
feeling. To provide visual representations of the feeling	
"tired."	
PATHS Preschool/Kindergarten Curriculum V2-L32	
Frustrated/Puppet sequence; interpreting pictures; group	
discussion; role-playing; craft activities	
To define the feeling "frustrated." To teach children the facia	al
expressions and body postures associated with the feeling	
"frustrated." To provide examples of things that make people	е
feel frustrated. To explain that "frustrated" is an uncomfortable feeling. To provide visual representations of	
the feeling "frustrated."	
PATHS Preschool/Kindergarten Curriculum V2-L33	
Proud /Puppet sequence; interpreting pictures; group	
discussion; craft activities	
To define the feeling "proud." To teach children the facial	
expressions and body postures associated with the feeling	
"proud." To provide examples of things that might make	
people feel proud. To explain that "proud" is a comfortable	
feeling. To provide visual representations of the feeling	
"proud."	
PATHS Preschool/Kindergarten Curriculum V2-S4	
Sharing Feelings: Intermediate Emotions/Puppet sequence; group discussion	
To provide children with an opportunity to share personal	

		experiences about any of the feelings presented so far. To discuss situations that cause different feelings. To reinforce the facial and behavioral cues associated with different feelings.
25.1.1 Self Awareness (continued)	Know and state independent thoughts and feelings (continued)	 PATHS Preschool/Kindergarten Curriculum V2-L34 Love/Puppet sequence; interpreting pictures; group discussion To help children better understand the feeling "love." To informally discuss clues for understanding how other people feel. To informally introduce the idea that people can feel two conflicting feelings at the same time (such as love and anger). To encourage children to ask other people about their feelings. To illustrate that imagining something doesn't make it real. PATHS Preschool/Kindergarten Curriculum V2-L35 Worried/Puppet sequence; interpreting pictures; story – listening and comprehension; group discussion To define the feeling "worried." To help children recognize the facial expressions and body postures associated with feeling worried. To use a story to illustrate the meaning of the word "worried." To informally introduce the idea of changing
		feelings. To provide visual representations of the feeling
		 "worried." PATHS Preschool/Kindergarten Curriculum V2-L36 Disappointed/Puppet sequence; interpreting pictures; group discussion To define the emotion "disappointed." To help children recognize the facial expressions and body postures associated with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling "disappointed." To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings. PATHS Preschool/Kindergarten Curriculum V2-L37 Jealous/Puppet sequence; interpreting pictures; story – listening and comprehension; group discussion To define the emotion "jealous." To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To provide visual representations of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a
		story over several days. PATHS Preschool/Kindergarten Curriculum V2-L38 Furious /Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the emotion "furious." To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.

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25.1.1	Know and state	PATHS Preschool/Kindergarten Curriculum V2-L39
Self	independent	Guilty/Puppet sequence; interpreting pictures; story – recall,
Awareness	thoughts and	listening, and comprehension; group discussion
(continued)	feelings	To define the feeling "guilty." To help children recognize the
	(continued)	facial expressions and body postures associated with feeling
		guilty. To provide situational contexts in which feeling guilty
		occurs. To provide visual representations of feeling guilty. To
		demonstrate changes of feelings. To practice continuity by
		listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "generous." To teach children the facial
		expressions and body postures associated with the feeling
		"generous." To provide examples of things that might make
		people feel generous. To associate feeling generous with
		other comfortable feelings, such as "happy" and "proud." To
		show that caring for our friends can result in feeling
		generous.
		PATHS Preschool/Kindergarten Curriculum V2-S5
		Sharing Feelings: Advanced Emotions/Puppet sequence; group discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause emotions. To reinforce the
		facial and behavioral cues associated with feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L41
		PATHS Preschool/Kindergarten Review/Puppet
		sequence; group discussion; craft activities
		To review all of the feelings vocabulary learned in PATHS.
		To practice using long-term memory. To provide an
		opportunity for children to list additional feelings vocabulary
		not covered by PATHS Preschool/Kindergarten Curriculum.
		To provide an illustration of how much easier something can
		be when people work together rather than alone. To
		informally introduce the transition to elementary school.
		PATHS Preschool/Kindergarten Curriculum V2-L42
		Saying Goodbye/Puppet sequence; group discussion; craft activities
		To help children think about the concept of loss. To help
		children understand the complex feelings associated with
		loss. To help children actively problem-solve coping with the
		loss of an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43
		Ending and Transitioning/Puppet sequence; group
		discussion; craft activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel
		two opposing feelings at the same time (such as "happy" and
I	I	"sad"). To help children actively problem-solve a healthy way
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25.1.1 Self Awareness (continued)	Know and state independent thoughts and feelings (continued)	to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier. PATHS Preschool/Kindergarten Curriculum V2-L44 PATHS Party /Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as "excited" and "sad," or "happy," "sad" and "proud") at the same time. To say goodbye to each other.
25.1.2 Understanding Emotions	Recognize and label basic feelings	 PATHS Preschool/Kindergarten Curriculum V1-L4 Compliments I/Puppet sequence; group discussion; writing To teach children the meaning of the word "compliment." To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children's self-esteem. PATHS Preschool/Kindergarten Curriculum V1-L5 We All Have Feelings/Puppet sequence; group discussion; interpreting pictures; craft activities To help children understand other people's feelings. To promote a sense of community between children. PATHS Preschool/Kindergarten Curriculum V1-L6 Happy/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling "happy." To help children recognize the facial expressions and body postures associated with the feeling "happy." To help children understand other people's feelings. PATHS Preschool/Kindergarten Curriculum V1-L7 Sad/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling "sad." To help children recognize the facial expressions and body postures associated with the feeling "sad." To provide examples of different reasons for feeling sad. To help children understand other people's emotions. PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behavior. PATHS Preschool/Kindergarten Curriculum V1-L9 Compliments II/Puppet sequence; group discussion; writing To develop children's self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.

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25.1.2	Recognize and	PATHS Preschool/Kindergarten Curriculum V1-S1
Understanding	label basic	Sharing Happy and Sad Feelings/Puppet sequence;
Emotions	feelings	interpreting pictures; group discussion
(continued)	(continued)	To provide children with an opportunity to share personal
		experiences about the feelings "happy" and "sad." To discuss
		different situational contexts in which the feelings "happy"
		and "sad" occur. To illustrate similarity in feelings among
		different people. To foster a sense of trust and cohesion
		between teacher and students.
		PATHS Preschool/Kindergarten Curriculum V1-L10 Mad
		or Angry I/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "mad." To help children recognize the
		facial expressions and body postures associated with the
		feeling "mad." To provide examples of different reasons for
		feeling angry. To provide visual representations of the feeling
		"mad." To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L11
		Scared or Afraid/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To define the feeling "scared." To help children recognize the
		facial expressions and body postures associated with the
		feeling "scared." To provide examples of different reasons for
		feeling scared. To help children develop skills for coping with
		emotions. To help children understand other people's
		feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L12 My
		Feelings/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the four basic feelings. To help children
		understand that all emotions should be valued and are OK.
		PATHS Preschool/Kindergarten Curriculum V1-L13
		Mad II/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To provide additional examples of reasons for feeling angry.
		To informally introduce the idea that there are different words
		for the same feeling. To reinforce the concept that all feelings
		· · · ·
		are OK. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-S2
		Sharing Mad and Scared Feelings/Puppet sequence;
		group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "mad" and "scared." To
		identify different situational contexts in which the feelings
		"mad" and "scared" occur. To illustrate similarity in feelings
		among different people. To foster a sense of trust and
		cohesion by sharing personal experiences.
		PATHS Preschool/Kindergarten Curriculum V1-L14
		Twiggle Learns to Do Turtle, Part 1/Puppet sequence;
		story – listening and comprehension
		To introduce key social and emotional concepts that will lay
		the foundation for the development of self-control.
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25.1.2	Recognize and	PATHS Preschool/Kindergarten Curriculum V1-L15
Understanding	label basic	Twiggle Learns to Do Turtle, Part 2/Puppet sequence;
Emotions	feelings	story – listening and comprehension
(continued)	(continued)	To teach children a technique for self-control. To associate
, ,	· · · ·	visual symbols with the three steps of doing Turtle to calm
		down. To teach children the appropriate times to use the
		Turtle Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16
		Turtle Technique Review/Puppet sequence; role-play;
		group discussion
		To teach children the appropriate times to use the Turtle
		Technique. To reinforce the concept that thinking is difficult
		while one is experiencing strong, uncomfortable feelings. To
		review the steps for doing Turtle and associate those steps
		with symbols. To introduce children to the concept of role-
		plays. To introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L17
		Appropriate Turtles I/
		Puppet sequence; interpreting pictures; group discussion
		To help children associate a strong, uncomfortable feeling
		with starting to do Turtle. To continue to practice the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18 Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is
		a signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm
		or Relaxed/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some
		of the facial cues and body postures associated with the
		feeling "calm" or "relaxed." To provide examples of different
		reasons for feeling calm or relaxed. To identify calm or
		relaxed as a comfortable feeling. To connect the behavior of
		calming down and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V1-S3
		Sharing Feelings: Basic Emotions/Puppet sequence;
		game playing; group discussion
		To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and
		calm. To discuss situational contexts that cause the feelings
		"happy," "sad," "mad," "scared" and "calm." To informally
		introduce the concept of comfortable and uncomfortable
		feelings. To reinforce the facial and behavioral cues
		associated with the four basic feelings, and the feeling
		"calm."
		PATHS Preschool/Kindergarten Curriculum V2-L20
		Sharing and Caring I/Puppet sequence; group discussion;
		craft activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive

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		context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.
25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (continued)	
		PATHS Preschool/Kindergarten Curriculum V2-L27
		Solving Problems with Friends /Puppet sequence; interpreting pictures; group discussion; craft activities To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage
I	I	children to consider the feelings of others.
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25.1.2	Recognize and	PATHS Preschool/Kindergarten Curriculum V2-L28
Understanding	label basic	Comfortable and Uncomfortable /Puppet sequence; group
Emotions	feelings	discussion; craft activities
(continued)	(continued)	To teach children the meaning of the words "comfortable"
(continuou)	(0011111000)	and "uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce
		the concept that people can experience different emotions
		from one another. To explain the color-coding system of the
		Feeling Faces.
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make
		people feel excited. To explain that "excited" is a comfortable
		feeling. To provide visual representations of the feeling
		"excited."
		PATHS Preschool/Kindergarten Curriculum V2-L31
		Tired/Puppet sequence; group discussion; interpreting
		pictures
		To define the feeling "tired." To help children recognize the
		facial expressions and body postures associated with the
		feeling "tired." To provide examples of different reasons for
		feeling tired. To explain that "tired" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"tired."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated /Puppet sequence; interpreting pictures; group discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an
		uncomfortable feeling. To provide visual representations of
		the feeling "frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make
		people feel proud. To explain that "proud" is a comfortable
		feeling. To provide visual representations of the feeling
		"proud."
		PATHS Preschool/Kindergarten Curriculum V2-S4
		Sharing Feelings: Intermediate Emotions/Puppet
		sequence; group discussion
		To provide children with an opportunity to share personal
I		experiences about any of the feelings presented so far. To

		discuss situations that cause different feelings. To reinforce the facial and behavioral cues associated with different feelings.
25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (continued)	the facial and behavioral cues associated with different
		listening and comprehension; group discussion To define the emotion "jealous." To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L38
		Furious /Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the emotion "furious." To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that
		feelings can change. To practice continuity by listening to a story over several days.

25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (continued)	PATHS Preschool/Kindergarten Curriculum V2-L39 Guilty/Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the feeling "guilty." To help children recognize the facial expressions and body postures associated with feeling
		guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "generous." To teach children the facial expressions and body postures associated with the feeling "generous." To provide examples of things that might make people feel generous. To associate feeling generous with
		other comfortable feelings, such as "happy" and "proud." To
		show that caring for our friends can result in feeling
		generous.
		PATHS Preschool/Kindergarten Curriculum V2-S5
		Sharing Feelings: Advanced Emotions/Puppet sequence; group discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause emotions. To reinforce the
		facial and behavioral cues associated with feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS Preschool/Kindergarten Review/Puppet
		sequence; group discussion; craft activities
		To review all of the feelings vocabulary learned in PATHS.
		To practice using long-term memory. To provide an
		opportunity for children to list additional feelings vocabulary not covered by PATHS Preschool/Kindergarten Curriculum.
		To provide an illustration of how much easier something can
		be when people work together rather than alone. To
		informally introduce the transition to elementary school.
		PATHS Preschool/Kindergarten Curriculum V2-L42
		Saying Goodbye/Puppet sequence; group discussion; craft activities
		To help children think about the concept of loss. To help
		children understand the complex feelings associated with
		loss. To help children actively problem-solve coping with the
		loss of an attachment. To informally introduce the concept of
		simultaneous feelings. PATHS Preschool/Kindergarten Curriculum V2-L43
		Ending and Transitioning/Puppet sequence; group
		discussion; craft activities
		To help children think about the concepts of endings and transitions. To help children sort out the complex feelings
		transitions. To help children sort out the complex feelings associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel
		two opposing feelings at the same time (such as "happy" and
I	l	"sad"). To help children actively problem-solve a healthy way

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25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (continued)	to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier. PATHS Preschool/Kindergarten Curriculum V2-L44 PATHS Party /Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as "excited" and "sad," or "happy," "sad" and "proud") at the same time. To say
		goodbye to each other.
25.1.2 Understanding Emotions (continued)	Express feelings that are appropriate to the situation	PATHS Preschool/Kindergarten Curriculum V1-L6 Happy/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling "happy." To help children recognize the facial expressions and body postures associated with the feeling "happy." To present common situations that cause people to feel happy. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L7
		Sad/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling "sad." To help children recognize the
		facial expressions and body postures associated with the feeling "sad." To provide examples of different reasons for feeling sad. To help children understand other people's
		emotions.
		PATHS Preschool/Kindergarten Curriculum V1-L8
		Twiggle Makes Friends/Puppet sequence; story – listening
		and comprehension; craft activities
		To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-L9
		Compliments II /Puppet sequence; group discussion; writing
		To develop children's prosocial skills. To encourage
		children's support and respect for each other. To enhance
		children's self-esteem. To help children recognize the
		positive feelings associated with giving and receiving compliments.
		PATHS Preschool/Kindergarten Curriculum V1-S1 Sharing Happy and Sad Feelings/Puppet sequence;
		interpreting pictures; group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "happy" and "sad." To discuss
		different situational contexts in which the feelings "happy"
		and "sad" occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion
		between teacher and students.
		PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or Angry I /Puppet sequence; interpreting pictures; group discussion; craft activities
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25.1.2 Understanding Emotions (continued)	Express feelings that are appropriate to the situation (continued)	To define the feeling "mad." To help children recognize the facial expressions and body postures associated with the feeling "mad." To provide examples of different reasons for feeling angry. To provide visual representations of the feeling "mad." To help children understand other people's feelings. PATHS Preschool/Kindergarten Curriculum V1-L11 Scared or Afraid /Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling "scared." To help children recognize the facial expressions and body postures associated with the feeling "scared." To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L12 My Feelings/Puppet sequence; interpreting pictures; group discussion; craft activities To review the four basic feelings. To help children
		understand that all emotions should be valued and are OK. PATHS Preschool/Kindergarten Curriculum V1-L13 Mad II /Puppet sequence; interpreting pictures; group discussion; craft activities To provide additional examples of reasons for feeling angry.
		To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people's feelings. PATHS Preschool/Kindergarten Curriculum V1-S2
		Sharing Mad and Scared Feelings/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about the feelings "mad" and "scared." To identify different situational contexts in which the feelings "mad" and "scared" occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the
		Turtle Technique.PATHS Preschool/Kindergarten Curriculum V1-L16Turtle Technique Review/Puppet sequence; role-play;group discussionTo teach children the appropriate times to use the Turtle
		Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role- plays. To introduce the Turtle Reinforcement System.

25.1.2	Express feelings	PATHS Preschool/Kindergarten Curriculum V1-L17
Understanding	that are	Appropriate Turtles I/
Emotions	appropriate to the	Puppet sequence; interpreting pictures; group discussion
(continued)	situation	To help children associate a strong, uncomfortable feeling
	(continued)	with starting to do Turtle. To continue to practice the Turtle
	· · · ·	Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is
		a signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm
		or Relaxed/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some of the facial cues and body postures associated with the
		feeling "calm" or "relaxed." To provide examples of different
		reasons for feeling calm or relaxed. To provide examples of different
		relaxed as a comfortable feeling. To connect the behavior of
		calming down and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V1-S3
		Sharing Feelings: Basic Emotions/Puppet sequence;
		game playing; group discussion
		To provide children with an opportunity to share personal
		experiences about feeling happy, sad, mad, scared and
		calm. To discuss situational contexts that cause the feelings
		"happy," "sad," "mad," "scared" and "calm." To informally
		introduce the concept of comfortable and uncomfortable
		feelings. To reinforce the facial and behavioral cues
		associated with the four basic feelings, and the feeling
		"calm."
		PATHS Preschool/Kindergarten Curriculum V2-L20
		Sharing and Caring I/Puppet sequence; group discussion;
		craft activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of
		caring about others. To provide situational contexts in which
		sharing occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21
		Sharing and Caring II/Puppet sequence; group discussion; craft activities
		To help children understand that sharing is an important part
		of friendship. To further emphasize sharing in a positive
		context. To help differentiate between pleasure in greed and
		pleasure in sharing with others. To provide children with an
		opportunity to experience the positive feelings associated
		with sharing. To introduce choices in the context of sharing.
		To informally introduce the feeling "confused" and the
		concepts "jealousy," "greed" and "selfishness."
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25.1.2	Express feelings	PATHS Preschool/Kindergarten Curriculum V2-L22
Understanding	that are	Twiggle's Special Day/Puppet sequence; story – listening
Emotions	appropriate to the	and comprehension
(continued)	situation	To use a story to teach children that it is possible to have
	(continued)	more than one friend. To use a story to teach children the
	(continuou)	importance of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality
		of friendship or behavioral skill. To use illustrations from a
		familiar story to help children understand this more advanced
		type of compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the facial expressions and body postures
		associated with the four basic feelings. To review common
		situations that make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25
		Making Choices/Puppet sequence; story – recall and
		comprehension; group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26
		Solving Problems/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To encourage children to evaluate their problem-solving
		ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the
		consequences of their behavior. To teach children the
		meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27
		Solving Problems with Friends/Puppet sequence;
		interpreting pictures; group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage
		children to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28
		Comfortable and Uncomfortable/Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable"
		and "uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce
		the concept that people can experience different emotions
		from one another. To explain the color-coding system of the
I	I	Feeling Faces.

25.1.2	Express feelings	PATHS Preschool/Kindergarten Curriculum V2-L30
Understanding	that are	Excited/Puppet sequence; group discussion; interpreting
Emotions	appropriate to the	pictures; craft activities
(continued)	situation	To define the feeling "excited." To teach children the facial
	(continued)	expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make
		people feel excited. To explain that "excited" is a comfortable
		feeling. To provide visual representations of the feeling
		"excited."
		PATHS Preschool/Kindergarten Curriculum V2-L31
		Tired /Puppet sequence; group discussion; interpreting
		pictures
		To define the feeling "tired." To help children recognize the
		facial expressions and body postures associated with the
		feeling "tired." To provide examples of different reasons for
		feeling tired. To explain that "tired" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"tired."
		PATHS Preschool/Kindergarten Curriculum V2-L32 Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an
		uncomfortable feeling. To provide visual representations of
		the feeling "frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make
		people feel proud. To explain that "proud" is a comfortable
		feeling. To provide visual representations of the feeling
		"proud."
		PATHS Preschool/Kindergarten Curriculum V2-S4
		Sharing Feelings: Intermediate Emotions/Puppet
		sequence; group discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause different feelings. To reinforce
		the facial and behavioral cues associated with different
		feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group
		discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and
		anger). To encourage children to ask other people about their
		feelings. To illustrate that imagining something doesn't make
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1		it real.
25.1.2	Express feelings	PATHS Preschool/Kindergarten Curriculum V2-L35
Understanding	that are	Worried/Puppet sequence; interpreting pictures; story –
Emotions	appropriate to the	listening and comprehension; group discussion
(continued)	situation	To define the feeling "worried." To help children recognize
	(continued)	the facial expressions and body postures associated with
	(0011111000)	feeling worried. To use a story to illustrate the meaning of the
		word "worried." To informally introduce the idea of changing
		feelings. To provide visual representations of the feeling
		"worried."
		PATHS Preschool/Kindergarten Curriculum V2-L36
		Disappointed /Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children
		recognize the facial expressions and body postures
		associated with feeling disappointed. To describe situational
		contexts in which disappointment occurs. To provide visual
		representations of the feeling "disappointed." To promote
		cause-and-effect thinking. To facilitate elementary problem
		solving. To illustrate that different people have different
		feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L37
		Jealous/Puppet sequence; interpreting pictures; story -
		listening and comprehension; group discussion
		To define the emotion "jealous." To help children recognize
		the facial expressions and body postures associated with
		feeling jealous. To provide examples of situational contexts
		in which jealousy occurs. To provide visual representations
		of feeling jealous. To practice continuity by listening to a
		story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L38
		Furious /Puppet sequence; interpreting pictures; story –
		recall, listening, and comprehension; group discussion
		To define the emotion "furious." To help children recognize
		the facial expressions and body postures associated with
		feeling furious. To provide examples of situational contexts in
		which feeling furious occurs. To provide visual
		representations of feeling furious. To demonstrate that
		feelings can change. To practice continuity by listening to a
		story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L39
		Guilty /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the feeling "guilty." To help children recognize the
		facial expressions and body postures associated with feeling
		guilty. To provide situational contexts in which feeling guilty
		occurs. To provide visual representations of feeling guilty. To
		demonstrate changes of feelings. To practice continuity by
		listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
		discussion; craft activities
I	l	To define the feeling "generous." To teach children the facial

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25.1.2	Express feelings	expressions and body postures associated with the feeling "generous." To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as "happy" and "proud." To show that caring for our friends can result in feeling generous. PATHS Preschool/Kindergarten Curriculum V2-S5
Understanding	that are	Sharing Feelings: Advanced Emotions/Puppet sequence;
Emotions (continued)	appropriate to the	group discussion
(continued)	situation	To provide children with an opportunity to share personal
	(continued)	experiences about any of the feelings presented so far. To discuss situations that cause emotions. To reinforce the
		facial and behavioral cues associated with feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L41
		PATHS Preschool/Kindergarten Review/Puppet
		sequence; group discussion; craft activities
		To review all of the feelings vocabulary learned in PATHS. To practice using long-term memory. To provide an
		opportunity for children to list additional feelings vocabulary
		not covered by PATHS Preschool/Kindergarten Curriculum.
		To provide an illustration of how much easier something can
		be when people work together rather than alone. To
		informally introduce the transition to elementary school.
		PATHS Preschool/Kindergarten Curriculum V2-L42
		Saying Goodbye/Puppet sequence; group discussion; craft
		activities
		To help children think about the concept of loss. To help
		children understand the complex feelings associated with
		loss. To help children actively problem-solve coping with the
		loss of an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43
		Ending and Transitioning/Puppet sequence; group
		discussion; craft activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel
		two opposing feelings at the same time (such as "happy" and
		"sad"). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce
		steps for planning. To help children plan ahead and actively
		seek information for anticipating the future. To review the
		concept that sharing with each other helps us to feel happier.
		PATHS Preschool/Kindergarten Curriculum V2-L44
		PATHS Party /Puppet sequence; group discussion; party
		To review what has been learned in PATHS. To recall
		favorite experiences during PATHS. To think about the future
		and what the kids are anticipating. To help children be aware
		of having multiple feelings (such as "excited" and "sad," or
		"happy," "sad" and "proud") at the same time. To say
		goodbye to each other.
		PATHS Preschool/Kindergarten Curriculum V2-L23
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		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality
		of friendship or behavioral skill. To use illustrations from a
		familiar story to help children understand this more advanced
		type of compliment.
25.1.3	Show pride in	PATHS Preschool/Kindergarten Curriculum V2-L24
Competence	own	Feelings Review/Puppet sequence; interpreting pictures;
	accomplishments	group discussion; craft activities
	accomplication	To review the facial expressions and body postures
		associated with the four basic feelings. To review common
		situations that make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25
		Making Choices/Puppet sequence; story – recall and
		comprehension; group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26
		Solving Problems/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To encourage children to evaluate their problem-solving
		ideas by distinguishing between OK choices and not OK
		choices. To encourage children to think about the
		consequences of their behavior. To teach children the
		meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27
		Solving Problems with Friends/Puppet sequence;
		interpreting pictures; group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
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		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage
		children to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28
		Comfortable and Uncomfortable/Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable"
		and "uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce
		the concept that people can experience different emotions
		from one another. To explain the color-coding system of the
		Feeling Faces.
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
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		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make
		people feel excited. To explain that "excited" is a comfortable
		feeling. To provide visual representations of the feeling
		"excited."

25.1.3	Show pride in	PATHS Preschool/Kindergarten Curriculum V2-L31
Competence	own	Tired /Puppet sequence; group discussion; interpreting
(continued)	accomplishments	pictures
(continueu)	(continued)	To define the feeling "tired." To help children recognize the
	(continued)	facial expressions and body postures associated with the
		feeling "tired." To provide examples of different reasons for
		feeling tired. To explain that "tired" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"tired."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an
		uncomfortable feeling. To provide visual representations of
		the feeling "frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make
		people feel proud. To explain that "proud" is a comfortable
		feeling. To provide visual representations of the feeling
		"proud."
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group
		discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and
		anger). To encourage children to ask other people about their
		feelings. To illustrate that imagining something doesn't make
		it real.
		PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize the facial expressions and body postures associated with
		feeling worried. To use a story to illustrate the meaning of the
		word "worried." To informally introduce the idea of changing
		feelings. To provide visual representations of the feeling
		"worried."
		PATHS Preschool/Kindergarten Curriculum V2-L36
		Disappointed /Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children
		recognize the facial expressions and body postures
		associated with feeling disappointed. To describe situational
		contexts in which disappointment occurs. To provide visual

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25.1.3 Competence (continued)	Show pride in own accomplishments (continued)	representations of the feeling "disappointed." To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings. PATHS Preschool/Kindergarten Curriculum V2-L37 Jealous /Puppet sequence; interpreting pictures; story – listening and comprehension; group discussion To define the emotion "jealous." To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.
		 PATHS Preschool/Kindergarten Curriculum V2-L38 Furious/Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the emotion "furious." To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L39 Guilty/Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the feeling "guilty." To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty. To provide situational contexts in which feeling guilty. To demonstrate changes of feelings. To practice continuity by
		listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L40 Generous/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling "generous." To teach children the facial expressions and body postures associated with the feeling "generous." To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as "happy" and "proud." To show that caring for our friends can result in feeling generous. PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS Preschool/Kindergarten Review/Puppet sequence; group discussion; craft activities To review all of the feelings vocabulary learned in PATHS. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS Preschool/Kindergarten Curriculum. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.

25.1.3	Show pride in	PATHS Preschool/Kindergarten Curriculum V2-L42
Competence	own	Saying Goodbye/Puppet sequence; group discussion; craft
(continued)	accomplishments	activities
	(continued)	To help children think about the concept of loss. To help
		children understand the complex feelings associated with
		loss. To help children actively problem-solve coping with the
		loss of an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43
		Ending and Transitioning/Puppet sequence; group
		discussion; craft activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel
		two opposing feelings at the same time (such as "happy" and
		"sad"). To help children actively problem-solve a healthy way
		to buffer uncomfortable feelings. To informally introduce
		steps for planning. To help children plan ahead and actively
		seek information for anticipating the future. To review the
		concept that sharing with each other helps us to feel happier.
		PATHS Preschool/Kindergarten Curriculum V2-L44
		PATHS Party/Puppet sequence; group discussion; party
		To review what has been learned in PATHS. To recall
		favorite experiences during PATHS. To think about the future
		and what the kids are anticipating. To help children be aware
		of having multiple feelings (such as "excited" and "sad," or "happy," "sad" and "proud") at the same time. To say
		goodbye to each other.
25.1.3	Choose materials	PATHS Preschool/Kindergarten Curriculum V2-L21
Competence	and activities	Sharing and Caring II/Puppet sequence; group discussion;
(continued)	independently	craft activities
		To help children understand that sharing is an important part
		of friendship. To further emphasize sharing in a positive
		context. To help differentiate between pleasure in greed and
		pleasure in sharing with others. To provide children with an
		opportunity to experience the positive feelings associated
		with sharing. To introduce choices in the context of sharing. To informally introduce the feeling "confused" and the
		concepts "jealousy," "greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L25
		Making Choices/Puppet sequence; story – recall and
		comprehension; group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L43
		Ending and Transitioning/Puppet sequence; group
		discussion; craft activities
	1	To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		transitions. To help children sort out the complex feelings associated with endings and transitions and with saying
		transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel
		transitions. To help children sort out the complex feelings associated with endings and transitions and with saying

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to buffer uncomfortable feelings. To informally introduce
steps for planning. To help children plan ahead and actively
seek information for anticipating the future. To review the
concept that sharing with each other helps us to feel happier.

	Standard 25.2	: Self Regulation
25.2.1	Begin to	PATHS Preschool/Kindergarten Curriculum V1-L1 Circle
Emotional	understand the	Rules /Story – listening and comprehension; group discussion;
Regulation	consequences	game-playing
	of own	To have children recognize Circle Time as a classroom activity
	behavior	that provides a sense of community, belonging and fun. To
		promote cooperation by helping children learn appropriate
		classroom behavior for Circle Time and other classroom
		activities. To help children generate logical consequences. To
		establish a physically and emotionally safe classroom
		environment. To create and model a calm and positive learning
		atmosphere that is built on trust and warmth.
		PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
		Makes Friends/Puppet sequence; story – listening and
		comprehension; craft activities
		To use a story to teach children several core prosocial
		behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-L9
		Compliments II /Puppet sequence; group discussion; writing
		To develop children's prosocial skills. To encourage children's
		support and respect for each other. To enhance children's self-
		esteem. To help children recognize the positive feelings
		associated with giving and receiving compliments.
		PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
		Learns to Do Turtle, Part 1/Puppet sequence; story – listening
		and comprehension To introduce key social and emotional concepts that will lay the
		foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle
		Learns to Do Turtle, Part 2/Puppet sequence; story – listening
		and comprehension
		To teach children a technique for self-control. To associate
		visual symbols with the three steps of doing Turtle to calm
		down. To teach children the appropriate times to use the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle
		Technique Review/Puppet sequence; role-play; group
		discussion
		To teach children the appropriate times to use the Turtle
		Technique. To reinforce the concept that thinking is difficult
		while one is experiencing strong, uncomfortable feelings. To
		review the steps for doing Turtle and associate those steps with
		symbols. To introduce children to the concept of role-plays. To
		introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L17
		Appropriate Turtles I/
		Puppet sequence; interpreting pictures; group discussion
		To help children associate a strong, uncomfortable feeling with
		starting to do Turtle. To continue to practice the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18

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		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is a
		signal to others.
25.2.1	Begin to	PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
Emotional	understand the	and Caring I/Puppet sequence; group discussion; craft
Regulation	consequences	activities
(continued)	of own	To provide children with an opportunity to share something
(continuou)	behavior	meaningful with classmates. To define sharing in a positive
	(continued)	context. To relate the concept of sharing to the concept of caring
		about others. To provide situational contexts in which sharing
		occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft
		activities
		To help children understand that sharing is an important part of
		friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in
		sharing with others. To provide children with an opportunity to
		experience the positive feelings associated with sharing. To
		introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy,"
		"greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story – listening and
		comprehension
		To use a story to teach children that it is possible to have more
		than one friend. To use a story to teach children the importance
		of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality of
		friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the facial expressions and body postures associated
		with the four basic feelings. To review common situations that
		make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To
		encourage children to think about the consequences of their

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		behavior. To teach children the meaning of the word "solution."
25.2.1	Begin to	PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
Emotional	understand the	Problems with Friends/Puppet sequence; interpreting pictures;
Regulation	consequences	group discussion; craft activities
(continued)	of own	To review the distinction between OK choices and not OK
	behavior	choices. To reinforce the idea that children have the ability to
	(continued)	solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
		expressions and body postures associated with the feeling "excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling.
		To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L31
		Tired /Puppet sequence; group discussion; interpreting pictures
		To define the feeling "tired." To help children recognize the facial
		expressions and body postures associated with the feeling
		"tired." To provide examples of different reasons for feeling tired.
		To explain that "tired" is an uncomfortable feeling. To provide
		visual representations of the feeling "tired."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling "proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and anger).
		To encourage children to ask other people about their feelings.
		To illustrate that imagining something doesn't make it real.
		PATHS Preschool/Kindergarten Curriculum V2-L38
		Furious/Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the emotion "furious." To help children recognize the

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1	1	facial averagions and bady postures appreciated with faciling
		facial expressions and body postures associated with feeling
		furious. To provide examples of situational contexts in which
		feeling furious occurs. To provide visual representations of
		feeling furious. To demonstrate that feelings can change. To
		practice continuity by listening to a story over several days.
25.2.1	Begin to	PATHS Preschool/Kindergarten Curriculum V2-L39
Emotional	understand the	Guilty /Puppet sequence; interpreting pictures; story – recall,
Regulation	consequences	listening, and comprehension; group discussion
(continued)	of own	To define the feeling "guilty." To help children recognize the
	behavior	facial expressions and body postures associated with feeling
	(continued)	guilty. To provide situational contexts in which feeling guilty
		occurs. To provide visual representations of feeling guilty. To
		demonstrate changes of feelings. To practice continuity by
		listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "generous." To teach children the facial
		expressions and body postures associated with the feeling
		"generous." To provide examples of things that might make
		people feel generous. To associate feeling generous with other
		comfortable feelings, such as "happy" and "proud." To show that
		caring for our friends can result in feeling generous.
		PATHS Preschool/Kindergarten Curriculum V2-L42 Saying
		Goodbye /Puppet sequence; group discussion; craft activities
		To help children think about the concept of loss. To help
		children understand the complex feelings associated with loss.
		To help children actively problem-solve coping with the loss of
		an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43 Ending
		and Transitioning/Puppet sequence; group discussion; craft
		activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel two
		opposing feelings at the same time (such as "happy" and "sad").
		To help children actively problem-solve a healthy way to buffer
		uncomfortable feelings. To informally introduce steps for
		planning. To help children plan ahead and actively seek
		information for anticipating the future. To review the concept that
		sharing with each other helps us to feel happier.
25.2.2	Follow the rules	PATHS Preschool/Kindergarten Curriculum V1-L1 Circle
Behavioral	and routines in	Rules/Story – listening and comprehension; group discussion;
Regulation	classroom and	game-playing
(continued)	other settings	To have children recognize Circle Time as a classroom activity
	with reminders	that provides a sense of community, belonging and fun. To
		promote cooperation by helping children learn appropriate
		classroom behavior for Circle Time and other classroom
		activities. To help children generate logical consequences. To
		establish a physically and emotionally safe classroom
		environment. To create and model a calm and positive learning

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1	1	atmosphere that is built on trust and warmth.
25.2.2	Follow the rules	PATHS Preschool/Kindergarten Curriculum V1-L2 PATHS
Behavioral	and routines in	Animals /Puppet sequence; group discussion; craft activities;
Regulation	classroom and	game-playing
(continued)	other settings	To have children become familiar with turtles and the other
(continued)	with reminders	animals that are used throughout PATHS.
	(continued)	
	(continued)	DATUS Dreacheal/Kindergerten Curriaulum VI LO DATUS
		PATHS Preschool/Kindergarten Curriculum V1-L3 PATHS
		Kid for Today/Puppet sequence; group discussion; craft
		activities
		To have children associate PATHS with responsibility and fun.
		PATHS Preschool/Kindergarten Curriculum V1-L4
		Compliments I /Puppet sequence; group discussion; writing
		To teach children the meaning of the word "compliment." To
		have children associate being PATHS Kid for Today with
		receiving compliments. To have children learn a polite way to
		respond to a compliment. To enhance children's self-esteem.
		PATHS Preschool/Kindergarten Curriculum V1-L5 We All
		Have Feelings/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To help children understand other people's feelings. To promote
		a sense of community between children.
		PATHS Preschool/Kindergarten Curriculum V1-L6
		Happy/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "happy." To help children recognize the
		facial expressions and body postures associated with the feeling
		"happy." To present common situations that cause people to
		feel happy. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L7
		Sad /Puppet sequence; group discussion; interpreting pictures;
		craft activities
		To define the feeling "sad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"sad." To provide examples of different reasons for feeling sad.
		To help children understand other people's emotions.
		PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
		Makes Friends/Puppet sequence; story – listening and
		comprehension; craft activities
		To use a story to teach children several core prosocial
		behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-L9
		Compliments II /Puppet sequence; group discussion; writing
		To develop children's prosocial skills. To encourage children's
		support and respect for each other. To enhance children's self-
		esteem. To help children recognize the positive feelings
		associated with giving and receiving compliments.
		PATHS Preschool/Kindergarten Curriculum V1-S1 Sharing
		Happy and Sad Feelings/Puppet sequence; interpreting
		pictures; group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "happy" and "sad." To discuss

		different situational contexts in which the feelings "happy" and
		"sad" occur. To illustrate similarity in feelings among different
		people. To foster a sense of trust and cohesion between teacher
		and students.
25.2.2	Follow the rules	PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or
Behavioral	and routines in	Angry I/Puppet sequence; interpreting pictures; group
Regulation	classroom and	discussion; craft activities
(continued)	other settings	To define the feeling "mad." To help children recognize the facial
(continued)	with reminders	
		expressions and body postures associated with the feeling
	(continued)	"mad." To provide examples of different reasons for feeling
		angry. To provide visual representations of the feeling "mad." To
		help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L11 Scared
		or Afraid/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "scared." To help children recognize the
		facial expressions and body postures associated with the feeling
		"scared." To provide examples of different reasons for feeling
		scared. To help children develop skills for coping with emotions.
		To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L12 My
		Feelings/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the four basic feelings. To help children understand
		that all emotions should be valued and are OK.
		PATHS Preschool/Kindergarten Curriculum V1-L13
		Mad II/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To provide additional examples of reasons for feeling angry. To
		informally introduce the idea that there are different words for
		the same feeling. To reinforce the concept that all feelings are
		OK. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-S2 Sharing
		Mad and Scared Feelings/Puppet sequence; group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "mad" and "scared." To identify
		different situational contexts in which the feelings "mad" and
		"scared" occur. To illustrate similarity in feelings among different
		people. To foster a sense of trust and cohesion by sharing
		personal experiences.
		PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
		Learns to Do Turtle, Part 1/Puppet sequence; story - listening
		and comprehension
		To introduce key social and emotional concepts that will lay the
		foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle
		Learns to Do Turtle, Part 2/Puppet sequence; story – listening
		and comprehension
		To teach children a technique for self-control. To associate
		visual symbols with the three steps of doing Turtle to calm
		down. To teach children the appropriate times to use the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle
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		Technique Review /Puppet sequence; role-play; group discussion To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To
05.0.0		introduce the Turtle Reinforcement System.
25.2.2 Debassional	Follow the rules	PATHS Preschool/Kindergarten Curriculum V1-L17
Behavioral	and routines in	Appropriate Turtles I/
Regulation	classroom and	Puppet sequence; interpreting pictures; group discussion
(continued)	other settings with reminders	To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle
	(continued)	Technique.
	(continued)	PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is a
		signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
		Relaxed/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some of
		the facial cues and body postures associated with the feeling
		"calm" or "relaxed." To provide examples of different reasons for
		feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down
		and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V1-S3 Sharing
		Feelings: Basic Emotions/Puppet sequence; game playing;
		group discussion
		To provide children with an opportunity to share personal
		experiences about feeling happy, sad, mad, scared and calm.
		To discuss situational contexts that cause the feelings "happy,"
		"sad," "mad," "scared" and "calm." To informally introduce the
		concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic
		feelings, and the feeling "calm."
		PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
		and Caring I/Puppet sequence; group discussion; craft
		activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of caring
		about others. To provide situational contexts in which sharing
		occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft
		activities
		To help children understand that sharing is an important part of
		friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in

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25.2.2	Follow the rules	sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling "confused" and the concepts "jealousy," "greed" and "selfishness." PATHS Preschool/Kindergarten Curriculum V2-L22
Behavioral	and routines in	Twiggle's Special Day /Puppet sequence; story – listening and
Regulation	classroom and	comprehension
(continued)	other settings	To use a story to teach children that it is possible to have more
	with reminders	than one friend. To use a story to teach children the importance
	(continued)	of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality of
		friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures; group
		discussion; craft activities To review the facial expressions and body postures associated
		with the four basic feelings. To review common situations that
		make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To
		encourage children to think about the consequences of their
		behavior. To teach children the meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving Problems with Friends/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28
		Comfortable and Uncomfortable/Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable" and
		"uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one
	I	seriespit that people ball experience different emotions from one

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1	1	and the second state of th
		another. To explain the color-coding system of the Feeling Faces.
25.2.2	Follow the rules	PATHS Preschool/Kindergarten Curriculum V2-L30
Behavioral	and routines in	Excited/Puppet sequence; group discussion; interpreting
Regulation	classroom and	pictures; craft activities
-		
(continued)	other settings	To define the feeling "excited." To teach children the facial
	with reminders	expressions and body postures associated with the feeling
	(continued)	"excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling.
		To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L31
		Tired/Puppet sequence; group discussion; interpreting pictures
		To define the feeling "tired." To help children recognize the facial
		expressions and body postures associated with the feeling
		"tired." To provide examples of different reasons for feeling tired.
		To explain that "tired" is an uncomfortable feeling. To provide
		visual representations of the feeling "tired."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."
		PATHS Preschool/Kindergarten Curriculum V2-S4 Sharing
		Feelings: Intermediate Emotions/Puppet sequence; group
		discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause different feelings. To reinforce the
		facial and behavioral cues associated with different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and anger).
		To encourage children to ask other people about their feelings.
		To illustrate that imagining something doesn't make it real.
		PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize the
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		facial expressions and body postures associated with feeling
		worried. To use a story to illustrate the meaning of the word
		"worried." To informally introduce the idea of changing feelings.
		To provide visual representations of the feeling "worried."
25.2.2	Follow the rules	PATHS Preschool/Kindergarten Curriculum V2-L36
Behavioral	and routines in	Disappointed /Puppet sequence; interpreting pictures; group
Regulation	classroom and	discussion
(continued)	other settings	To define the emotion "disappointed." To help children
,	with reminders	recognize the facial expressions and body postures associated
	(continued)	with feeling disappointed. To describe situational contexts in
		which disappointment occurs. To provide visual representations
		of the feeling "disappointed." To promote cause-and-effect
		thinking. To facilitate elementary problem solving. To illustrate
		that different people have different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L37
		Jealous /Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the emotion "jealous." To help children recognize the
		facial expressions and body postures associated with feeling
		jealous. To provide examples of situational contexts in which
		jealousy occurs. To provide visual representations of feeling
		jealous. To practice continuity by listening to a story over
		several days.
		PATHS Preschool/Kindergarten Curriculum V2-L38
		Furious /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the emotion "furious." To help children recognize the
		facial expressions and body postures associated with feeling
		furious. To provide examples of situational contexts in which
		feeling furious occurs. To provide visual representations of
		feeling furious. To demonstrate that feelings can change. To
		practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L39
		Guilty/Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the feeling "guilty." To help children recognize the
		facial expressions and body postures associated with feeling
		guilty. To provide situational contexts in which feeling guilty
		occurs. To provide visual representations of feeling guilty. To
		demonstrate changes of feelings. To practice continuity by
		listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "generous." To teach children the facial
		expressions and body postures associated with the feeling
		"generous." To provide examples of things that might make
		people feel generous. To associate feeling generous with other
		comfortable feelings, such as "happy" and "proud." To show that
		caring for our friends can result in feeling generous.
		PATHS Preschool/Kindergarten Curriculum V2-S5 Sharing
		Feelings: Advanced Emotions/Puppet sequence; group
		discussion
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		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause emotions. To reinforce the facial
		and behavioral cues associated with feelings.
25.2.2	Follow the rules	PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS
Behavioral		•
	and routines in	Preschool/Kindergarten Review/Puppet sequence; group
Regulation	classroom and	discussion; craft activities
(continued)	other settings	To review all of the feelings vocabulary learned in PATHS. To
	with reminders	practice using long-term memory. To provide an opportunity for
	(continued)	children to list additional feelings vocabulary not covered by
	· · ·	PATHS Preschool/Kindergarten Curriculum. To provide an
		illustration of how much easier something can be when people
		work together rather than alone. To informally introduce the
		•
		transition to elementary school.
		PATHS Preschool/Kindergarten Curriculum V2-L42 Saying
		Goodbye/Puppet sequence; group discussion; craft activities
		To help children think about the concept of loss. To help
		children understand the complex feelings associated with loss.
		To help children actively problem-solve coping with the loss of
		an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43 Ending
		and Transitioning/Puppet sequence; group discussion; craft
		activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel two
		opposing feelings at the same time (such as "happy" and "sad").
		To help children actively problem-solve a healthy way to buffer
		uncomfortable feelings. To informally introduce steps for
		planning. To help children plan ahead and actively seek
		information for anticipating the future. To review the concept that
		sharing with each other helps us to feel happier.
		PATHS Preschool/Kindergarten Curriculum V2-L44 PATHS
		Party /Puppet sequence; group discussion; party
		To review what has been learned in PATHS. To recall favorite
		experiences during PATHS. To think about the future and what
		the kids are anticipating. To help children be aware of having
		multiple feelings (such as "excited" and "sad," or "happy," "sad"
ļ		and "proud") at the same time. To say goodbye to each other.
25.2.2	Use materials	PATHS Preschool/Kindergarten Curriculum V1-L2 PATHS
Behavioral	with purpose,	Animals/Puppet sequence; group discussion; craft activities;
Regulation	safety and	game-playing
(continued)	respect	To have children become familiar with turtles and the other
	-	animals that are used throughout PATHS.
		PATHS Preschool/Kindergarten Curriculum V1-L3 PATHS
		Kid for Today /Puppet sequence; group discussion; craft
		activities
		To have children associate PATHS with responsibility and fun.
		PATHS Preschool/Kindergarten Curriculum V1-L5 We All
		Have Feelings/Puppet sequence; group discussion; interpreting
		nave reenings/rupper sequence, group discussion, interpreting
		pictures; craft activities

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		To help children understand other people's feelings. To promote
05.0.0		a sense of community between children.
25.2.2 Debouierel	Use materials	PATHS Preschool/Kindergarten Curriculum V1-L6
Behavioral	with purpose,	Happy/Puppet sequence; group discussion; interpreting
Regulation	safety and	pictures; craft activities
(continued)	respect	To define the feeling "happy." To help children recognize the
	(continued)	facial expressions and body postures associated with the feeling
		"happy." To present common situations that cause people to
		feel happy. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L7
		Sad /Puppet sequence; group discussion; interpreting pictures;
		craft activities
		To define the feeling "sad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"sad." To provide examples of different reasons for feeling sad.
		To help children understand other people's emotions.
		PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
		Makes Friends/Puppet sequence; story – listening and
		comprehension; craft activities
		To use a story to teach children several core prosocial
		behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or
		Angry I/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "mad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"mad." To provide examples of different reasons for feeling
		angry. To provide visual representations of the feeling "mad." To
		help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L11 Scared
		or Afraid/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "scared." To help children recognize the
		facial expressions and body postures associated with the feeling
		"scared." To provide examples of different reasons for feeling
		scared. To help children develop skills for coping with emotions.
		To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L12 My
		Feelings/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the four basic feelings. To help children understand
		that all emotions should be valued and are OK.
		PATHS Preschool/Kindergarten Curriculum V1-L13
		Mad II/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To provide additional examples of reasons for feeling angry. To
		informally introduce the idea that there are different words for
		the same feeling. To reinforce the concept that all feelings are
		OK. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
		Learns to Do Turtle, Part 1/Puppet sequence; story – listening
		and comprehension

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		the facial cues and body postures associated with the feeling "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I /Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs. PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing and Caring II /Puppet sequence; group discussion; craft activities To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs. PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing and Caring II/Puppet sequence; group discussion; craft activities To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs. PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing and Caring II/Puppet sequence; group discussion; craft activities To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs. PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing and Caring II/Puppet sequence; group discussion; craft activities To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context.
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs. PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing and Caring II/Puppet sequence; group discussion; craft activities To help children understand that sharing is an important part of
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		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs. PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing and Caring II/Puppet sequence; group discussion; craft
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs. PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing occurs.
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring about others. To provide situational contexts in which sharing
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something meaningful with classmates. To define sharing in a positive context. To relate the concept of sharing to the concept of caring
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities To provide children with an opportunity to share something
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities
		 "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft
		"calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
		"calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.
		"calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down
		"calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a
		"calm" or "relaxed." To provide examples of different reasons for
		the facial cues and body postures associated with the feeling
	1	
		To define the feeling "calm" or "relaxed." To introduce some of
		discussion; craft activities
		Relaxed/Puppet sequence; interpreting pictures; group
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
1		signal to others.
		Turtle. To reinforce children's awareness that doing Turtle is a
		To expand children's knowledge of appropriate times to do
		Appropriate Turtles II/ Puppet sequence; interpreting pictures; group discussion
		PATHS Preschool/Kindergarten Curriculum V1-L18
		introduce the Turtle Reinforcement System.
		symbols. To introduce children to the concept of role-plays. To
		review the steps for doing Turtle and associate those steps with
		while one is experiencing strong, uncomfortable feelings. To
		Technique. To reinforce the concept that thinking is difficult
		To teach children the appropriate times to use the Turtle
		discussion
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique Review/Puppet sequence; role-play; group
		Technique.
		down. To teach children the appropriate times to use the Turtle
	(continued)	visual symbols with the three steps of doing Turtle to calm
(continued)	respect	To teach children a technique for self-control. To associate
Regulation	safety and	and comprehension
25.2.2 Behavioral	Use materials with purpose,	PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle Learns to Do Turtle, Part 2/Puppet sequence; story – listening
05.0.0	Lloo motoriala	foundation for the development of self-control.
		To introduce key social and emotional concepts that will lay the

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		Twiggle's Special Day/Puppet sequence; story - listening and
		comprehension
		To use a story to teach children that it is possible to have more
		than one friend. To use a story to teach children the importance
		of letting other children join in play.
25.2.2	Use materials	PATHS Preschool/Kindergarten Curriculum V2-L23
Behavioral	with purpose,	Advanced Compliments/Puppet sequence; story – listening
Regulation	safety and	and comprehension; group discussion; craft activities
(continued)	respect	To teach children how to give compliments that reflect quality of
	(continued)	friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the facial expressions and body postures associated
		with the four basic feelings. To review common situations that
		make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their
		behavior. To teach children the meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
		Problems with Friends /Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28
		Comfortable and Uncomfortable/Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable" and
		"uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce the
		concept that people can experience different emotions from one
		another. To explain the color-coding system of the Feeling
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
l	l	To define the feeling "excited." To teach children the facial

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		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling.
05.0.0		To provide visual representations of the feeling "excited."
25.2.2 Rehewierel	Use materials	PATHS Preschool/Kindergarten Curriculum V2-L32
Behavioral Regulation	with purpose,	Frustrated /Puppet sequence; interpreting pictures; group
(continued)	safety and	discussion; role-playing; craft activities To define the feeling "frustrated." To teach children the facial
(continued)	respect (continued)	expressions and body postures associated with the feeling
	(continued)	"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."
		PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "generous." To teach children the facial
		expressions and body postures associated with the feeling "generous." To provide examples of things that might make
		people feel generous. To associate feeling generous with other
		comfortable feelings, such as "happy" and "proud." To show that
		caring for our friends can result in feeling generous.
		PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS
		Preschool/Kindergarten Review/Puppet sequence; group
		discussion; craft activities
		To review all of the feelings vocabulary learned in PATHS. To
		practice using long-term memory. To provide an opportunity for
		children to list additional feelings vocabulary not covered by
		PATHS Preschool/Kindergarten Curriculum. To provide an
		illustration of how much easier something can be when people
		work together rather than alone. To informally introduce the
		transition to elementary school. PATHS Preschool/Kindergarten Curriculum V2-L42 Saying
		Goodbye /Puppet sequence; group discussion; craft activities
		To help children think about the concept of loss. To help
		children understand the complex feelings associated with loss.
		To help children actively problem-solve coping with the loss of
		an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43 Ending
		and Transitioning/Puppet sequence; group discussion; craft
		activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		associated with endings and transitions and with saying

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		goodbye. To informally review the idea that people can feel two
		opposing feelings at the same time (such as "happy" and "sad").
		To help children actively problem-solve a healthy way to buffer
		uncomfortable feelings. To informally introduce steps for
		planning. To help children plan ahead and actively seek
		information for anticipating the future. To review the concept that
		sharing with each other helps us to feel happier.
25.2.2	Make	PATHS Preschool/Kindergarten Curriculum V1-L1 Circle
Behavioral	transitions	Rules /Story – listening and comprehension; group discussion;
Regulation	between	game-playing
(continued)	activities after	To have children recognize Circle Time as a classroom activity
	warning	that provides a sense of community, belonging and fun. To
		promote cooperation by helping children learn appropriate
		classroom behavior for Circle Time and other classroom
		activities. To help children generate logical consequences. To
		establish a physically and emotionally safe classroom
		environment. To create and model a calm and positive learning
		atmosphere that is built on trust and warmth.
		PATHS Preschool/Kindergarten Curriculum V1-L2 PATHS
		Animals/Puppet sequence; group discussion; craft activities;
		game-playing
		To have children become familiar with turtles and the other
		animals that are used throughout PATHS.
		PATHS Preschool/Kindergarten Curriculum V1-L3 PATHS
		Kid for Today /Puppet sequence; group discussion; craft
		activities
		To have children associate PATHS with responsibility and fun.
		PATHS Preschool/Kindergarten Curriculum V1-L5 We All
		Have Feelings/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To help children understand other people's feelings. To promote
		a sense of community between children.
		PATHS Preschool/Kindergarten Curriculum V1-L6
		•
		Happy/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "happy." To help children recognize the
		facial expressions and body postures associated with the feeling
		"happy." To present common situations that cause people to
		feel happy. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L7
		Sad /Puppet sequence; group discussion; interpreting pictures;
		craft activities
		To define the feeling "sad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"sad." To provide examples of different reasons for feeling sad.
		To help children understand other people's emotions.
		PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
		Makes Friends/Puppet sequence; story – listening and
		comprehension; craft activities
		To use a story to teach children several core prosocial
		behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or
	I	

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		Angry I/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "mad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"mad." To provide examples of different reasons for feeling
		angry. To provide visual representations of the feeling "mad." To
		help children understand other people's feelings.
25.2.2	Make	PATHS Preschool/Kindergarten Curriculum V1-L11 Scared
Behavioral	transitions	or Afraid/Puppet sequence; interpreting pictures; group
Regulation	between	discussion; craft activities
(continued)	activities after	To define the feeling "scared." To help children recognize the
(continuou)	warning	facial expressions and body postures associated with the feeling
	(continued)	"scared." To provide examples of different reasons for feeling
	(continued)	scared. To help children develop skills for coping with emotions.
		To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L12 My
		Feelings /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the four basic feelings. To help children understand
		that all emotions should be valued and are OK.
		PATHS Preschool/Kindergarten Curriculum V1-L13
		Mad II/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To provide additional examples of reasons for feeling angry. To
		informally introduce the idea that there are different words for
		the same feeling. To reinforce the concept that all feelings are
		OK. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
		Learns to Do Turtle, Part 1/Puppet sequence; story – listening
		and comprehension
		To introduce key social and emotional concepts that will lay the
		foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle
		Learns to Do Turtle, Part 2/Puppet sequence; story – listening
		and comprehension
		To teach children a technique for self-control. To associate
		visual symbols with the three steps of doing Turtle to calm
		down. To teach children the appropriate times to use the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle
		Technique Review/Puppet sequence; role-play; group
		discussion
		To teach children the appropriate times to use the Turtle
		Technique. To reinforce the concept that thinking is difficult
		while one is experiencing strong, uncomfortable feelings. To
		review the steps for doing Turtle and associate those steps with
		symbols. To introduce children to the concept of role-plays. To
		introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do
T	I	Turtle. To reinforce children's awareness that doing Turtle is a

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1		signal to others.
25.2.2	Make	PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
Behavioral	transitions	Relaxed /Puppet sequence; interpreting pictures; group
Regulation	between	discussion; craft activities
(continued)	activities after	To define the feeling "calm" or "relaxed." To introduce some of
	warning	the facial cues and body postures associated with the feeling
	(continued)	"calm" or "relaxed." To provide examples of different reasons for
		feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down
		and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
		and Caring I/Puppet sequence; group discussion; craft
		activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of caring
		about others. To provide situational contexts in which sharing
		occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft
		activities
		To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in
		sharing with others. To provide children with an opportunity to
		experience the positive feelings associated with sharing. To
		introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy,"
		"greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story - listening and
		comprehension
		To use a story to teach children that it is possible to have more
		than one friend. To use a story to teach children the importance
		of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality of
		friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the facial expressions and body postures associated with the four basic feelings. To review common situations that
		with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving

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		Problems/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To
		encourage children to think about the consequences of their
		behavior. To teach children the meaning of the word "solution."
25.2.2	Make	PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
Behavioral	transitions	Problems with Friends /Puppet sequence; interpreting pictures;
Regulation	between	group discussion; craft activities
(continued)	activities after	To review the distinction between OK choices and not OK
	warning	choices. To reinforce the idea that children have the ability to
	(continued)	solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28 Comfortable and Uncomfortable/Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable" and
		"uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce the
		concept that people can experience different emotions from one
		another. To explain the color-coding system of the Feeling
		Faces.
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling.
		To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud." PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
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1	1	discussion; craft activities
		To define the feeling "generous." To teach children the facial
		expressions and body postures associated with the feeling
		"generous." To provide examples of things that might make
		people feel generous. To associate feeling generous with other
		comfortable feelings, such as "happy" and "proud." To show that
		caring for our friends can result in feeling generous.
25.2.2	Make	PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS
Behavioral	transitions	Preschool/Kindergarten Review/Puppet sequence; group
Regulation	between	discussion; craft activities
(continued)	activities after	To review all of the feelings vocabulary learned in PATHS. To
	warning	practice using long-term memory. To provide an opportunity for
	(continued)	children to list additional feelings vocabulary not covered by
		PATHS Preschool/Kindergarten Curriculum. To provide an
		illustration of how much easier something can be when people
		work together rather than alone. To informally introduce the
		transition to elementary school.
		PATHS Preschool/Kindergarten Curriculum V2-L42 Saying
		Goodbye/Puppet sequence; group discussion; craft activities
		To help children think about the concept of loss. To help
		children understand the complex feelings associated with loss.
		To help children actively problem-solve coping with the loss of
		an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43 Ending
		and Transitioning/Puppet sequence; group discussion; craft
		activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as "happy" and "sad").
		To help children actively problem-solve a healthy way to buffer
		uncomfortable feelings. To informally introduce steps for
		planning. To help children plan ahead and actively seek
		information for anticipating the future. To review the concept that
		sharing with each other helps us to feel happier.
25.2.2	Wait for	PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
Behavioral	teacher	Learns to Do Turtle, Part 1/Puppet sequence; story – listening
Regulation	approval before	and comprehension
(continued)	acting in	To introduce key social and emotional concepts that will lay the
	required	foundation for the development of self-control.
	situations	
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle
		Learns to Do Turtle, Part 2/Puppet sequence; story – listening
		and comprehension
		To teach children a technique for self-control. To associate
		visual symbols with the three steps of doing Turtle to calm
		down. To teach children the appropriate times to use the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique Review/Puppet sequence; role-play; group

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25.2.2 Behavioral Regulation (continued)	Wait for teacher approval before acting in required situations (continued)	discussion To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System. PATHS Preschool/Kindergarten Curriculum V1-L17 Appropriate Turtles I / Puppet sequence; interpreting pictures; group discussion To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.
	· · · · ·	PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is a signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
		Relaxed /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some of
		the facial cues and body postures associated with the feeling
		"calm" or "relaxed." To provide examples of different reasons for
		feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality of
		friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making Choices/Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To
		encourage children to think about the consequences of their behavior. To teach children the meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
		Problems with Friends /Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive

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		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
25.2.2	Wait for	PATHS Preschool/Kindergarten Curriculum V2-L30
Behavioral	teacher	Excited/Puppet sequence; group discussion; interpreting
Regulation	approval before	pictures; craft activities
(continued)	acting in	To define the feeling "excited." To teach children the facial
	required	expressions and body postures associated with the feeling
	situations	"excited." To provide examples of things that might make people
	(continued)	feel excited. To explain that "excited" is a comfortable feeling.
		To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33 Proud/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."
		PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize the
		facial expressions and body postures associated with feeling
		worried. To use a story to illustrate the meaning of the word
		"worried." To informally introduce the idea of changing feelings.
		To provide visual representations of the feeling "worried."
		PATHS Preschool/Kindergarten Curriculum V2-L36
		Disappointed/Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children
		recognize the facial expressions and body postures associated
		with feeling disappointed. To describe situational contexts in
		which disappointment occurs. To provide visual representations
		of the feeling "disappointed." To promote cause-and-effect
		thinking. To facilitate elementary problem solving. To illustrate
		that different people have different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L37
		Jealous/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the emotion "jealous." To help children recognize the
		facial expressions and body postures associated with feeling
		jealous. To provide examples of situational contexts in which
		jealousy occurs. To provide visual representations of feeling
		jealous. To practice continuity by listening to a story over

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		several days.
25.2.2	Wait for	PATHS Preschool/Kindergarten Curriculum V2-L38
Behavioral	teacher	Furious/Puppet sequence; interpreting pictures; story – recall,
Regulation	approval before	listening, and comprehension; group discussion
(continued)	acting in	To define the emotion "furious." To help children recognize the
()	required	facial expressions and body postures associated with feeling
	situations	furious. To provide examples of situational contexts in which
	(continued)	feeling furious occurs. To provide visual representations of
		feeling furious. To demonstrate that feelings can change. To
		practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L39
		Guilty /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the feeling "guilty." To help children recognize the
		facial expressions and body postures associated with feeling
		guilty. To provide situational contexts in which feeling guilty
		occurs. To provide visual representations of feeling guilty. To
		demonstrate changes of feelings. To practice continuity by
		listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V1-L2 PATHS
		Animals/Puppet sequence; group discussion; craft activities;
		game-playing
		To have children become familiar with turtles and the other
05.0.0		animals that are used throughout PATHS.
25.2.2 Behavioral	Clean up or put	PATHS Preschool/Kindergarten Curriculum V1-L3 PATHS
	away materials on own or with	Kid for Today/Puppet sequence; group discussion; craft activities
Regulation	teacher	
(continued)	direction	To have children associate PATHS with responsibility and fun.
	unection	PATHS Preschool/Kindergarten Curriculum V1-L5 We All
		Have Feelings/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To help children understand other people's feelings. To promote
		a sense of community between children.
		PATHS Preschool/Kindergarten Curriculum V1-L6
		Happy/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "happy." To help children recognize the
		facial expressions and body postures associated with the feeling
		"happy." To present common situations that cause people to
		feel happy. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L7
		Sad/Puppet sequence; group discussion; interpreting pictures;
		craft activities
		To define the feeling "sad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"sad." To provide examples of different reasons for feeling sad.
		To help children understand other people's emotions.
		PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
		Makes Friends /Puppet sequence; story – listening and
		comprehension; craft activities
		To use a story to teach children several core prosocial
1	l	behaviors associated with friendship. To provide a visual

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1	1	representation of each apositic processial behavior
25.2.2		representation of each specific prosocial behavior.
25.2.2 Behavioral	Clean up or put away materials	PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or
	,	Angry I/Puppet sequence; interpreting pictures; group
Regulation (continued)	on own or with teacher	discussion; craft activities To define the feeling "mad." To help children recognize the facial
(continued)	direction	expressions and body postures associated with the feeling
	(continued)	"mad." To provide examples of different reasons for feeling
	(continued)	angry. To provide visual representations of the feeling "mad." To
		help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L11 Scared
		or Afraid/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "scared." To help children recognize the
		facial expressions and body postures associated with the feeling
		"scared." To provide examples of different reasons for feeling
		scared. To help children develop skills for coping with emotions.
		To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L12 My
		Feelings/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the four basic feelings. To help children understand
		that all emotions should be valued and are OK.
		PATHS Preschool/Kindergarten Curriculum V1-L13
		Mad II/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To provide additional examples of reasons for feeling angry. To
		informally introduce the idea that there are different words for
		the same feeling. To reinforce the concept that all feelings are
		OK. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
		Learns to Do Turtle, Part 1/Puppet sequence; story – listening
		and comprehension
		To introduce key social and emotional concepts that will lay the foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle
		Learns to Do Turtle, Part 2/Puppet sequence; story – listening
		and comprehension
		To teach children a technique for self-control. To associate
		visual symbols with the three steps of doing Turtle to calm
		down. To teach children the appropriate times to use the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle
		Technique Review/Puppet sequence; role-play; group
		discussion
		To teach children the appropriate times to use the Turtle
		Technique. To reinforce the concept that thinking is difficult
		while one is experiencing strong, uncomfortable feelings. To
		review the steps for doing Turtle and associate those steps with
		symbols. To introduce children to the concept of role-plays. To
		introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion

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		To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is a
		signal to others.
25.2.2	Clean up or put	PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
Behavioral	away materials	Relaxed/Puppet sequence; interpreting pictures; group
Regulation	on own or with	discussion; craft activities
(continued)	teacher	To define the feeling "calm" or "relaxed." To introduce some of
(*******	direction	the facial cues and body postures associated with the feeling
	(continued)	"calm" or "relaxed." To provide examples of different reasons for
	(continued)	feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down
		and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
		and Caring I/Puppet sequence; group discussion; craft
		activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of caring
		about others. To provide situational contexts in which sharing
		occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft activities
		To help children understand that sharing is an important part of
		friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in
		sharing with others. To provide children with an opportunity to
		experience the positive feelings associated with sharing. To
		introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy," "greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story – listening and
		comprehension
		To use a story to teach children that it is possible to have more
		than one friend. To use a story to teach children the importance
		of letting other children join in play. PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities To teach children how to give compliments that reflect quality of
		friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the facial expressions and body postures associated
		with the four basic feelings. To review common situations that
		make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
	1	group discussion; craft activities

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		To have children understand the process of making choices.
25.2.2	Clean up or put	PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
Behavioral	away materials	Problems/Puppet sequence; interpreting pictures; group
Regulation	on own or with	discussion; craft activities
(continued)	teacher	To encourage children to evaluate their problem-solving ideas
	direction	by distinguishing between OK choices and not OK choices. To
	(continued)	encourage children to think about the consequences of their
		behavior. To teach children the meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
		Problems with Friends /Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28
		Comfortable and Uncomfortable/Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable" and
		"uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce the
		concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling
		Faces.
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling.
		To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."

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25.2.2 Behavioral Regulation (continued)	Clean up or put away materials on own or with teacher direction (continued)	PATHS Preschool/Kindergarten Curriculum V2-L40 Generous/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling "generous." To teach children the facial expressions and body postures associated with the feeling "generous." To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as "happy" and "proud." To show that caring for our friends can result in feeling generous.
		PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS Preschool/Kindergarten Review/Puppet sequence; group discussion; craft activities To review all of the feelings vocabulary learned in PATHS. To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS Preschool/Kindergarten Curriculum. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school.PATHS Preschool/Kindergarten Curriculum V2-L42 Saying Goodbye/Puppet sequence; group discussion; craft activities
		To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43 Ending and Transitioning/Puppet sequence; group discussion; craft activities To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as "happy" and "sad"). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.

	Standard 25.3	: Pro-Social Relationships with Adults
25.3.1	Seek help from	PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
Trust	familiar adults	Learns to Do Turtle, Part 1/Puppet sequence; story - listening
	when needed	and comprehension
		To introduce key social and emotional concepts that will lay the
		foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle
		Learns to Do Turtle, Part 2/Puppet sequence; story – listening
		and comprehension
		To teach children a technique for self-control. To associate
		visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle
		Technique Review /Puppet sequence; role-play; group
		discussion
		To teach children the appropriate times to use the Turtle
		Technique. To reinforce the concept that thinking is difficult
		while one is experiencing strong, uncomfortable feelings. To
		review the steps for doing Turtle and associate those steps with
		symbols. To introduce children to the concept of role-plays. To
		introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L17
		Appropriate Turtles I/
		Puppet sequence; interpreting pictures; group discussion
		To help children associate a strong, uncomfortable feeling with
		starting to do Turtle. To continue to practice the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do Turtle. To reinforce children's awareness that doing Turtle is a
		signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
		Relaxed /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some of
		the facial cues and body postures associated with the feeling
		"calm" or "relaxed." To provide examples of different reasons for
		feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down
		and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft
		activities
		To help children understand that sharing is an important part of
		friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in
		sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To
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1	1	introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy,"
		"greed" and "selfishness."
25.3.1	Seek help from	PATHS Preschool/Kindergarten Curriculum V2-L23
Trust	familiar adults	Advanced Compliments/Puppet sequence; story – listening
(continued)	when needed	and comprehension; group discussion; craft activities
(0011111001)	(continued)	To teach children how to give compliments that reflect quality of
		friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To
		encourage children to think about the consequences of their
		behavior. To teach children the meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
		Problems with Friends /Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling.
		To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated /Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		· · · · · · · · · · · · · · · · · · ·

I	1	provide viewal representations of the feeling "provid"
25.3.1	Cook boln from	provide visual representations of the feeling "proud." PATHS Preschool/Kindergarten Curriculum V2-L34
	Seek help from	5
Trust	familiar adults	Love/Puppet sequence; interpreting pictures; group discussion
(continued)	when needed	To help children better understand the feeling "love." To
	(continued)	informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and anger).
		To encourage children to ask other people about their feelings.
		To illustrate that imagining something doesn't make it real.
		PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize the
		facial expressions and body postures associated with feeling
		worried. To use a story to illustrate the meaning of the word
		"worried." To informally introduce the idea of changing feelings.
		To provide visual representations of the feeling "worried."
		PATHS Preschool/Kindergarten Curriculum V2-L36
		Disappointed/Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children
		recognize the facial expressions and body postures associated
		with feeling disappointed. To describe situational contexts in
		which disappointment occurs. To provide visual representations
		of the feeling "disappointed." To promote cause-and-effect
		thinking. To facilitate elementary problem solving. To illustrate
		that different people have different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L37
		Jealous/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the emotion "jealous." To help children recognize the
		facial expressions and body postures associated with feeling
		jealous. To provide examples of situational contexts in which
		jealousy occurs. To provide visual representations of feeling
		jealous. To practice continuity by listening to a story over
		several days.
		PATHS Preschool/Kindergarten Curriculum V2-L38
		Furious /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the emotion "furious." To help children recognize the
		facial expressions and body postures associated with feeling
		furious. To provide examples of situational contexts in which
		feeling furious occurs. To provide visual representations of
		feeling furious. To demonstrate that feelings can change. To
		practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L39
		Guilty /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the feeling "guilty." To help children recognize the
		facial expressions and body postures associated with feeling
		guilty. To provide situational contexts in which feeling guilty
		occurs. To provide visual representations of feeling guilty. To
		demonstrate changes of feelings. To practice continuity by

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		listening to a story over several days.
25.3.1	Seek help from	PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS
Trust	familiar adults	Preschool/Kindergarten Review/Puppet sequence; group
(continued)	when needed	discussion; craft activities
	(continued)	To review all of the feelings vocabulary learned in PATHS. To
	· · · ·	practice using long-term memory. To provide an opportunity for
		children to list additional feelings vocabulary not covered by
		PATHS Preschool/Kindergarten Curriculum. To provide an
		illustration of how much easier something can be when people
		work together rather than alone. To informally introduce the
		transition to elementary school.
		PATHS Preschool/Kindergarten Curriculum V2-L42 Saying
		Goodbye/Puppet sequence; group discussion; craft activities
		To help children think about the concept of loss. To help
		children understand the complex feelings associated with loss.
		To help children actively problem-solve coping with the loss of
		an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43 Ending
		and Transitioning/Puppet sequence; group discussion; craft
		activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel two
		opposing feelings at the same time (such as "happy" and "sad").
		To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for
		planning. To help children plan ahead and actively seek
		information for anticipating the future. To review the concept that
		sharing with each other helps us to feel happier.
25.3.1	Respond to	PATHS Preschool/Kindergarten Curriculum V1-L1 Circle
Trust	familiar adults'	Rules /Story – listening and comprehension; group discussion;
(continued)	questions and	game-playing
(001111000)	directions	To have children recognize Circle Time as a classroom activity
		that provides a sense of community, belonging and fun. To
		promote cooperation by helping children learn appropriate
		classroom behavior for Circle Time and other classroom
		activities. To help children generate logical consequences. To
		establish a physically and emotionally safe classroom
		environment. To create and model a calm and positive learning
		atmosphere that is built on trust and warmth.
		PATHS Preschool/Kindergarten Curriculum V1-L2 PATHS
		Animals/Puppet sequence; group discussion; craft activities;
		game-playing
		To have children become familiar with turtles and the other
		animals that are used throughout PATHS.
		PATHS Preschool/Kindergarten Curriculum V1-L3 PATHS
		Kid for Today/Puppet sequence; group discussion; craft
		activities
		To have children associate PATHS with responsibility and fun.
		PATHS Preschool/Kindergarten Curriculum V1-L4
1	I	Compliments I/Puppet sequence; group discussion; writing

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		To teach children the meaning of the word "compliment." To have children associate being PATHS Kid for Today with
		receiving compliments. To have children learn a polite way to
		respond to a compliment. To enhance children's self-esteem.
25.3.1	Respond to	PATHS Preschool/Kindergarten Curriculum V1-L5 We All
Trust	familiar adults'	Have Feelings/Puppet sequence; group discussion; interpreting
(continued)	questions and	pictures; craft activities
()	directions	To help children understand other people's feelings. To promote
	(continued)	a sense of community between children.
	· · · · ·	PATHS Preschool/Kindergarten Curriculum V1-L6
		Happy/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "happy." To help children recognize the
		facial expressions and body postures associated with the feeling
		"happy." To present common situations that cause people to
		feel happy. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L7
		Sad/Puppet sequence; group discussion; interpreting pictures;
		craft activities
		To define the feeling "sad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"sad." To provide examples of different reasons for feeling sad.
		To help children understand other people's emotions. PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
		Makes Friends/Puppet sequence; story – listening and
		comprehension; craft activities
		To use a story to teach children several core prosocial
		behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-L9
		Compliments II/Puppet sequence; group discussion; writing
		To develop children's prosocial skills. To encourage children's
		support and respect for each other. To enhance children's self-
		esteem. To help children recognize the positive feelings
		associated with giving and receiving compliments.
		PATHS Preschool/Kindergarten Curriculum V1-S1 Sharing
		Happy and Sad Feelings/Puppet sequence; interpreting
		pictures; group discussion
		To provide children with an opportunity to share personal experiences about the feelings "happy" and "sad." To discuss
		different situational contexts in which the feelings "happy" and
		"sad" occur. To illustrate similarity in feelings among different
		people. To foster a sense of trust and cohesion between teacher
		and students.
		PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or
		Angry I/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "mad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"mad." To provide examples of different reasons for feeling
		angry. To provide visual representations of the feeling "mad." To
		help children understand other people's feelings.
l	l	PATHS Preschool/Kindergarten Curriculum V1-L11 Scared

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25.3.1 Trust (continued)	Respond to familiar adults' questions and directions (continued)	or Afraid/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling "scared." To help children recognize the facial expressions and body postures associated with the feeling "scared." To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people's feelings. PATHS Preschool/Kindergarten Curriculum V1-L12 My Feelings/Puppet sequence; interpreting pictures; group discussion; craft activities To review the four basic feelings. To help children understand that all emotions should be valued and are OK.
		 PATHS Preschool/Kindergarten Curriculum V1-L13 Mad II/Puppet sequence; interpreting pictures; group discussion; craft activities To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people's feelings. PATHS Preschool/Kindergarten Curriculum V1-S2 Sharing Mad and Scared Feelings/Puppet sequence; group discussion
		To provide children with an opportunity to share personal experiences about the feelings "mad" and "scared." To identify different situational contexts in which the feelings "mad" and "scared" occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences. PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
		Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control. PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension
		To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique. PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion
		To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System. PATHS Preschool/Kindergarten Curriculum V1-L17
		Appropriate Turtles I/ Puppet sequence; interpreting pictures; group discussion To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle

1		Technique.
25.3.1	Respond to	PATHS Preschool/Kindergarten Curriculum V1-L18
Trust	familiar adults'	Appropriate Turtles II/
(continued)	questions and	Puppet sequence; interpreting pictures; group discussion
(continued)	directions	To expand children's knowledge of appropriate times to do
	(continued)	Turtle. To reinforce children's awareness that doing Turtle is a
	(continued)	•
		signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
		Relaxed/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some of
		the facial cues and body postures associated with the feeling
		"calm" or "relaxed." To provide examples of different reasons for
		feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down
		and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V1-S3 Sharing
		Feelings: Basic Emotions/Puppet sequence; game playing;
		group discussion
		To provide children with an opportunity to share personal
		experiences about feeling happy, sad, mad, scared and calm.
		To discuss situational contexts that cause the feelings "happy,"
		"sad," "mad," "scared" and "calm." To informally introduce the
		concept of comfortable and uncomfortable feelings. To reinforce
		the facial and behavioral cues associated with the four basic
		feelings, and the feeling "calm."
		PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
		and Caring I/Puppet sequence; group discussion; craft
		activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of caring
		about others. To provide situational contexts in which sharing
		occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft
		activities
		To help children understand that sharing is an important part of
		friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in
		sharing with others. To provide children with an opportunity to
		experience the positive feelings associated with sharing. To
		introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy,"
		"greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story – listening and
		comprehension
		To use a story to teach children that it is possible to have more
		than one friend. To use a story to teach children the importance
		of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L23
1		Advanced Compliments/Puppet sequence; story – listening

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	Desconder	and comprehension; group discussion; craft activities To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.
25.3.1	Respond to	PATHS Preschool/Kindergarten Curriculum V2-L24
Trust	familiar adults'	Feelings Review/Puppet sequence; interpreting pictures; group
(continued)	questions and directions	discussion; craft activities
	(continued)	To review the facial expressions and body postures associated with the four basic feelings. To review common situations that
	(continued)	make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To
		encourage children to think about the consequences of their
		behavior. To teach children the meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
		Problems with Friends/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28
		Comfortable and Uncomfortable /Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable" and
		"uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce the
		concept that people can experience different emotions from one
		another. To explain the color-coding system of the Feeling
		Faces.
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling. To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L31
		Tired /Puppet sequence; group discussion; interpreting pictures
		To define the feeling "tired." To help children recognize the facial
I	1	

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		expressions and body postures associated with the feeling "tired." To provide examples of different reasons for feeling tired.
		To explain that "tired" is an uncomfortable feeling. To provide
		visual representations of the feeling "tired."
25.3.1	Respond to	PATHS Preschool/Kindergarten Curriculum V2-L32
Trust	familiar adults'	Frustrated /Puppet sequence; interpreting pictures; group
(continued)	questions and	discussion; role-playing; craft activities
	directions	To define the feeling "frustrated." To teach children the facial
	(continued)	expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling "proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."
		PATHS Preschool/Kindergarten Curriculum V2-S4 Sharing
		Feelings: Intermediate Emotions/Puppet sequence; group
		discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause different feelings. To reinforce the
		facial and behavioral cues associated with different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group discussion
		To help children better understand the feeling "love." To informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and anger).
		To encourage children to ask other people about their feelings.
		To illustrate that imagining something doesn't make it real.
		PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize the
		facial expressions and body postures associated with feeling
		worried. To use a story to illustrate the meaning of the word
		"worried." To informally introduce the idea of changing feelings.
		To provide visual representations of the feeling "worried."
		PATHS Preschool/Kindergarten Curriculum V2-L36 Disappointed/Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children
		recognize the facial expressions and body postures associated
		with feeling disappointed. To describe situational contexts in
		which disappointment occurs. To provide visual representations
		of the feeling "disappointed." To promote cause-and-effect
		thinking. To facilitate elementary problem solving. To illustrate

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1	1	
05.0.4	Description	that different people have different feelings.
25.3.1	Respond to	PATHS Preschool/Kindergarten Curriculum V2-L37
Trust	familiar adults'	Jealous/Puppet sequence; interpreting pictures; story –
(continued)	questions and	listening and comprehension; group discussion
	directions	To define the emotion "jealous." To help children recognize the
	(continued)	facial expressions and body postures associated with feeling
		jealous. To provide examples of situational contexts in which
		jealousy occurs. To provide visual representations of feeling
		jealous. To practice continuity by listening to a story over
		several days.
		PATHS Preschool/Kindergarten Curriculum V2-L38
		Furious /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the emotion "furious." To help children recognize the
		facial expressions and body postures associated with feeling
		furious. To provide examples of situational contexts in which
		feeling furious occurs. To provide visual representations of
		feeling furious. To demonstrate that feelings can change. To
		practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L39
		Guilty/Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the feeling "guilty." To help children recognize the
		facial expressions and body postures associated with feeling
		guilty. To provide situational contexts in which feeling guilty
		occurs. To provide visual representations of feeling guilty. To
		demonstrate changes of feelings. To practice continuity by
		listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "generous." To teach children the facial
		expressions and body postures associated with the feeling
		"generous." To provide examples of things that might make
		people feel generous. To associate feeling generous with other
		comfortable feelings, such as "happy" and "proud." To show that
		caring for our friends can result in feeling generous.
		PATHS Preschool/Kindergarten Curriculum V2-S5 Sharing
		Feelings: Advanced Emotions/Puppet sequence; group
		discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause emotions. To reinforce the facial
		and behavioral cues associated with feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS
		Preschool/Kindergarten Review/Puppet sequence; group
		discussion; craft activities
		To review all of the feelings vocabulary learned in PATHS. To
		practice using long-term memory. To provide an opportunity for
		children to list additional feelings vocabulary not covered by
		PATHS Preschool/Kindergarten Curriculum. To provide an
		illustration of how much easier something can be when people
		work together rather than alone. To informally introduce the
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1	1	transition to elementary school
25.3.1 Trust (continued)	Respond to familiar adults' questions and directions (continued)	transition to elementary school. PATHS Preschool/Kindergarten Curriculum V2-L42 Saying Goodbye/Puppet sequence; group discussion; craft activities To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings. PATHS Preschool/Kindergarten Curriculum V2-L43 Ending and Transitioning/Puppet sequence; group discussion; craft activities To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as "happy" and "sad"). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier. PATHS Preschool/Kindergarten Curriculum V2-L44 PATHS Party/Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as "excited" and "sad" or "happy" "sad"
		To review what has been learned in PATHS. To recall favorite
25.3.1	Engage in	PATHS Preschool/Kindergarten Curriculum V1-S1 Sharing
Trust	reciprocal	Happy and Sad Feelings/Puppet sequence; interpreting
(continued)	conversation with	pictures; group discussion
	familiar adults	To provide children with an opportunity to share personal experiences about the feelings "happy" and "sad." To discuss different situational contexts in which the feelings "happy" and "sad" occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.
		PATHS Preschool/Kindergarten Curriculum V1-S2 Sharing
		 Mad and Scared Feelings/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about the feelings "mad" and "scared." To identify different situational contexts in which the feelings "mad" and "scared" occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences. PATHS Preschool/Kindergarten Curriculum V1-S3 Sharing Feelings: Basic Emotions/Puppet sequence; game playing; group discussion To provide children with an opportunity to share personal
		experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings "happy," "sad," "mad," "scared" and "calm." To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce

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25.3.1 Trust (continued)	Engage in reciprocal conversation with	the facial and behavioral cues associated with the four basic feelings, and the feeling "calm." PATHS Preschool/Kindergarten Curriculum V2-S4 Sharing Feelings: Intermediate Emotions /Puppet sequence; group discussion
	familiar adults	To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To
		discuss situations that cause different feelings. To reinforce the
		facial and behavioral cues associated with different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and anger).
		To encourage children to ask other people about their feelings.
		To illustrate that imagining something doesn't make it real.
		PATHS Preschool/Kindergarten Curriculum V2-S5 Sharing
		Feelings: Advanced Emotions/Puppet sequence; group
		discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause emotions. To reinforce the facial
		and behavioral cues associated with feelings.

05.4.4		4: Pro-Social Relationships with Peers
25.4.1	Initiate play with	PATHS Preschool/Kindergarten Curriculum V1-L5 We All
Social	1 or 2 peers	Have Feelings/Puppet sequence; group discussion; interpreting
Identity		pictures; craft activities
		To help children understand other people's feelings. To promote
		a sense of community between children.
		PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
		Makes Friends/Puppet sequence; story – listening and
		comprehension; craft activities
		To use a story to teach children several core prosocial
		behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
		and Caring I/Puppet sequence; group discussion; craft
		activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of carin
		about others. To provide situational contexts in which sharing
		OCCURS.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft
		activities
		To help children understand that sharing is an important part of
		friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in
		sharing with others. To provide children with an opportunity to
		experience the positive feelings associated with sharing. To
		introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy,"
		"greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story – listening and
		comprehension
		To use a story to teach children that it is possible to have more
		than one friend. To use a story to teach children the importance
		of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
		Problems with Friends/Puppet sequence; interpreting pictures
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L36
		Disappointed /Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children
		recognize the facial expressions and body postures associated
		with feeling disappointed. To describe situational contexts in
		which disappointment occurs. To provide visual representations
	I	which disappointment occurs. To provide visual representations

1	l	of the feeling "dicenneinted " To premete serves and effect
		of the feeling "disappointed." To promote cause-and-effect
		thinking. To facilitate elementary problem solving. To illustrate
05.4.1	Initiata play with	that different people have different feelings.
25.4.1 Social	Initiate play with	PATHS Preschool/Kindergarten Curriculum V2-L40 Generous/Puppet sequence; interpreting pictures; group
Identity	1 or 2 peers	discussion; craft activities
(continued)		To define the feeling "generous." To teach children the facial
(continued)		expressions and body postures associated with the feeling
		"generous." To provide examples of things that might make
		people feel generous. To associate feeling generous with other
		comfortable feelings, such as "happy" and "proud." To show that
		caring for our friends can result in feeling generous.
25.4.1	Play	PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
Social	cooperatively	Makes Friends/Puppet sequence; story – listening and
Identity	with a few peers	comprehension; craft activities
(continued)	for sustained	To use a story to teach children several core prosocial
	period of time	behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story – listening and
		To use a story to teach children that it is possible to have more
		than one friend. To use a story to teach children the importance
		of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving Problems with Friends/Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L44 PATHS
		Party/Puppet sequence; group discussion; party
		To review what has been learned in PATHS. To recall favorite
		experiences during PATHS. To think about the future and what
		the kids are anticipating. To help children be aware of having
		multiple feelings (such as "excited" and "sad," or "happy," "sad"
25.4.1	Cooporato in	and "proud") at the same time. To say goodbye to each other.
25.4.1 Social	Cooperate in both large and	PATHS Preschool/Kindergarten Curriculum V1-L1 Circle Rules/Story – listening and comprehension; group discussion;
Identity	small group	game-playing
(continued)	activities that are	To have children recognize Circle Time as a classroom activity
(facilitated by	that provides a sense of community, belonging and fun. To
	adults	promote cooperation by helping children learn appropriate
		classroom behavior for Circle Time and other classroom
		activities. To help children generate logical consequences. To
		establish a physically and emotionally safe classroom
		environment. To create and model a calm and positive learning
		atmosphere that is built on trust and warmth.
		PATHS Preschool/Kindergarten Curriculum V1-L2 PATHS
		Animals/Puppet sequence; group discussion; craft activities;
I	l	game-playing

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		To have children become familiar with turtles and the other
		animals that are used throughout PATHS.
25.4.1	Cooperate in	PATHS Preschool/Kindergarten Curriculum V1-L3 PATHS
Social	both large and	Kid for Today/Puppet sequence; group discussion; craft
Identity	small group	activities
(continued)	activities that are	To have children associate PATHS with responsibility and fun.
	facilitated by	
	adults	
	(continued)	
	(,	PATHS Preschool/Kindergarten Curriculum V1-L4
		Compliments I /Puppet sequence; group discussion; writing
		To teach children the meaning of the word "compliment." To
		have children associate being PATHS Kid for Today with
		receiving compliments. To have children learn a polite way to
		respond to a compliment. To enhance children's self-esteem.
		PATHS Preschool/Kindergarten Curriculum V1-L5 We All
		Have Feelings/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To help children understand other people's feelings. To promote
		a sense of community between children.
		PATHS Preschool/Kindergarten Curriculum V1-L6
		Happy/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "happy." To help children recognize the
		facial expressions and body postures associated with the feeling
		"happy." To present common situations that cause people to
		feel happy. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L7
		Sad /Puppet sequence; group discussion; interpreting pictures;
		craft activities
		To define the feeling "sad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"sad." To provide examples of different reasons for feeling sad.
		To help children understand other people's emotions.
		PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
		Makes Friends/Puppet sequence; story – listening and
		comprehension; craft activities
		To use a story to teach children several core prosocial
		behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-L9
		Compliments II /Puppet sequence; group discussion; writing
		To develop children's prosocial skills. To encourage children's
		support and respect for each other. To enhance children's self-
		esteem. To help children recognize the positive feelings
		associated with giving and receiving compliments.
		PATHS Preschool/Kindergarten Curriculum V1-S1 Sharing
		Happy and Sad Feelings/Puppet sequence; interpreting
		pictures; group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "happy" and "sad." To discuss
		different situational contexts in which the feelings "happy" and
		"sad" occur. To illustrate similarity in feelings among different
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		people. To foster a sense of trust and cohesion between teacher
		and students.
25.4.1	Cooperate in	PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or
Social	both large and	Angry I/Puppet sequence; interpreting pictures; group
Identity	small group	discussion; craft activities
(continued)	activities that are	To define the feeling "mad." To help children recognize the facial
	facilitated by	expressions and body postures associated with the feeling
	adults	"mad." To provide examples of different reasons for feeling
	(continued)	angry. To provide visual representations of the feeling "mad." To
		help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L11 Scared
		or Afraid/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "scared." To help children recognize the
		facial expressions and body postures associated with the feeling
		"scared." To provide examples of different reasons for feeling
		scared. To help children develop skills for coping with emotions. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L12 My
		Feelings/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the four basic feelings. To help children understand
		that all emotions should be valued and are OK.
		PATHS Preschool/Kindergarten Curriculum V1-L13
		Mad II/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To provide additional examples of reasons for feeling angry. To
		informally introduce the idea that there are different words for
		the same feeling. To reinforce the concept that all feelings are
		OK. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-S2 Sharing
		Mad and Scared Feelings/Puppet sequence; group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "mad" and "scared." To identify
		different situational contexts in which the feelings "mad" and
		"scared" occur. To illustrate similarity in feelings among different
		people. To foster a sense of trust and cohesion by sharing
		personal experiences.
		PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
		Learns to Do Turtle, Part 1/Puppet sequence; story – listening
		and comprehension
		To introduce key social and emotional concepts that will lay the foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle
		Learns to Do Turtle, Part 2/Puppet sequence; story – listening
		and comprehension
		To teach children a technique for self-control. To associate
		visual symbols with the three steps of doing Turtle to calm
		down. To teach children the appropriate times to use the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle
		Technique Review/Puppet sequence; role-play; group
		discussion

25.4.1 Social Identity (continued)	Cooperate in both large and small group activities that are facilitated by adults (continued)	To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System. PATHS Preschool/Kindergarten Curriculum V1-L17 Appropriate Turtles I / Puppet sequence; interpreting pictures; group discussion To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18 Appropriate Turtles II/ Puppet sequence; interpreting pictures; group discussion To expand children's knowledge of appropriate times to do Turtle. To reinforce children's awareness that doing Turtle is a
		signal to others. PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
		Relaxed /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some of
		the facial cues and body postures associated with the feeling "calm" or "relaxed." To provide examples of different reasons for
		feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down
		and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V1-S3 Sharing
		Feelings: Basic Emotions/Puppet sequence; game playing; group discussion
		To provide children with an opportunity to share personal
		experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings "happy," "sad," "mad," "scared" and "calm." To informally introduce the
		concept of comfortable and uncomfortable feelings. To reinforce
		the facial and behavioral cues associated with the four basic
		feelings, and the feeling "calm."
		PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft
		activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of caring
		about others. To provide situational contexts in which sharing occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft
		activities
		To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to

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		experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy,"
		"greed" and "selfishness."
25.4.1	Cooperate in	PATHS Preschool/Kindergarten Curriculum V2-L22
Social	both large and	Twiggle's Special Day/Puppet sequence; story - listening and
Identity	small group	comprehension
(continued)	activities that are	To use a story to teach children that it is possible to have more
	facilitated by	than one friend. To use a story to teach children the importance
	adults	of letting other children join in play.
	(continued)	
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the facial expressions and body postures associated
		with the four basic feelings. To review common situations that
		make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices. PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To
		encourage children to think about the consequences of their
		behavior. To teach children the meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
		Problems with Friends/Puppet sequence; interpreting pictures;
		group discussion; craft activities To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28
		Comfortable and Uncomfortable/Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable" and
		"uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one
I	I	concept that people can experience unletent emotions non one

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		another. To explain the color-coding system of the Feeling
		Faces.
25.4.1	Cooperate in	PATHS Preschool/Kindergarten Curriculum V2-L30
Social	both large and	Excited/Puppet sequence; group discussion; interpreting
Identity	small group	pictures; craft activities
(continued)	activities that are	To define the feeling "excited." To teach children the facial
	facilitated by	expressions and body postures associated with the feeling
	adults	"excited." To provide examples of things that might make people
	(continued)	feel excited. To explain that "excited" is a comfortable feeling.
		To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L31
		Tired /Puppet sequence; group discussion; interpreting pictures
		To define the feeling "tired." To help children recognize the facial
		expressions and body postures associated with the feeling
		"tired." To provide examples of different reasons for feeling tired.
		To explain that "tired" is an uncomfortable feeling. To provide
		visual representations of the feeling "tired."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling "frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."
		PATHS Preschool/Kindergarten Curriculum V2-S4 Sharing
		Feelings: Intermediate Emotions/Puppet sequence; group
		discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause different feelings. To reinforce the
		facial and behavioral cues associated with different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two conflicting feelings at the same time (such as love and anger).
		To encourage children to ask other people about their feelings. To illustrate that imagining something doesn't make it real.
		PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize the
I	I	To donno the rooming worned. To help of indicit recognize the

1	1	facial expressions and body postures associated with feeling
		worried. To use a story to illustrate the meaning of the word
		"worried." To informally introduce the idea of changing feelings.
		To provide visual representations of the feeling "worried."
25.4.1	Cooperate in	PATHS Preschool/Kindergarten Curriculum V2-L36
Social	both large and	Disappointed /Puppet sequence; interpreting pictures; group
Identity	-	discussion
-	small group activities that are	
(continued)		To define the emotion "disappointed." To help children
	facilitated by adults	recognize the facial expressions and body postures associated
		with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations
	(continued)	
		of the feeling "disappointed." To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate
		that different people have different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L37
		Jealous/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion To define the emotion "jealous." To help children recognize the
		facial expressions and body postures associated with feeling
		jealous. To provide examples of situational contexts in which
		jealousy occurs. To provide visual representations of feeling
		jealous. To practice continuity by listening to a story over
		several days.
		PATHS Preschool/Kindergarten Curriculum V2-L38
		Furious /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the emotion "furious." To help children recognize the
		facial expressions and body postures associated with feeling
		furious. To provide examples of situational contexts in which
		feeling furious occurs. To provide visual representations of
		feeling furious. To demonstrate that feelings can change. To
		practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L39
		Guilty/Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the feeling "guilty." To help children recognize the
		facial expressions and body postures associated with feeling
		guilty. To provide situational contexts in which feeling guilty
		occurs. To provide visual representations of feeling guilty. To
		demonstrate changes of feelings. To practice continuity by
		listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "generous." To teach children the facial
		expressions and body postures associated with the feeling
		"generous." To provide examples of things that might make
		people feel generous. To associate feeling generous with other
		comfortable feelings, such as "happy" and "proud." To show that
		caring for our friends can result in feeling generous.
		PATHS Preschool/Kindergarten Curriculum V2-S5 Sharing
		Feelings: Advanced Emotions/Puppet sequence; group
1	I	discussion

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		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause emotions. To reinforce the facial
		and behavioral cues associated with feelings.
25.4.1	Cooperate in	PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS
Social	both large and	Preschool/Kindergarten Review/Puppet sequence; group
Identity	small group	discussion; craft activities
(continued)	activities that are	To review all of the feelings vocabulary learned in PATHS. To
	facilitated by	practice using long-term memory. To provide an opportunity for
	adults	children to list additional feelings vocabulary not covered by
	(continued)	PATHS Preschool/Kindergarten Curriculum. To provide an
		illustration of how much easier something can be when people
		work together rather than alone. To informally introduce the
		transition to elementary school.
		PATHS Preschool/Kindergarten Curriculum V2-L42 Saying
		Goodbye/Puppet sequence; group discussion; craft activities
		To help children think about the concept of loss. To help
		children understand the complex feelings associated with loss.
		To help children actively problem-solve coping with the loss of
		an attachment. To informally introduce the concept of
		simultaneous feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L43 Ending
		and Transitioning/Puppet sequence; group discussion; craft
		activities
		To help children think about the concepts of endings and
		transitions. To help children sort out the complex feelings
		associated with endings and transitions and with saying
		goodbye. To informally review the idea that people can feel two
		opposing feelings at the same time (such as "happy" and "sad").
		To help children actively problem-solve a healthy way to buffer
		uncomfortable feelings. To informally introduce steps for
		planning. To help children plan ahead and actively seek
		information for anticipating the future. To review the concept that
		sharing with each other helps us to feel happier.
		PATHS Preschool/Kindergarten Curriculum V2-L44 PATHS
		Party/Puppet sequence; group discussion; party
		To review what has been learned in PATHS. To recall favorite
		experiences during PATHS. To think about the future and what
		the kids are anticipating. To help children be aware of having
		multiple feelings (such as "excited" and "sad," or "happy," "sad"
		and "proud") at the same time. To say goodbye to each other.
25.4.2	Respond with	PATHS Preschool/Kindergarten Curriculum V1-L7
Respect	empathy to	Sad/Puppet sequence; group discussion; interpreting pictures;
and	others who are	craft activities
Empathy	upset	To define the feeling "sad." To help children recognize the facial
		expressions and body postures associated with the feeling
		"sad." To provide examples of different reasons for feeling sad.
		To help children understand other people's emotions.
		PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
		Makes Friends/Puppet sequence; story – listening and
		comprehension; craft activities
		To use a story to teach children several core prosocial
		behaviors associated with friendship. To provide a visual

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		representation of each specific prosocial behavior.
25.4.2	Respond with	PATHS Preschool/Kindergarten Curriculum V1-S1 Sharing
Respect	empathy to	Happy and Sad Feelings/Puppet sequence; interpreting
and	others who are	pictures; group discussion
Empathy	upset	To provide children with an opportunity to share personal
(continued)	(continued)	experiences about the feelings "happy" and "sad." To discuss
		different situational contexts in which the feelings "happy" and
		"sad" occur. To illustrate similarity in feelings among different
		people. To foster a sense of trust and cohesion between teacher
		and students.
		PATHS Preschool/Kindergarten Curriculum V1-S2 Sharing
		Mad and Scared Feelings/Puppet sequence; group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "mad" and "scared." To identify
		different situational contexts in which the feelings "mad" and
		"scared" occur. To illustrate similarity in feelings among different
		people. To foster a sense of trust and cohesion by sharing
		personal experiences.
		PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
		Learns to Do Turtle, Part 1/Puppet sequence; story – listening
		and comprehension
		To introduce key social and emotional concepts that will lay the
		foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle
		Learns to Do Turtle, Part 2/Puppet sequence; story – listening
		and comprehension
		To teach children a technique for self-control. To associate
		visual symbols with the three steps of doing Turtle to calm
		down. To teach children the appropriate times to use the Turtle Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle
		Technique Review /Puppet sequence; role-play; group
		discussion
		To teach children the appropriate times to use the Turtle
		Technique. To reinforce the concept that thinking is difficult
		while one is experiencing strong, uncomfortable feelings. To
		review the steps for doing Turtle and associate those steps with
		symbols. To introduce children to the concept of role-plays. To
		introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L17
		Appropriate Turtles I/
		Puppet sequence; interpreting pictures; group discussion
		To help children associate a strong, uncomfortable feeling with
		starting to do Turtle. To continue to practice the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is a
		signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
		Relaxed/Puppet sequence; interpreting pictures; group

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25.4.2 Respect and Empathy (continued)	Respond with empathy to others who are upset (continued)	discussion; craft activities To define the feeling "calm" or "relaxed." To introduce some of the facial cues and body postures associated with the feeling "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed. PATHS Preschool/Kindergarten Curriculum V1-S3 Sharing Feelings: Basic Emotions /Puppet sequence; game playing; group discussion To provide children with an opportunity to share personal experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings "happy," "sad," "mad," "scared" and "calm." To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling "calm."
		PATHS Preschool/Kindergarten Curriculum V2-L23Advanced Compliments/Puppet sequence; story – listening and comprehension; group discussion; craft activitiesTo teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.PATHS Preschool/Kindergarten Curriculum V2-L25 Making Choices/Puppet sequence; story – recall and comprehension; group discussion; craft activities To have children understand the process of making choices.PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		 Problems/Puppet sequence; interpreting pictures; group discussion; craft activities To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word "solution." PATHS Preschool/Kindergarten Curriculum V2-L27 Solving Problems with Friends/Puppet sequence; interpreting pictures;
		group discussion; craft activities To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others. PATHS Preschool/Kindergarten Curriculum V2-L31
		Tired/Puppet sequence; group discussion; interpreting picturesTo define the feeling "tired." To help children recognize the facialexpressions and body postures associated with the feeling"tired." To provide examples of different reasons for feeling tired.To explain that "tired" is an uncomfortable feeling. To providevisual representations of the feeling "tired."PATHS Preschool/Kindergarten Curriculum V2-L32Frustrated/Puppet sequence; interpreting pictures; groupdiscussion; role-playing; craft activities

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		To define the feeling "frustrated." To teach children the facial expressions and body postures associated with the feeling "frustrated." To provide examples of things that make people feel frustrated. To explain that "frustrated" is an uncomfortable feeling. To provide visual representations of the feeling "frustrated."
25.4.2	Respond with	PATHS Preschool/Kindergarten Curriculum V2-L33
Respect	empathy to	Proud /Puppet sequence; interpreting pictures; group
and	others who are	discussion; craft activities
Empathy	upset	To define the feeling "proud." To teach children the facial
(continued)	(continued)	expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."
		PATHS Preschool/Kindergarten Curriculum V2-S4 Sharing
		Feelings: Intermediate Emotions/Puppet sequence; group discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause different feelings. To reinforce the
		facial and behavioral cues associated with different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and anger).
		To encourage children to ask other people about their feelings.
		To illustrate that imagining something doesn't make it real.
		PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize the
		facial expressions and body postures associated with feeling
		worried. To use a story to illustrate the meaning of the word "worried." To informally introduce the idea of changing feelings.
		To provide visual representations of the feeling "worried."
		PATHS Preschool/Kindergarten Curriculum V2-L36
		Disappointed /Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children
		recognize the facial expressions and body postures associated
		with feeling disappointed. To describe situational contexts in
		which disappointment occurs. To provide visual representations
		of the feeling "disappointed." To promote cause-and-effect
		thinking. To facilitate elementary problem solving. To illustrate
		that different people have different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L37
		Jealous/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the emotion "jealous." To help children recognize the
		facial expressions and body postures associated with feeling
		jealous. To provide examples of situational contexts in which

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 Pacuas To practice continuity by listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L38 Fartis Stression and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious. To provide examples of situational contexts in which feeling furious. To provide visual representations of feeling furious. To provide visual representations of feeling furious. To provide visual representations of feeling furious. To demonstrate that feeling gains. PATHS Preschool/Kindergarten Curriculum V2-L39 Guilty/Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion PATHS Preschool/Kindergarten Curriculum V2-L39 Guilty/Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the feeling "guilty." To help children recognize the facial expressions and body postures associated with feeling guilty. To define the feeling "guilty." To help children recognize the facial expressions and body postures associated with feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L40 Generous." To provide examples of things that might make people feel generous. "To teach children the facial expressions and body postures associated with the feeling "generous." To provide value time feeling generous. PATHS Preschool/Kindergarten Curriculum V2-L40 Generous." To provide examples of things that might make people feel generous. To associate feeling generous. PATHS Preschool/Kindergarten Curriculum V2-L42 Saying Goodbye/Puppet sequence; group discussion croit discuss about any of the feelings. PATHS Preschool/Kindergarten Curriculum V2-L42	ĺ	I	jealousy occurs. To provide visual representations of feeling
 25.4.2 Respond with empathy to others who are upset (continued) PATHS Preschool/Kindergarten Curriculum V2-L38 (continued) PATHS Preschool/Kindergarten Curriculum V2-L38 (continued) PATHS Preschool/Kindergarten Curriculum V2-L38 (continued) PATHS Preschool/Kindergarten Curriculum V2-L39 (continued) Continued) Continued) PATHS Preschool/Kindergarten Curriculum V2-L39 (continued) Continued) Continued)<!--</th--><th></th><th></th><th></th>			
 25.4.2 Respond with empathy to other sequence; interpreting pictures; story – recall, interpreting guilty. To provide situational contexts in which feeling guilty. To provide situational contexts in which feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L40 Generous/Puppet sequence; interpreting pictures; group discussion; raft activities To define the feeling "generous." To teach children the facial expressions and body postures associated with the feeling "generous." To provide examples of things that might make people feel generous. To associate feeling generous with other comtrable feelings, such as "happy" and "proud." To show that carring for ur friends can result in feeling generous. PATHS Preschool/Kindergarten Curriculum V2-L42 Saying Goodbye/Puppet sequence; group discussion; raft activities To help children understand the compet folos. To help children understand the compet folos. To help children understand the concept of loss. To help children activity problem-solve coping with the loss of an attachment. To informally introduce the concept of simu			
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I O help children think about the concepts of endings and			
the second se			
transitions. To help children sort out the complex feelings			
associated with endings and transitions and with saying			
goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as "happy" and "sad").			• • • • • • •
To help children actively problem-solve a healthy way to buffer			
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		uncomfortable feelings. To informally introduce steps for
		planning. To help children plan ahead and actively seek
		information for anticipating the future. To review the concept that
05.4.0	December 11	sharing with each other helps us to feel happier.
25.4.2 Decreat	Respond with	PATHS Preschool/Kindergarten Curriculum V2-L44 PATHS
Respect	empathy to	Party /Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall favorite
and	others who are	
Empathy (continued)	upset (continued)	experiences during PATHS. To think about the future and what
(continued)	(continued)	the kids are anticipating. To help children be aware of having multiple feelings (such as "excited" and "sad," or "happy," "sad"
		and "proud") at the same time. To say goodbye to each other.
25.4.2	Share and take	PATHS Preschool/Kindergarten Curriculum V1-L1 Circle
Respect	turns with adult	Rules /Story – listening and comprehension; group discussion;
and	guidance	game-playing
Empathy	guidanoe	To have children recognize Circle Time as a classroom activity
(continued)		that provides a sense of community, belonging and fun. To
(0011111000)		promote cooperation by helping children learn appropriate
		classroom behavior for Circle Time and other classroom
		activities. To help children generate logical consequences. To
		establish a physically and emotionally safe classroom
		environment. To create and model a calm and positive learning
		atmosphere that is built on trust and warmth.
		PATHS Preschool/Kindergarten Curriculum V1-L2 PATHS
		Animals/Puppet sequence; group discussion; craft activities;
		game-playing
		To have children become familiar with turtles and the other
		animals that are used throughout PATHS.
		PATHS Preschool/Kindergarten Curriculum V1-L3 PATHS
		Kid for Today/Puppet sequence; group discussion; craft
		activities
		To have children associate PATHS with responsibility and fun.
		PATHS Preschool/Kindergarten Curriculum V1-L4
		Compliments I /Puppet sequence; group discussion; writing
		To teach children the meaning of the word "compliment." To have children associate being PATHS Kid for Today with
		receiving compliments. To have children learn a polite way to
		respond to a compliment. To enhance children's self-esteem.
		PATHS Preschool/Kindergarten Curriculum V1-L5 We All
		Have Feelings/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To help children understand other people's feelings. To promote
		a sense of community between children.
		PATHS Preschool/Kindergarten Curriculum V1-L6
		Happy/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "happy." To help children recognize the
		facial expressions and body postures associated with the feeling
		"happy." To present common situations that cause people to
		feel happy. To help children understand other people's feelings.
		PATHS Preschool/Kindergarten Curriculum V1-L7
		Sad/Puppet sequence; group discussion; interpreting pictures;
		craft activities
		To define the feeling "sad." To help children recognize the facial

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 25.4.2 Share and take turns with adult guidance (continued) Share and take turns with adult guidance (continued) (continued) PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behavior. PATHS Preschool/Kindergarten Curriculum V1-L9 Compliments II/Puppet sequence; group discussion; writing To develop children 's prosocial skills. To encourage children's support and respect for each other. To enhance children's self-esteem. To help children recognize the positive feelings associated with a poyor discussion PATHS Preschool/Kindergarten Curriculum V1-L9 Compliments II/Puppet sequence; group discussion; writing To develop children's prosocial skills. To encourage children's support and respect for each other. To enhance children's self-esteem. To help children recognize the positive feelings associated with a poyorunity to share personal experiences about the feelings "happy" and "sad." To discuss different situational contexts in which the feelings "happy" and "sad" occur. To illustrate similarity in feelings among different and students. PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or Angry I/Puppet sequence; interpreting pictures; group discussion; To provide exame of trust and cohesion between teacher and students. PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or Angry I/Puppet sequence; interpreting pictures; group discussion; To provide exame of the feeling "mad." To help children the feeling "mad." To help children reasons for feeling angry. To provide examples of different reasons for feeling angry. To provide examples of different reasons for feeling angry. To provide examples of different reasons for feeling angry. To provide examples of different reasons for feeling angry. To provide existend other people's feelings. 	1	1	average and had a particular appropriated with the faction
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PATHS Preschool/Kindergarten Curriculum V1-L11 Scared			•
or Afraid/Puppet sequence; interpreting pictures; group			
discussion; craft activities			
To define the feeling "scared." To help children recognize the			•
facial expressions and body postures associated with the feeling			
"scared." To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions.			
To help children understand other people's feelings.			
PATHS Preschool/Kindergarten Curriculum V1-L12 My			· · · · ·
Feelings /Puppet sequence; interpreting pictures; group			
discussion; craft activities			
To review the four basic feelings. To help children understand			
that all emotions should be valued and are OK.			
PATHS Preschool/Kindergarten Curriculum V1-L13			
Mad II/Puppet sequence; interpreting pictures; group			-
discussion; craft activities			discussion; craft activities
To provide additional examples of reasons for feeling angry. To			
informally introduce the idea that there are different words for			-
the same feeling. To reinforce the concept that all feelings are			
OK. To help children understand other people's feelings.			
PATHS Preschool/Kindergarten Curriculum V1-S2 Sharing			PATHS Preschool/Kindergarten Curriculum V1-S2 Sharing

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25.4.2 Respect and Empathy (continued)	Share and take turns with adult guidance (continued)	Mad and Scared Feelings/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about the feelings "mad" and "scared." To identify different situational contexts in which the feelings "mad" and "scared" occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique.PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique.
		Technique. To reinforce the concept that thinking is difficult
		while one is experiencing strong, uncomfortable feelings. To
		review the steps for doing Turtle and associate those steps with
		symbols. To introduce children to the concept of role-plays. To
		introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L17
		Appropriate Turtles I/ Puppet sequence; interpreting pictures; group discussion
		To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is a signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
		Relaxed/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some of
		the facial cues and body postures associated with the feeling "calm" or "relaxed." To provide examples of different reasons for
		feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down
		and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V1-S3 Sharing
		Feelings: Basic Emotions/Puppet sequence; game playing;
		group discussion To provide children with an opportunity to share personal
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		experiences about feeling happy, sad, mad, scared and calm. To discuss situational contexts that cause the feelings "happy," "sad," "mad," "scared" and "calm." To informally introduce the concept of comfortable and uncomfortable feelings. To reinforce the facial and behavioral cues associated with the four basic feelings, and the feeling "calm."
25.4.2	Share and take	PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
Respect	turns with adult	and Caring I/Puppet sequence; group discussion; craft
and	guidance	activities
Empathy	(continued)	To provide children with an opportunity to share something
(continued)	()	meaningful with classmates. To define sharing in a positive
,		context. To relate the concept of sharing to the concept of caring
		about others. To provide situational contexts in which sharing
		occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft activities
		To help children understand that sharing is an important part of
		friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in
		sharing with others. To provide children with an opportunity to
		experience the positive feelings associated with sharing. To
		introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy,"
		"greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story – listening and
		comprehension
		To use a story to teach children that it is possible to have more
		than one friend. To use a story to teach children the importance
		of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities To teach children how to give compliments that reflect quality of
		friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the facial expressions and body postures associated
		with the four basic feelings. To review common situations that
		make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
1	Ι	by distinguishing between OK choices and not OK choices. To

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		encourage children to think about the consequences of their
05.4.0		behavior. To teach children the meaning of the word "solution."
25.4.2	Share and take	PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
Respect	turns with adult	Problems with Friends /Puppet sequence; interpreting pictures;
and	guidance	group discussion; craft activities
Empathy	(continued)	To review the distinction between OK choices and not OK
(continued)		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28
		Comfortable and Uncomfortable/Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable" and
		"uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce the
		concept that people can experience different emotions from one
		another. To explain the color-coding system of the Feeling
		Faces.
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling. To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L31
		Tired /Puppet sequence; group discussion; interpreting pictures
		To define the feeling "tired." To help children recognize the facial
		expressions and body postures associated with the feeling
		"tired." To provide examples of different reasons for feeling tired.
		To explain that "tired" is an uncomfortable feeling. To provide
		visual representations of the feeling "tired."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated /Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
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		provide visual representations of the feeling "proud."
25.4.2	Share and take	PATHS Preschool/Kindergarten Curriculum V2-S4 Sharing
Respect	turns with adult	Feelings: Intermediate Emotions/Puppet sequence; group
and	guidance	discussion
Empathy	(continued)	To provide children with an opportunity to share personal
(continued)		experiences about any of the feelings presented so far. To
		discuss situations that cause different feelings. To reinforce the
		facial and behavioral cues associated with different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and anger).
		To encourage children to ask other people about their feelings.
		To illustrate that imagining something doesn't make it real.
		PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize the
		facial expressions and body postures associated with feeling
		worried. To use a story to illustrate the meaning of the word
		"worried." To informally introduce the idea of changing feelings.
		To provide visual representations of the feeling "worried."
		PATHS Preschool/Kindergarten Curriculum V2-L36
		Disappointed/Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children
		recognize the facial expressions and body postures associated
		with feeling disappointed. To describe situational contexts in
		which disappointment occurs. To provide visual representations
		of the feeling "disappointed." To promote cause-and-effect
		thinking. To facilitate elementary problem solving. To illustrate
		that different people have different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L37
		Jealous/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the emotion "jealous." To help children recognize the
		facial expressions and body postures associated with feeling
		jealous. To provide examples of situational contexts in which
		jealousy occurs. To provide visual representations of feeling
		jealous. To practice continuity by listening to a story over
		several days.
		PATHS Preschool/Kindergarten Curriculum V2-L38
		Furious /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the emotion "furious." To help children recognize the
		facial expressions and body postures associated with feeling
		furious. To provide examples of situational contexts in which
		feeling furious occurs. To provide visual representations of
		feeling furious. To demonstrate that feelings can change. To
		practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L39

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25.4.2 Respect and Empathy (continued)	Share and take turns with adult guidance (continued)	Guilty/Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the feeling "guilty." To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L40 Generous/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling "generous." To teach children the facial expressions and body postures associated with the feeling "generous." To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as "happy" and "proud." To show that caring for our friends can result in feeling generous. PATHS Preschool/Kindergarten Curriculum V2-S5 Sharing Feelings: Advanced Emotions/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about any of the feelings. PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS Preschool/Kindergarten Review/Puppet sequence; group discussion; craft activities To review all of the feelings vocabulary learned in PATHS. To practice using long-term memory. To provide an opportunity for
		children to list additional feelings vocabulary not covered by PATHS Preschool/Kindergarten Curriculum. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school. PATHS Preschool/Kindergarten Curriculum V2-L42 Saying
		Goodbye/Puppet sequence; group discussion; craft activities To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings. PATHS Preschool/Kindergarten Curriculum V2-L43 Ending
		and Transitioning/Puppet sequence; group discussion; craft activities To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as "happy" and "sad"). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that

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		sharing with each other helps us to feel happier.
25.4.2	Share and take	PATHS Preschool/Kindergarten Curriculum V2-L44 PATHS
Respect	turns with adult	Party/Puppet sequence; group discussion; party
and	guidance	To review what has been learned in PATHS. To recall favorite
Empathy	(continued)	experiences during PATHS. To think about the future and what
(continued)		the kids are anticipating. To help children be aware of having
		multiple feelings (such as "excited" and "sad," or "happy," "sad"
		and "proud") at the same time. To say goodbye to each other.
25.4.2	Respect feelings	PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggle
Respect	and belongings of	Makes Friends/Puppet sequence; story – listening and
and	peers	comprehension; craft activities
Empathy		To use a story to teach children several core prosocial
(continued)		behaviors associated with friendship. To provide a visual
		representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten Curriculum V1-S1 Sharing
		Happy and Sad Feelings/Puppet sequence; interpreting
		pictures; group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "happy" and "sad." To discuss
		different situational contexts in which the feelings "happy" and
		"sad" occur. To illustrate similarity in feelings among different
		people. To foster a sense of trust and cohesion between teacher
		and students.
		PATHS Preschool/Kindergarten Curriculum V1-S2 Sharing
		Mad and Scared Feelings/Puppet sequence; group discussion
		To provide children with an opportunity to share personal
		experiences about the feelings "mad" and "scared." To identify
		different situational contexts in which the feelings "mad" and
		"scared" occur. To illustrate similarity in feelings among different
		people. To foster a sense of trust and cohesion by sharing
		personal experiences.
		PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle
		Learns to Do Turtle, Part 1/Puppet sequence; story – listening
		and comprehension
		To introduce key social and emotional concepts that will lay the
		foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle
		Learns to Do Turtle, Part 2/Puppet sequence; story – listening
		and comprehension
		To teach children a technique for self-control. To associate
		visual symbols with the three steps of doing Turtle to calm
		down. To teach children the appropriate times to use the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle
		Technique Review/Puppet sequence; role-play; group
		discussion
		To teach children the appropriate times to use the Turtle
		Technique. To reinforce the concept that thinking is difficult
		while one is experiencing strong, uncomfortable feelings. To
		review the steps for doing Turtle and associate those steps with
		symbols. To introduce children to the concept of role-plays. To
		introduce the Turtle Reinforcement System.
		PATHS Preschool/Kindergarten Curriculum V1-L17

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		Appropriate Turtles I/
		Puppet sequence; interpreting pictures; group discussion
		To help children associate a strong, uncomfortable feeling with
		starting to do Turtle. To continue to practice the Turtle
		Technique.
25.4.2	Respect feelings	PATHS Preschool/Kindergarten Curriculum V1-L18
Respect	and belongings of	Appropriate Turtles II/
and	peers	Puppet sequence; interpreting pictures; group discussion
Empathy	(continued)	To expand children's knowledge of appropriate times to do
(continued)		Turtle. To reinforce children's awareness that doing Turtle is a
		signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
		Relaxed /Puppet sequence; interpreting pictures; group discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some of
		the facial cues and body postures associated with the feeling
		"calm" or "relaxed." To provide examples of different reasons for
		feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down
		and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V1-S3 Sharing
		Feelings: Basic Emotions/Puppet sequence; game playing;
		group discussion
		To provide children with an opportunity to share personal
		experiences about feeling happy, sad, mad, scared and calm.
		To discuss situational contexts that cause the feelings "happy,"
		"sad," "mad," "scared" and "calm." To informally introduce the
		concept of comfortable and uncomfortable feelings. To reinforce
		the facial and behavioral cues associated with the four basic
		feelings, and the feeling "calm."
		PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
		and Caring I/Puppet sequence; group discussion; craft
		activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of caring
		about others. To provide situational contexts in which sharing
		OCCURS. PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft
		activities
		To help children understand that sharing is an important part of
		friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in
		sharing with others. To provide children with an opportunity to
		experience the positive feelings associated with sharing. To
		introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy,"
		"greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story - listening and
		comprehension
		To use a story to teach children that it is possible to have more

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		than one friend. To use a story to teach children the importance of letting other children join in play.
25.4.2	Respect feelings	PATHS Preschool/Kindergarten Curriculum V2-L23
Respect	and belongings of	Advanced Compliments/Puppet sequence; story – listening
and	peers	and comprehension; group discussion; craft activities
Empathy	(continued)	To teach children how to give compliments that reflect quality of
	(continued)	
(continued)		friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
		PATHS Preschool/Kindergarten Curriculum V2-L24
		Feelings Review/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To review the facial expressions and body postures associated
		with the four basic feelings. To review common situations that
		-
		make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To
		encourage children to think about the consequences of their
		behavior. To teach children the meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
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		Problems with Friends /Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L28
		Comfortable and Uncomfortable/Puppet sequence; group
		discussion; craft activities
		To teach children the meaning of the words "comfortable" and
		"uncomfortable."
		PATHS Preschool/Kindergarten Curriculum V2-L29
		Different Types of Feelings/Puppet sequence; group
		discussion; craft activities
		To review the concept that all feelings are OK. To introduce the
		concept that people can experience different emotions from one
		another. To explain the color-coding system of the Feeling
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling.
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		To provide visual representations of the feeling "excited."
25.4.2	Respect feelings	PATHS Preschool/Kindergarten Curriculum V2-L31
Respect	and belongings of	Tired /Puppet sequence; group discussion; interpreting pictures
and	peers	To define the feeling "tired." To help children recognize the facial
Empathy	(continued)	expressions and body postures associated with the feeling
(continued)		"tired." To provide examples of different reasons for feeling tired.
		To explain that "tired" is an uncomfortable feeling. To provide
		visual representations of the feeling "tired."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."
		PATHS Preschool/Kindergarten Curriculum V2-S4 Sharing
		Feelings: Intermediate Emotions/Puppet sequence; group
		discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause different feelings. To reinforce the
		facial and behavioral cues associated with different feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L34
		Love/Puppet sequence; interpreting pictures; group discussion
		To help children better understand the feeling "love." To
		informally discuss clues for understanding how other people
		feel. To informally introduce the idea that people can feel two
		conflicting feelings at the same time (such as love and anger).
		To encourage children to ask other people about their feelings.
		To illustrate that imagining something doesn't make it real.
		PATHS Preschool/Kindergarten Curriculum V2-L35
		Worried/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion
		To define the feeling "worried." To help children recognize the
		facial expressions and body postures associated with feeling
		worried. To use a story to illustrate the meaning of the word
		"worried." To informally introduce the idea of changing feelings.
		To provide visual representations of the feeling "worried."
		PATHS Preschool/Kindergarten Curriculum V2-L36
		Disappointed /Puppet sequence; interpreting pictures; group
		discussion
		To define the emotion "disappointed." To help children
		recognize the facial expressions and body postures associated
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25.4.2 Respect and Empathy (continued)	Respect feelings and belongings of peers (continued)	 with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling "disappointed." To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings. PATHS Preschool/Kindergarten Curriculum V2-L37 Jealous/Puppet sequence; interpreting pictures; story – listening and comprehension; group discussion To define the emotion "jealous." To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L38
		Furious /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the emotion "furious." To help children recognize the
		facial expressions and body postures associated with feeling
		furious. To provide examples of situational contexts in which
		feeling furious occurs. To provide visual representations of
		feeling furious. To demonstrate that feelings can change. To
		practice continuity by listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L39
		Guilty /Puppet sequence; interpreting pictures; story – recall,
		listening, and comprehension; group discussion
		To define the feeling "guilty." To help children recognize the
		facial expressions and body postures associated with feeling
		guilty. To provide situational contexts in which feeling guilty
		occurs. To provide visual representations of feeling guilty. To
		demonstrate changes of feelings. To practice continuity by
		listening to a story over several days.
		PATHS Preschool/Kindergarten Curriculum V2-L40
		Generous/Puppet sequence; interpreting pictures; group
		discussion; craft activities To define the feeling "generous." To teach children the facial
		expressions and body postures associated with the feeling
		"generous." To provide examples of things that might make
		people feel generous. To associate feeling generous with other
		comfortable feelings, such as "happy" and "proud." To show that
		caring for our friends can result in feeling generous.
		PATHS Preschool/Kindergarten Curriculum V2-S5 Sharing
		Feelings: Advanced Emotions/Puppet sequence; group
		discussion
		To provide children with an opportunity to share personal
		experiences about any of the feelings presented so far. To
		discuss situations that cause emotions. To reinforce the facial
		and behavioral cues associated with feelings.
		PATHS Preschool/Kindergarten Curriculum V2-L41 PATHS Preschool/Kindergarten Review/Puppet sequence; group
		discussion; craft activities
		To review all of the feelings vocabulary learned in PATHS. To
		practice using long-term memory. To provide an opportunity for
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25.4.2 Respect and Empathy (continued)	Respect feelings and belongings of peers (continued)	 children to list additional feelings vocabulary not covered by PATHS Preschool/Kindergarten Curriculum. To provide an illustration of how much easier something can be when people work together rather than alone. To informally introduce the transition to elementary school. PATHS Preschool/Kindergarten Curriculum V2-L42 Saying Goodbye/Puppet sequence; group discussion; craft activities To help children think about the concept of loss. To help children understand the complex feelings associated with loss. To help children actively problem-solve coping with the loss of an attachment. To informally introduce the concept of simultaneous feelings. PATHS Preschool/Kindergarten Curriculum V2-L43 Ending and Transitioning/Puppet sequence; group discussion; craft activities To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as "happy" and "sad"). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier. PATHS Preschool/Kindergarten Curriculum V2-L44 PATHS Party/Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having
25.4.2	Solvo simplo	multiple feelings (such as "excited" and "sad," or "happy," "sad" and "proud") at the same time. To say goodbye to each other.
25.4.2 Respect and Empathy (continued)	Solve simple conflicts with peers with independence	 PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggle Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control. PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggle Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique. PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique. PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique. PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique. To teach children the appropriate times to use the Turtle Technique. To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.

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25.4.2	Solve simple	PATHS Preschool/Kindergarten Curriculum V1-L17
Respect	conflicts with	Appropriate Turtles I/
and	peers with	Puppet sequence; interpreting pictures; group discussion
Empathy	independence	To help children associate a strong, uncomfortable feeling with
(continued)	(continued)	starting to do Turtle. To continue to practice the Turtle
		Technique.
		PATHS Preschool/Kindergarten Curriculum V1-L18
		Appropriate Turtles II/
		Puppet sequence; interpreting pictures; group discussion
		To expand children's knowledge of appropriate times to do
		Turtle. To reinforce children's awareness that doing Turtle is a
		signal to others.
		PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or
		Relaxed/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "calm" or "relaxed." To introduce some of
		the facial cues and body postures associated with the feeling
		"calm" or "relaxed." To provide examples of different reasons for
		feeling calm or relaxed. To identify calm or relaxed as a
		comfortable feeling. To connect the behavior of calming down
		and doing Turtle with feeling calm or relaxed.
		PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing
		and Caring I/Puppet sequence; group discussion; craft
		activities
		To provide children with an opportunity to share something
		meaningful with classmates. To define sharing in a positive
		context. To relate the concept of sharing to the concept of caring
		about others. To provide situational contexts in which sharing
		occurs.
		PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing
		and Caring II/Puppet sequence; group discussion; craft
		activities
		To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context.
		To help differentiate between pleasure in greed and pleasure in
		sharing with others. To provide children with an opportunity to
		experience the positive feelings associated with sharing. To
		introduce choices in the context of sharing. To informally
		introduce the feeling "confused" and the concepts "jealousy,"
		"greed" and "selfishness."
		PATHS Preschool/Kindergarten Curriculum V2-L22
		Twiggle's Special Day/Puppet sequence; story – listening and
		comprehension
		To use a story to teach children that it is possible to have more
		than one friend. To use a story to teach children the importance
		of letting other children join in play.
		PATHS Preschool/Kindergarten Curriculum V2-L23
		Advanced Compliments/Puppet sequence; story – listening
		and comprehension; group discussion; craft activities
		To teach children how to give compliments that reflect quality of
		friendship or behavioral skill. To use illustrations from a familiar
		story to help children understand this more advanced type of
		compliment.
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25.4.2	Solve simple	PATHS Preschool/Kindergarten Curriculum V2-L24
Respect	conflicts with	Feelings Review /Puppet sequence; interpreting pictures; group
and	peers with	discussion; craft activities
Empathy	independence	To review the facial expressions and body postures associated
(continued)	(continued)	with the four basic feelings. To review common situations that
(continued)	(0011111000)	make people feel happy, mad, sad or scared.
		PATHS Preschool/Kindergarten Curriculum V2-L25 Making
		Choices /Puppet sequence; story – recall and comprehension;
		group discussion; craft activities
		To have children understand the process of making choices.
		PATHS Preschool/Kindergarten Curriculum V2-L26 Solving
		Problems /Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To encourage children to evaluate their problem-solving ideas
		by distinguishing between OK choices and not OK choices. To
		encourage children to think about the consequences of their
		behavior. To teach children the meaning of the word "solution."
		PATHS Preschool/Kindergarten Curriculum V2-L27 Solving
		Problems with Friends /Puppet sequence; interpreting pictures;
		group discussion; craft activities
		To review the distinction between OK choices and not OK
		choices. To reinforce the idea that children have the ability to
		solve their own problems. To teach the children adaptive
		solutions to solving typical peer conflicts. To encourage children
		to consider the feelings of others.
		PATHS Preschool/Kindergarten Curriculum V2-L30
		Excited/Puppet sequence; group discussion; interpreting
		pictures; craft activities
		To define the feeling "excited." To teach children the facial
		expressions and body postures associated with the feeling
		"excited." To provide examples of things that might make people
		feel excited. To explain that "excited" is a comfortable feeling.
		To provide visual representations of the feeling "excited."
		PATHS Preschool/Kindergarten Curriculum V2-L32
		Frustrated/Puppet sequence; interpreting pictures; group
		discussion; role-playing; craft activities
		To define the feeling "frustrated." To teach children the facial
		expressions and body postures associated with the feeling
		"frustrated." To provide examples of things that make people
		feel frustrated. To explain that "frustrated" is an uncomfortable
		feeling. To provide visual representations of the feeling
		"frustrated."
		PATHS Preschool/Kindergarten Curriculum V2-L33
		Proud/Puppet sequence; interpreting pictures; group
		discussion; craft activities
		To define the feeling "proud." To teach children the facial
		expressions and body postures associated with the feeling
		"proud." To provide examples of things that might make people
		feel proud. To explain that "proud" is a comfortable feeling. To
		provide visual representations of the feeling "proud."
		PATHS Preschool/Kindergarten Curriculum V2-L37
		Jealous/Puppet sequence; interpreting pictures; story –
		listening and comprehension; group discussion

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 To define the emotion "jealous." To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L38 Furious/Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the emotion "furious." To help children recognize the facial expressions and body postures associated with feeling furious. To provide examples of situational contexts in which feeling furious. To provide visual representations of feeling furious. To define the feeling "guilty." To help children recognize the facial expressions and body postures associated with feeling guilty. To provide visual representations of feeling guilty. To provide visual representations of feeling guilty. To define the feeling "guilty." To help children recognize the facial expressions and body postures associated with feeling guilty. To provide visual representations of feeling guilty. To demostrate changes of feelings. To practice continuity by listening to a story over several days. PATHS Preschool/Kindergarten Curriculum V2-L40 Generous/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling "generous." To teach children the facial expressions and body postures associated with the feeling expressions and body postures ass	1	1	
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