PATHS® PRESCHOOL/KINDERGARTEN CURRICULUM

Alignment Report by Standard

to

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

Standard: Pennsylvania Learning Standards for Early Childhood (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:

V = Volume L = Lesson

Key Learni	Pennsylvania Learning Standards for Early Childhood (Kindergarten) Key Learning Area: Social and Emotional Development: Learning About Myself and Others			
	Standard 25.1: Self Concept (Identity)			
25.1.1	Demonstrate	PATHS Preschool/Kindergarten V1-L4		

and Others		
	Standard 25.1: S	Self Concept (Identity)
25.1.1 Self Awareness	Standard 25.1: S Demonstrate awareness of preferences and communicate them to others	PATHS Preschool/Kindergarten 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 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 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 V1-L7 Sad/Puppet sequence; group discussion; interpreting pictures; craft

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Demonstrate awareness of preferences and communicate them to others (continued)

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 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 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 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 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 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 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 V1-L13 Mad II/Puppet

Demonstrate awareness of preferences and communicate them to others (continued) 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 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 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 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 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 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 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 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

Demonstrate awareness of preferences and communicate them to others (continued) 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 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 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 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 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 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 V2-L24 Feelings Review/Puppet sequence; interpreting pictures; group discussion; craft activities

To review the facial expressions and body postures

Demonstrate awareness of preferences and communicate them to others (continued) associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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

Demonstrate awareness of preferences and communicate them to others (continued) "tired."

PATHS Preschool/Kindergarten 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 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 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 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 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 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."

Demonstrate awareness of preferences and communicate them to others (continued) To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings.

PATHS Preschool/Kindergarten 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 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 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 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 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 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. 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 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 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 plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier. 25.1.1 State complex thoughts and feelings Faths Preschool/Kindergarten 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 recognize the facial expressions and body postures associated with the feeling "happy." To provide a visual representation of each specific prosocial behavior. PATHS Preschool/Kindergarten V1-L8 Twiggle Makes Friends/Puppet sequence; group discussion; interpreting pictures; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosoci		ī	
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Compliments II/Puppet sequence; group discussion; writing			
writing			_
To develop children's prosocial skills. To encourage			
			To develop children's prosocial skills. To encourage

State complex thoughts and feelings (continued) 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 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 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 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 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 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 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 V1-L14 Twiggle Learns

State complex thoughts and feelings (continued) 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 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 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 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 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 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 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."

State complex thoughts and feelings (continued)

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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."

State complex thoughts and feelings (continued)

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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

State complex thoughts and feelings (continued) feeling. To provide visual representations of the feeling "proud."

PATHS Preschool/Kindergarten 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 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 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 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 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 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

State complex thoughts and feelings (continued) 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 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 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 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 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. 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 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 V2-L43 Ending and Transitioning/Puppet sequence; group discussion; craft activities

To help children think about the concepts of endings and

25.1.1 Self Awareness (continued)	State complex thoughts and feelings (continued)	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 V2-L44 PATHS Party/Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as "excited" and "sad," or "happy," "sad" and "proud") at the same time. To say goodbye to each other.
25.1.2	Express emotions	PATHS Preschool/Kindergarten V1-L6 Happy/Puppet
Understanding Emotions	appropriately, modifying intensity of reaction as	sequence; group discussion; interpreting pictures; craft activities To define the feeling "happy." To help children recognize
	needed	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 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 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 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 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

Express emotions appropriately, modifying intensity of reaction as needed (continued)

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 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 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 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 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 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 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 V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion

Express emotions appropriately, modifying intensity of reaction as needed (continued)

To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.

PATHS Preschool/Kindergarten 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 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 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 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 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 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

Express emotions appropriately, modifying intensity of reaction as needed (continued)

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 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 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 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 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 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 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 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 V2-L29 Different

Express emotions appropriately, modifying intensity of reaction as needed (continued)

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 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 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 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 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 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 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

Express emotions appropriately, modifying intensity of reaction as needed (continued)

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 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 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 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 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 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.

Express emotions appropriately, modifying intensity of reaction as needed (continued)

PATHS Preschool/Kindergarten 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 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 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. 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 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 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 V2-L44 PATHS Party/Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall

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		favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as "excited" and
		"sad," or "happy," "sad" and "proud") at the same time. To
		say goodbye to each other.
25.1.2	Recognize and	PATHS Preschool/Kindergarten V1-L4
Understanding Emotions	label complex feelings	Compliments I/Puppet sequence; group discussion; writing
(continued)	J	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 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 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 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 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 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 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

Recognize and label complex feelings (continued)

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 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 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 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 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 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 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 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

Recognize and label complex feelings (continued)

down. To teach children the appropriate times to use the Turtle Technique.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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)

Recognize and label complex feelings (continued)

PATHS Preschool/Kindergarten 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 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 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 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 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 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.

Recognize and label complex feelings (continued)

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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

Recognize and label complex feelings (continued)

the facial and behavioral cues associated with different feelings.

PATHS Preschool/Kindergarten 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 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 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 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 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 V2-L39 Guilty/Puppet sequence; interpreting pictures; story - recall, listening, and comprehension; group discussion

Recognize and label complex feelings (continued)

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 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 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 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. 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 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 V2-L43 Ending and Transitioning/Puppet sequence; group discussion; craft activities

To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as "happy" and "sad"). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To

		review the concept that sharing with each other helps us to feel happier.
25.1.2	Recognize and	PATHS Preschool/Kindergarten V2-L44 PATHS
Understanding	label complex	Party/Puppet sequence; group discussion; party
Emotions	feelings	To review what has been learned in PATHS. To recall
(continued)	(continued)	favorite experiences during PATHS. To think about the
(continued)	(continued)	
		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
	<u> </u>	say goodbye to each other.
25.1.3	Express pride in	PATHS Preschool/Kindergarten V2-L23 Advanced
Competence	oneself's and	Compliments/Puppet sequence; story – listening and
	others'	comprehension; group discussion; craft activities
	accomplishments	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 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 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 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 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 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 V2-L29 Different
		Types of Feelings/Puppet sequence; group discussion;
		craft activities
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25.1.3 Competence (continued)

Express pride in oneself's and others' accomplishments (continued)

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 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 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 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 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 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 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

25.1.3 Competence (continued)

Express pride in oneself's and others' accomplishments (continued)

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 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 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 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 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 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.

25.1.3 Express pride in PATHS Preschool/Kindergarten V2-L41 PATHS Competence oneself's and Preschool/Kindergarten Review/Puppet sequence; (continued) group discussion; craft activities others' accomplishments To review all of the feelings vocabulary learned in PATHS. (continued) To practice using long-term memory. To provide an opportunity for children to list additional feelings vocabulary not covered by PATHS Preschool/Kindergarten. 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 V2-L42 Saving 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 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 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 PATHS Preschool V2-L21 Sharing and Caring II/Puppet Attempt new Competence activities and sequence; group discussion; craft activities (continued) experiences with To help children understand that sharing is an important independence 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 V2-L25 Making Choices/Puppet

sequence; story - recall and comprehension; group

25.1.3 Competence (continued)	Attempt new activities and experiences with independence (continued)	discussion; craft activities To have children understand the process of making choices. PATHS Preschool 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: S	elf Regulation
25.2.1 Emotional Regulation	Understand the consequences of own behavior and its impact on others	PATHS Preschool/Kindergarten 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 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 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 V1-L14 Twiggle Learn to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will la the foundation for the development of self-control.
		PATHS Preschool/Kindergarten 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 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 difficul 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 or role-plays. To introduce the Turtle Reinforcement System.

25.2.1 Emotional Regulation (continued)

Understand the consequences of own behavior and its impact on others (continued)

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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.

25.2.1 **Emotional** Regulation (continued)

Understand the consequences of own behavior and its impact on others (continued)

PATHS Preschool/Kindergarten 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 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 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 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 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 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."

25.2.1 **Emotional** Regulation (continued)

Understand the consequences of own behavior and its impact on others (continued)

PATHS Preschool/Kindergarten V2-L33 Proud/Puppet sequence; interpreting pictures; group discussion; craft

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 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 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 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 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.

25.2.1 Understand the PATHS Preschool/Kindergarten V2-L42 Saving **Emotional** consequences of Goodbye/Puppet sequence; group discussion; craft Regulation own behavior and (continued) its impact on To help children think about the concept of loss. To help others children understand the complex feelings associated with (continued) 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 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 PATHS Preschool/Kindergarten V1-L1 Circle Independently **Behavioral** follow rules and Rules/Story – listening and comprehension; group Regulation routines in discussion; game-playing classrooms and To have children recognize Circle Time as a classroom activity that provides a sense of community, belonging and other settings 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 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 V1-L3 PATHS Kid for Today/Puppet sequence; group discussion; craft activities To have children associate PATHS with responsibility and PATHS Preschool/Kindergarten 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 V1-L5 We All Have

Feelings/Puppet sequence; group discussion; interpreting

Independently follow rules and routines in classrooms and other settings (continued) pictures; craft activities

To help children understand other people's feelings. To promote a sense of community between children.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 V1-L11 Scared or Afraid/Puppet sequence; interpreting pictures; group

Independently follow rules and routines in classrooms and other settings (continued) 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 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 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 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 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 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 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 V1-L17 Appropriate Turtles I/

Puppet sequence; interpreting pictures; group discussion

Independently follow rules and routines in classrooms and other settings (continued) To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.

PATHS Preschool/Kindergarten 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 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 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 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 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 V2-L22 Twiggle's Special Day/Puppet sequence; story – listening and comprehension

Independently follow rules and routines in classrooms and other settings (continued) 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 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 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 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 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 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 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 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 V2-L30 Excited/Puppet sequence; group discussion; interpreting pictures; craft activities

Independently follow rules and routines in classrooms and other settings (continued)

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 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 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 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 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 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 V2-L35 Worried/Puppet sequence; interpreting pictures; story - listening and comprehension; group discussion To define the feeling "worried." To help children recognize

Independently follow rules and routines in classrooms and other settings (continued)

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 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 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 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 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 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. 25.2.2 Independently PATHS Preschool/Kindergarten V2-S5 Sharing **Behavioral** follow rules and Feelings: Advanced Emotions/Puppet sequence: group Regulation routines in discussion (continued) To provide children with an opportunity to share personal classrooms and other settings experiences about any of the feelings presented so far. To (continued) discuss situations that cause emotions. To reinforce the facial and behavioral cues associated with feelings. PATHS Preschool/Kindergarten 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. 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 V2-L42 Saving 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 V2-L43 Ending and **Transitioning**/Puppet sequence; group discussion; craft 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 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 PATHS Preschool/Kindergarten V1-L2 PATHS Independently use Animals/Puppet sequence: group discussion: craft Behavioral materials with Regulation purpose, safety, activities; game-playing (continued) and respect To have children become familiar with turtles and the other

animals that are used throughout PATHS.

Independently use materials with purpose, safety, and respect (continued)

PATHS Preschool/Kindergarten V1-L3 PATHS Kid for

Today/Puppet sequence; group discussion; craft activities To have children associate PATHS with responsibility and fun.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 V1-L12 My

Feelings/Puppet sequence; interpreting pictures; group discussion; craft activities

Independently use materials with purpose, safety, and respect (continued) To review the four basic feelings. To help children understand that all emotions should be valued and are OK.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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

Independently use materials with purpose, safety, and respect (continued) caring about others. To provide situational contexts in which sharing occurs.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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

Independently use materials with purpose, safety, and respect (continued) solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 V2-L41 PATHS
Preschool/Kindergarten Review/Puppet sequence:

25.2.2 Behavioral Regulation (continued)	Independently use materials with purpose, safety, and respect (continued)	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. 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 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 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)	Make transitions between activities upon adult direction	PATHS Preschool/Kindergarten 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 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 V1-L3 PATHS Kid for Today/Puppet sequence; group discussion; craft activities To have children associate PATHS with responsibility and fun. PATHS Preschool/Kindergarten V1-L5 We All Have Feelings/Puppet sequence; group discussion; interpreting

Make transitions between activities upon adult direction (continued) pictures; craft activities

To help children understand other people's feelings. To promote a sense of community between children.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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

Make transitions between activities upon adult direction (continued) 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 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 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 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 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 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 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 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

Make transitions between activities upon adult direction (continued) 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 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 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 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 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 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 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 V2-L28 Comfortable and Uncomfortable/Puppet sequence; group discussion; craft activities

To teach children the meaning of the words "comfortable" and "uncomfortable."

Make transitions between activities upon adult direction (continued)

PATHS Preschool/Kindergarten 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 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 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 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 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 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. To provide an illustration of how much easier something can be when people work together rather than alone. To informally

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		introduce the transition to elementary school.
25.2.2	Make transitions	PATHS Preschool/Kindergarten V2-L42 Saying
Behavioral	between activities	Goodbye/Puppet sequence; group discussion; craft
Regulation	upon adult	activities
(continued)	direction	To help children think about the concept of loss. To help
	(continued)	children understand the complex feelings associated with
		loss. To help children actively problem-solve coping with
		the loss of an attachment. To informally introduce the
		concept of simultaneous feelings.
		PATHS Preschool/Kindergarten 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	Demonstrate	PATHS Preschool/Kindergarten V1-L14 Twiggle Learns
Behavioral	delayed personal	to Do Turtle, Part 1/Puppet sequence; story – listening
Regulation (continued)	gratification until	and comprehension
(continued)	appropriate time	To introduce key social and emotional concepts that will lay
		the foundation for the development of self-control.
		PATHS Preschool/Kindergarten 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 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 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 V1-L18 Appropriate
		Turtles II/
		Turties II/

Demonstrate delayed personal gratification until appropriate time (continued) 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 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 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 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 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 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 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 V2-L32

Frustrated/Puppet sequence; interpreting pictures; group discussion; role-playing; craft activities

Demonstrate delayed personal gratification until appropriate time (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 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 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 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 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 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.
25.2.2 Behavioral Regulation (continued)	Demonstrate delayed personal gratification until appropriate time (continued)	PATHS Preschool/Kindergarten 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.

Standard 25.3: Pro-social Relationship with Adults 25.3.1 Solicit help from PATHS Preschool/Kindergarten V1-L14 Twiggle Learns Trust adults to to Do Turtle, Part 1/Puppet sequence; story - listening accomplish and comprehension To introduce key social and emotional concepts that will lay challenging tasks the foundation for the development of self-control. PATHS Preschool/Kindergarten 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 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 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 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 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 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

Solicit help from adults to accomplish challenging tasks (continued) 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 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 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 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 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 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 V2-L32

Frustrated/Puppet sequence; 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 V2-L33 Proud/Puppet sequence; interpreting pictures; group discussion; craft activities

Solicit help from adults to accomplish challenging tasks (continued) 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 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 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 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 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 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 V2-L39 Guilty/Puppet 25.3.1 Solicit help from sequence; interpreting pictures; story - recall, listening, Trust adults to (continued) accomplish and comprehension; group discussion challenging tasks To define the feeling "guilty." To help children recognize (continued) 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 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. 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 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 V2-L43 Ending and **Transitioning/**Puppet sequence; group discussion; craft activities To help children think about the concepts of endings and transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as "happy" and "sad"). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier. 25.3.1 PATHS Preschool/Kindergarten V1-L1 Circle Respond, and Trust **Rules**/Story – listening and comprehension; group appropriately (continued) question adult discussion; game-playing To have children recognize Circle Time as a classroom directives for greater activity that provides a sense of community, belonging and fun. To promote cooperation by helping children learn understanding 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

Respond, and appropriately question adult directives for areater understanding (continued)

warmth.

PATHS Preschool/Kindergarten 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 V1-L3 PATHS Kid for

Today/Puppet sequence; group discussion; craft activities To have children associate PATHS with responsibility and

PATHS Preschool/Kindergarten V1-L4

Compliments I/Puppet sequence; group discussion;

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 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 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 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 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 V1-L9

Compliments II/Puppet sequence; group discussion; writina

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

Respond, and appropriately question adult directives for greater understanding (continued) positive feelings associated with giving and receiving compliments.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 V1-L14 Twiggle Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension

Respond, and appropriately question adult directives for greater understanding (continued) To introduce key social and emotional concepts that will lay the foundation for the development of self-control.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 V2-L20 Sharing and Caring I/Puppet sequence; group discussion; craft

Respond, and appropriately question adult directives for greater understanding (continued)

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 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 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 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 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 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 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 V2-L27 Solving Problems with Friends/Puppet sequence; interpreting

Respond, and appropriately question adult directives for greater understanding (continued) 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 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 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 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 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 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 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

Respond, and appropriately question adult directives for areater understanding (continued)

"proud."

PATHS Preschool/Kindergarten 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 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 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 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 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 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

Respond, and appropriately question adult directives for greater understanding (continued) 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 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 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 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 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. 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 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 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

25.3.1 Trust (continued)	Respond, and appropriately question adult directives for greater understanding (continued)	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 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
25.3.1	Engage in	say goodbye to each other. PATHS Preschool/Kindergarten V1-S1 Sharing Happy
Trust (continued)	reciprocal conversation with familiar and unfamiliar adults when appropriate	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 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 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 V2-S4 Sharing Feelings: Intermediate Emotions/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause different feelings. To reinforce the facial and behavioral cues associated with different feelings.

25.3.1 Engage in Trust reciprocal (continued) conversation with familiar and unfamiliar adults when appropriate (continued)

PATHS Preschool/Kindergarten 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 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.

25.4.1		o-social Relationships with Peers PATHS Preschool/Kindergarten V1-L1 Circle Rules/Story
25.4. i Social	Participate in cooperative large	Instending and comprehension; group discussion; game-
	group activities with	playing
Identity	adult guidance	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 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 V1-L3 PATHS Kid for
		Today /Puppet sequence; group discussion; craft activities To have children associate PATHS with responsibility and
		fun.
		PATHS Preschool/Kindergarten 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 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 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 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 V1-L8 Twiggle Makes
		Friends/Puppet sequence; story – listening and
		comprehension; craft activities

Participate in cooperative large group activities with adult guidance (continued) 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 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 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 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 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 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 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 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

Participate in cooperative large group activities with adult guidance (continued) "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 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 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 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 roleplays. To introduce the Turtle Reinforcement System.

PATHS Preschool/Kindergarten 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 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 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 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

Participate in cooperative large group activities with adult guidance (continued) associated with the four basic feelings, and the feeling "calm."

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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 V2-L27 Solving Problems with Friends/Puppet sequence; interpreting pictures; group discussion; craft activities

Participate in cooperative large group activities with adult guidance (continued) 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 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 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 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 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 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 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 V2-S4 Sharing Feelings:

Participate in cooperative large group activities with adult guidance (continued)

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 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

PATHS Preschool/Kindergarten 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 V2-L36

Disappointed/Puppet sequence; interpreting pictures; group

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 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 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

Participate in cooperative large group activities with adult guidance (continued) story over several days.

PATHS Preschool/Kindergarten 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 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 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 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. 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 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 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 V2-L44 PATHS 25.4.1 Participate in Social cooperative large Party/Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall Identity group activities with (continued) adult guidance favorite experiences during PATHS. To think about the future (continued) and what the kids are anticipating. To help children be aware of having multiple feelings (such as "excited" and "sad," or "happy," "sad" and "proud") at the same time. To say goodbye to each other. 25.4.2 Recognize and PATHS Preschool/Kindergarten V1-L6 Happy/Puppet Respect and label others' sequence; group discussion; interpreting pictures; craft **Empathy** feelings 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 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 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 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 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 V1-L10 Mad or

Recognize and label others' feelings (continued)

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 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 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 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 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 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 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 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

Recognize and label others' feelings (continued)

review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of roleplays. To introduce the Turtle Reinforcement System.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 V2-L22 Twiggle's

Recognize and label others' feelings (continued)

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 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 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 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 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 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 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 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 V2-L30 Excited/Puppet sequence; group discussion; interpreting pictures; craft activities

Recognize and label others' feelings (continued)

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 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 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 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 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 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 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

Recognize and label others' feelings (continued)

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 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 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 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 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 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.

Recognize and label others' feelings (continued)

PATHS Preschool/Kindergarten 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 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. 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 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 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 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.

Initiate sharing and turn-taking when appropriate

PATHS Preschool/Kindergarten V1-L1 Circle Rules/Story

 listening and comprehension; group discussion; gameplaying

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 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 V1-L3 PATHS Kid for Today/Puppet sequence; group discussion; craft activities To have children associate PATHS with responsibility and fun.

PATHS Preschool/Kindergarten 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 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 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 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 V1-L8 Twiggle Makes Friends/Puppet sequence; story – listening and comprehension; craft activities
To use a story to teach children several core prosocial

Initiate sharing and turn-taking when appropriate (continued) behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.

PATHS Preschool/Kindergarten 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 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 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 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 V1-L12 Mv

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 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 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

Initiate sharing and turn-taking when appropriate (continued) among different people. To foster a sense of trust and cohesion by sharing personal experiences.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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

Initiate sharing and turn-taking when appropriate (continued) "calm."

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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 V2-L27 Solving
Problems with Friends/Puppet sequence; interpreting
pictures; group discussion; craft activities
To review the distinction between OK choices and not OK

Initiate sharing and turn-taking when appropriate (continued) choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.

PATHS Preschool/Kindergarten 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 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 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 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 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 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 V2-S4 Sharing Feelings: Intermediate Emotions/Puppet sequence; group discussion

Initiate sharing and turn-taking when appropriate (continued)

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 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 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 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 V2-L37 Jealous/Puppet sequence; interpreting pictures; story - listening and comprehension; group discussion

To define the emotion "iealous." 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 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.

Initiate sharing and turn-taking when appropriate (continued) **PATHS Preschool/Kindergarten 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 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 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 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. 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 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 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	Initiate sharing and	PATHS Preschool/Kindergarten V2-L44 PATHS
Respect and	turn-taking when	Party/Puppet sequence; group discussion; party
Empathy	appropriate	To review what has been learned in PATHS. To recall
(continued)	(continued)	favorite experiences during PATHS. To think about the future
		and what the kids are anticipating. To help children be aware
		of having multiple feelings (such as "excited" and "sad," or
		"happy," "sad" and "proud") at the same time. To say
		goodbye to each other.
25.4.2	Respect the	PATHS Preschool/Kindergarten V1-L8 Twiggle Makes
Respect and	feelings, rights, and	Friends/Puppet sequence; story – listening and
Empathy	belongings of peers	comprehension; craft activities
(continued)		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 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 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 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 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 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.

Respect the feelings, rights, and belongings of peers (continued)

PATHS Preschool/Kindergarten 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 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 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 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 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 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 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

Respect the feelings, rights, and belongings of peers (continued)

more than one friend. To use a story to teach children the importance of letting other children join in play.

PATHS Preschool/Kindergarten 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 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 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 V2-L26 Solving

Problems/Puppet sequence: interpreting pictures: group

Problems/Puppet sequence; interpreting pictures; group discussion; craft activities

To encourage children to evaluate their problem-solving

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 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 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 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 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

Respect the feelings, rights, and belongings of peers (continued)

people feel excited. To explain that "excited" is a comfortable feeling. To provide visual representations of the feeling "excited."

PATHS Preschool/Kindergarten 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 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 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 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 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 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

Respect the feelings, rights, and belongings of peers (continued)

"worried."

PATHS Preschool/Kindergarten 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 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 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 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 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 V2-S5 Sharing Feelings: Advanced Emotions/Puppet sequence; group discussion To provide children with an opportunity to share personal

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		experiences about any of the feelings presented so far. To
		discuss situations that cause emotions. To reinforce the
05.40	December	facial and behavioral cues associated with feelings.
25.4.2	Respect the	PATHS Preschool/Kindergarten V2-L41 PATHS
Respect and	feelings, rights, and	Preschool/Kindergarten Review/Puppet sequence; group
Empathy (continued)	belongings of peers (continued)	discussion; craft activities To review all of the feelings vocabulary learned in PATHS.
(00111111111111111111111111111111111111	(00.11.11.11.11.11.11.11.11.11.11.11.11.1	To practice using long-term memory. To provide an
		opportunity for children to list additional feelings vocabulary
		not covered by PATHS Preschool/Kindergarten. 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 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 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 V2-L44 PATHS
		Party/Puppet sequence; group discussion; party
		To review what has been learned in PATHS. To recall
		favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware
		of having multiple feelings (such as "excited" and "sad," or
		"happy," "sad" and "proud") at the same time. To say
		goodbye to each other.
25.4.2	Engage peers in	PATHS Preschool/Kindergarten V1-L14 Twiggle Learns
Respect and	successful	to Do Turtle, Part 1/Puppet sequence; story – listening and
Empathy (continued)	resolution of a	comprehension
(continued)	problem	To introduce key social and emotional concepts that will lay
		the foundation for the development of self-control. PATHS Preschool/Kindergarten 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.

Engage peers in successful resolution of a problem (continued)

PATHS Preschool/Kindergarten 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 roleplays. To introduce the Turtle Reinforcement System.

PATHS Preschool/Kindergarten V1-L17 Appropriate

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 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 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 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 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 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 V2-L23 Advanced

Engage peers in successful resolution of a problem (continued) 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 V2-L24 Feelings Review/Puppet sequence; interpreting pictures; group

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 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 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 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 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 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 V2-L33 Proud/Puppet sequence; interpreting pictures; group discussion; craft activities

Engage peers in successful resolution of a problem (continued)

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 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 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 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 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.