

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 Others
Standard: Pennsylvania Learning Standards for Early Childhood (**Pre-kindergarten**)
Source: Pennsylvania Department of Education and Department of Public Welfare
Note: 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: Self Concept (Identity)	
25.1.1 Self Awareness	Demonstrate awareness of self and one's own preferences	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

25.1.1 Self Awareness (continued)	Demonstrate awareness of self and one's own preferences (continued)	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.
		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

<p>25.1.1 Self Awareness (continued)</p>	<p>Demonstrate awareness of self and one's own preferences (continued)</p>	<p>are OK. To help children understand other people's feelings.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>

25.1.1 Self Awareness (continued)	Demonstrate awareness of self and one's own preferences (continued)	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 Twiggie'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.

25.1.1 Self Awareness (continued)	Demonstrate awareness of self and one's own preferences (continued)	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 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 Self Awareness (continued)	Demonstrate awareness of self and one's own preferences (continued)	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 with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling "disappointed." To promote

25.1.1 Self Awareness (continued)	Demonstrate awareness of self and one’s own preferences (continued)	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

<p>25.1.1 Self Awareness (continued)</p>	<p>Demonstrate awareness of self and one's own preferences (continued)</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>25.1.1 Self Awareness (continued)</p>	<p>Know and state independent thoughts and feelings</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

25.1.1 Self Awareness (continued)	Know and state independent thoughts and feelings (continued)	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 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 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay

25.1.1 Self Awareness (continued)	Know and state independent thoughts and feelings (continued)	the foundation for the development of self-control.
		PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggie 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

25.1.1 Self Awareness (continued)	Know and state independent thoughts and feelings (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 Twiggie’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

<p>25.1.1 Self Awareness (continued)</p>	<p>Know and state independent thoughts and feelings (continued)</p>	<p>children to consider the feelings of others.</p> <p>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.”</p> <p>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.</p> <p>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.”</p> <p>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.”</p> <p>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.”</p> <p>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.”</p> <p>PATHS Preschool/Kindergarten Curriculum V2-S4 Sharing Feelings: Intermediate Emotions/Puppet sequence; group discussion To provide children with an opportunity to share personal</p>
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25.1.1 Self Awareness (continued)	Know and state independent thoughts and feelings (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.

25.1.1 Self Awareness (continued)	Know and state independent thoughts and 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 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

<p>25.1.1 Self Awareness (continued)</p>	<p>Know and state independent thoughts and feelings (continued)</p>	<p>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.</p> <p>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.</p>
<p>25.1.2 Understanding Emotions</p>	<p>Recognize and label basic feelings</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggie 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.</p> <p>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.</p>

25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>

25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (continued)	PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggie 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

25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (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 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.

25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (continued)	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 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

25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (continued)	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.

25.1.2 Understanding Emotions (continued)	Recognize and label basic feelings (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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</p>

<p>25.1.2 Understanding Emotions (continued)</p>	<p>Recognize and label basic feelings (continued)</p>	<p>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.</p> <p>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.</p>
<p>25.1.2 Understanding Emotions (continued)</p>	<p>Express feelings that are appropriate to the situation</p>	<p>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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggie 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.</p> <p>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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or Angry I/Puppet sequence; interpreting pictures; group discussion; craft activities</p>

25.1.2 Understanding Emotions (continued)	Express feelings that are appropriate to the situation (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>

25.1.2 Understanding Emotions (continued)	Express feelings that are appropriate to the situation (continued)	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 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."

25.1.2 Understanding Emotions (continued)	Express feelings that are appropriate to the situation (continued)	PATHS Preschool/Kindergarten Curriculum V2-L22 Twiddle’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 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.

25.1.2 Understanding Emotions (continued)	Express feelings that are appropriate to the situation (continued)	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 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

25.1.2 Understanding Emotions (continued)	Express feelings that are appropriate to the situation (continued)	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 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

25.1.2 Understanding Emotions (continued)	Express feelings that are appropriate to the situation (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.
		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 “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

		<p>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.</p>
25.1.3 Competence	Show pride in own accomplishments	<p>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.</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>

25.1.3 Competence (continued)	Show pride in own accomplishments (continued)	<p>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.”</p>
		<p>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.”</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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</p>

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 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-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 Competence (continued)	Show pride in own accomplishments (continued)	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.
25.1.3 Competence (continued)	Choose materials and activities independently	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-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 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.
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	Standard 25.2: Self Regulation	
25.2.1 Emotional Regulation	Begin to understand the consequences of own behavior	PATHS Preschool/Kindergarten Curriculum V1-L1 Circle Rules/Story – listening and comprehension; group discussion; game-playing 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-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

<p>25.2.1 Emotional Regulation (continued)</p>	<p>Begin to understand the consequences of own behavior (continued)</p>	<p>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.</p> <p>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.</p> <p>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.”</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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**25.2.1
Emotional
Regulation
(continued)**

Begin to
understand the
consequences
of own
behavior
(continued)

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-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

<p>25.2.1 Emotional Regulation (continued)</p>	<p>Begin to understand the consequences of own behavior (continued)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten Curriculum V1-L1 Circle Rules/Story – listening and comprehension; group discussion; game-playing 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</p>
<p>25.2.2 Behavioral Regulation (continued)</p>	<p>Follow the rules and routines in classroom and other settings with reminders</p>	

25.2.2 Behavioral Regulation (continued)	Follow the rules and routines in classroom and other settings with reminders (continued)	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 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

**25.2.2
Behavioral
Regulation
(continued)**

Follow the rules and routines in classroom and other settings with reminders (continued)

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 Twiggie 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 Twiggie 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

**25.2.2
Behavioral
Regulation
(continued)**

Follow the rules and routines in classroom and other settings with reminders (continued)

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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."</p>
<p>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.</p>
<p>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</p>

**25.2.2
Behavioral
Regulation
(continued)**

Follow the rules and routines in classroom and other settings with reminders (continued)

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 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

**25.2.2
Behavioral
Regulation
(continued)**

Follow the rules and routines in classroom and other settings with reminders (continued)

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 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

**25.2.2
Behavioral
Regulation
(continued)**

Follow the rules and routines in classroom and other settings with reminders (continued)

<p>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.”</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V2-S5 Sharing Feelings: Advanced Emotions/Puppet sequence; group discussion</p>

25.2.2 Behavioral Regulation (continued)	Follow the rules and routines in classroom and other settings with reminders (continued)	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 “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.
25.2.2 Behavioral Regulation (continued)	Use materials with purpose, safety and respect	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

**25.2.2
Behavioral
Regulation
(continued)**

Use materials
with purpose,
safety and
respect
(continued)

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 Twiggie 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 Twiggie Learns to Do Turtle, Part 1 /Puppet sequence; story – listening and comprehension

**25.2.2
Behavioral
Regulation
(continued)**

Use materials
with purpose,
safety and
respect
(continued)

To introduce key social and emotional concepts that will lay the foundation for the development of self-control.
PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggie 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 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

**25.2.2
Behavioral
Regulation
(continued)**

Use materials
with purpose,
safety and
respect
(continued)

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.”</p>
<p>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.</p>
<p>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.”</p>
<p>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.</p>
<p>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</p>

**25.2.2
Behavioral
Regulation
(continued)**

Use materials
with purpose,
safety and
respect
(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-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 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

		<p>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.</p>
25.2.2 Behavioral Regulation (continued)	Make transitions between activities after warning	<p>PATHS Preschool/Kindergarten Curriculum V1-L1 Circle Rules/Story – listening and comprehension; group discussion; game-playing 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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or

<p>25.2.2 Behavioral Regulation (continued)</p>	<p>Make transitions between activities after warning (continued)</p>	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggie 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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggie 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.</p>
		<p>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.</p>
		<p>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</p>

25.2.2 Behavioral Regulation (continued)	Make transitions between activities after warning (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 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 Twiddle’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

25.2.2 Behavioral Regulation (continued)	Make transitions between activities after warning (continued)	<p>Problems/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>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.”</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L27 Solving Problems with Friends/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L28 Comfortable and Uncomfortable/Puppet sequence; group discussion; craft activities</p> <p>To teach children the meaning of the words “comfortable” and “uncomfortable.”</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L29 Different Types of Feelings/Puppet sequence; group discussion; craft activities</p> <p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L30 Excited/Puppet sequence; group discussion; interpreting pictures; craft activities</p> <p>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.”</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L32 Frustrated/Puppet sequence; interpreting pictures; group discussion; role-playing; craft activities</p> <p>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.”</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L33 Proud/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>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.”</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L40 Generous/Puppet sequence; interpreting pictures; group</p>

25.2.2 Behavioral Regulation (continued)	Make transitions between activities after warning (continued)	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.
25.2.2 Behavioral Regulation (continued)	Wait for teacher approval before acting in required situations	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

<p>25.2.2 Behavioral Regulation (continued)</p>	<p>Wait for teacher approval before acting in required situations (continued)</p>	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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</p>

<p>25.2.2 Behavioral Regulation (continued)</p>	<p>Wait for teacher approval before acting in required situations (continued)</p>	<p>solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p> <p>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.”</p> <p>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.”</p> <p>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.”</p> <p>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.”</p> <p>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.</p> <p>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</p>
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<p>25.2.2 Behavioral Regulation (continued)</p>	<p>Wait for teacher approval before acting in required situations (continued)</p>	<p>several days.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>25.2.2 Behavioral Regulation (continued)</p>	<p>Clean up or put away materials on own or with teacher direction</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggie 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</p>

**25.2.2
Behavioral
Regulation
(continued)**

Clean up or put
away materials
on own or with
teacher
direction
(continued)

representation of each specific prosocial behavior.
<p>PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or Angry I/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V1-L11 Scared or Afraid/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V1-L12 My Feelings/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p>
<p>PATHS Preschool/Kindergarten Curriculum V1-L13 Mad II/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension</p> <p>To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p>
<p>PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V1-L18 Appropriate Turtles II/</p> <p>Puppet sequence; interpreting pictures; group discussion</p>

**25.2.2
Behavioral
Regulation
(continued)**

Clean up or put
away materials
on own or with
teacher
direction
(continued)

<p>To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p>
<p>PATHS Preschool/Kindergarten Curriculum V1-L19 Calm or Relaxed/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft activities</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V2-L21 Sharing and Caring II/Puppet sequence; group discussion; craft activities</p> <p>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.”</p>
<p>PATHS Preschool/Kindergarten Curriculum V2-L22 Twiddle’s Special Day/Puppet sequence; story – listening and comprehension</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V2-L23 Advanced Compliments/Puppet sequence; story – listening and comprehension; group discussion; craft activities</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V2-L24 Feelings Review/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>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.</p>
<p>PATHS Preschool/Kindergarten Curriculum V2-L25 Making Choices/Puppet sequence; story – recall and comprehension; group discussion; craft activities</p>

<p>25.2.2 Behavioral Regulation (continued)</p>	<p>Clean up or put away materials on own or with teacher direction (continued)</p>	<p>To have children understand the process of making choices.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.”</p>
		<p>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.”</p>

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 Trust	Seek help from familiar adults when needed	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.
		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

25.3.1 Trust (continued)	Seek help from familiar adults when needed (continued)	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-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 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

25.3.1 Trust (continued)	Seek help from familiar adults when needed (continued)	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 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

25.3.1 Trust (continued)	Seek help from familiar adults when needed (continued)	<p>listening to a story over several days.</p> <p>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.</p> <p>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.</p> <p>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.</p>
25.3.1 Trust (continued)	Respond to familiar adults’ questions and directions	<p>PATHS Preschool/Kindergarten Curriculum V1-L1 Circle Rules/Story – listening and comprehension; group discussion; game-playing 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.</p> <p>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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten Curriculum V1-L4 Compliments I/Puppet sequence; group discussion; writing</p>

25.3.1 Trust (continued)	Respond to familiar adults' questions and directions (continued)	<p>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.</p> <p>PATHS Preschool/Kindergarten Curriculum V1-L5 We All Have Feelings/Puppet sequence; group discussion; interpreting pictures; craft activities</p> <p>To help children understand other people’s feelings. To promote a sense of community between children.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L6 Happy/Puppet sequence; group discussion; interpreting pictures; craft activities</p> <p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L7 Sad/Puppet sequence; group discussion; interpreting pictures; craft activities</p> <p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities</p> <p>To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L9 Compliments II/Puppet sequence; group discussion; writing</p> <p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-S1 Sharing Happy and Sad Feelings/Puppet sequence; interpreting pictures; group discussion</p> <p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L10 Mad or Angry I/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L11 Scared</p>

25.3.1 Trust (continued)	Respond to familiar adults' questions and directions (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L14 Twiggie 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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L15 Twiggie 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.</p>
		<p>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.</p>
		<p>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</p>

25.3.1 Trust (continued)	Respond to familiar adults' questions and directions (continued)	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 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 Twiddle'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

25.3.1 Trust (continued)	Respond to familiar adults' questions and directions (continued)	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 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

25.3.1 Trust (continued)	Respond to familiar adults' questions and directions (continued)	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 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

25.3.1 Trust (continued)	Respond to familiar adults' questions and directions (continued)	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 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

<p>25.3.1 Trust (continued)</p>	<p>Respond to familiar adults' questions and directions (continued)</p>	<p>transition to elementary school.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>25.3.1 Trust (continued)</p>	<p>Engage in reciprocal conversation with familiar adults</p>	<p>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.</p> <p>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.</p> <p>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</p>

25.3.1 Trust (continued)	Engage in reciprocal conversation with familiar adults	<p>the facial and behavioral cues associated with the four basic feelings, and the feeling “calm.”</p> <p>PATHS Preschool/Kindergarten Curriculum V2-S4 Sharing Feelings: Intermediate Emotions/Puppet sequence; group discussion</p> <p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L34 Love/Puppet sequence; interpreting pictures; group discussion</p> <p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-S5 Sharing Feelings: Advanced Emotions/Puppet sequence; group discussion</p> <p>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.</p>

Standard 25.4: Pro-Social Relationships with Peers		
25.4.1 Social Identity	Initiate play with 1 or 2 peers	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-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 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-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

25.4.1 Social Identity (continued)	Initiate play with 1 or 2 peers	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-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.
25.4.1 Social Identity (continued)	Play cooperatively with a few peers for sustained period of time	PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggie 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-L22 Twiggie’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-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.
25.4.1 Social Identity (continued)	Cooperate in both large and small group activities that are facilitated by adults	PATHS Preschool/Kindergarten Curriculum V1-L1 Circle Rules/Story – listening and comprehension; group discussion; game-playing 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

25.4.1 Social Identity (continued)	Cooperate in both large and small group activities that are facilitated by adults (continued)	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 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 Twiggie 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

25.4.1 Social Identity (continued)	Cooperate in both large and small group activities that are facilitated by adults (continued)	people. To foster a sense of trust and cohesion between teacher and students.
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>PATHS Preschool/Kindergarten Curriculum V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion</p>

25.4.1 Social Identity (continued)	Cooperate in both large and small group activities that are facilitated by adults (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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."</p>
		<p>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.</p>
		<p>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</p>

25.4.1 Social Identity (continued)	Cooperate in both large and small group activities that are facilitated by adults (continued)	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 Twiggie’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 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

25.4.1 Social Identity (continued)	Cooperate in both large and small group activities that are facilitated by adults (continued)	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 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

25.4.1 Social Identity (continued)	Cooperate in both large and small group activities that are facilitated by adults (continued)	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 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

<p>25.4.1 Social Identity (continued)</p>	<p>Cooperate in both large and small group activities that are facilitated by adults (continued)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>25.4.2 Respect and Empathy</p>	<p>Respond with empathy to others who are upset</p>	<p>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.</p> <p>PATHS Preschool/Kindergarten Curriculum V1-L8 Twiggie 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</p>

25.4.2 Respect and Empathy (continued)	Respond with empathy to others who are upset (continued)	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 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

<p>25.4.2 Respect and Empathy (continued)</p>	<p>Respond with empathy to others who are upset (continued)</p>	<p>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.</p> <p>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.”</p> <p>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.</p> <p>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.</p> <p>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.”</p> <p>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.</p> <p>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.”</p> <p>PATHS Preschool/Kindergarten Curriculum V2-L32 Frustrated/Puppet sequence; interpreting pictures; group discussion; role-playing; craft activities</p>
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25.4.2 Respect and Empathy (continued)	Respond with empathy to others who are upset (continued)	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 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

25.4.2 Respect and Empathy (continued)	Respond with empathy to others who are upset (continued)	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-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

<p>25.4.2 Respect and Empathy (continued)</p>	<p>Respond with empathy to others who are upset (continued)</p>	<p>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.</p> <p>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.</p>
<p>25.4.2 Respect and Empathy (continued)</p>	<p>Share and take turns with adult guidance</p>	<p>PATHS Preschool/Kindergarten Curriculum V1-L1 Circle Rules/Story – listening and comprehension; group discussion; game-playing 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

25.4.2 Respect and Empathy (continued)	Share and take turns with adult guidance (continued)	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 Twiggie 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.
		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

25.4.2 Respect and Empathy (continued)	Share and take turns with adult guidance (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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</p>

25.4.2 Respect and Empathy (continued)	Share and take turns with adult guidance (continued)	<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L22 Twiggie’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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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</p>

25.4.2 Respect and Empathy (continued)	Share and take turns with adult guidance (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-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

25.4.2 Respect and Empathy (continued)	Share and take turns with adult guidance (continued)	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 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.

25.4.2 Respect and Empathy (continued)	Share and take turns with adult guidance (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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</p>

25.4.2 Respect and Empathy (continued)	Share and take turns with adult guidance (continued)	<p>sharing with each other helps us to feel happier.</p> <p>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.</p>
25.4.2 Respect and Empathy (continued)	Respect feelings and belongings of peers	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p> <p>PATHS Preschool/Kindergarten Curriculum V1-L17</p>

25.4.2 Respect and Empathy (continued)	Respect feelings and belongings of peers (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L22 Twiddle’s Special Day/Puppet sequence; story – listening and comprehension To use a story to teach children that it is possible to have more</p>

25.4.2 Respect and Empathy (continued)	Respect feelings and belongings of peers (continued)	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 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.

25.4.2 Respect and Empathy (continued)	Respect feelings and belongings of peers (continued)	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 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

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

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.
25.4.2 Respect and Empathy (continued)	Solve simple conflicts with peers with independence	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 V1-L14 Twiggie 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 Twiggie 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.

25.4.2 Respect and Empathy (continued)	Solve simple conflicts with peers with independence (continued)	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-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 Twiggie'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.

25.4.2 Respect and Empathy (continued)	Solve simple conflicts with peers with independence (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.”</p>
		<p>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.”</p>
		<p>PATHS Preschool/Kindergarten Curriculum V2-L37 Jealous/Puppet sequence; interpreting pictures; story – listening and comprehension; group discussion</p>

25.4.2 Respect and Empathy (continued)	Solve simple conflicts with peers with independence (continued)	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.