

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

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 Self Awareness	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

25.1.1 Self Awareness (continued)	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 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten 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

<p>25.1.1 Self Awareness (continued)</p>	<p>Demonstrate awareness of preferences and communicate them to others (continued)</p>	<p>sequence; interpreting pictures; group discussion; craft activities To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people's feelings.</p>
		<p>PATHS Preschool/Kindergarten V1-S2 Sharing Mad and Scared Feelings/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about the feelings "mad" and "scared." To identify different situational contexts in which the feelings "mad" and "scared" occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p>
		<p>PATHS Preschool/Kindergarten V1-L14 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p>
		<p>PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p>
		<p>PATHS Preschool/Kindergarten V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p>
		<p>PATHS Preschool/Kindergarten V1-L17 Appropriate Turtles I/ Puppet sequence; interpreting pictures; group discussion To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p>
		<p>PATHS Preschool/Kindergarten V1-L18 Appropriate Turtles II/ Puppet sequence; interpreting pictures; group discussion To expand children's knowledge of appropriate times to do Turtle. To reinforce children's awareness that doing Turtle is a signal to others.</p>
		<p>PATHS Preschool/Kindergarten 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</p>

25.1.1 Self Awareness (continued)	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 Twiggie’s Special Day/Puppet sequence; story – listening and comprehension To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.
		PATHS Preschool/Kindergarten 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

25.1.1 Self Awareness (continued)	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		

25.1.1 Self Awareness (continued)	Demonstrate awareness of preferences and communicate them to others (continued)	<p>“tired.”</p>
		<p>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.”</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.”</p>

25.1.1 Self Awareness (continued)	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

<p>25.1.1 Self Awareness (continued)</p>	<p>Demonstrate awareness of preferences and communicate them to others (continued)</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>25.1.1 Self Awareness (continued)</p>	<p>State complex thoughts and feelings</p>	<p>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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten V1-L8 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS Preschool/Kindergarten V1-L9 Compliments II/Puppet sequence; group discussion; writing To develop children’s prosocial skills. To encourage</p>

25.1.1 Self Awareness (continued)	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 Twiggie Learns

25.1.1 Self Awareness (continued)	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 Twiggie Learns to Do Turtle, Part 2 /Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.
		PATHS Preschool/Kindergarten 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.”

25.1.1 Self Awareness (continued)	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 Twiggie’s Special Day/Puppet sequence; story – listening and comprehension To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.
		PATHS Preschool/Kindergarten 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.”

25.1.1 Self Awareness (continued)	State complex thoughts and feelings (continued)	<p>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.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.”</p>
		<p>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.”</p>
		<p>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</p>

<p>25.1.1 Self Awareness (continued)</p>	<p>State complex thoughts and feelings (continued)</p>	<p>feeling. To provide visual representations of the feeling “proud.”</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.</p>
		<p>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</p>

25.1.1 Self Awareness (continued)	State complex thoughts and feelings (continued)	<p>feeling furious. To provide examples of situational contexts in which feeling furious occurs. To provide visual representations of feeling furious. To demonstrate that feelings can change. To practice continuity by listening to a story over several days.</p> <p>PATHS Preschool/Kindergarten V2-L39 Guilty/Puppet sequence; interpreting pictures; story – recall, listening, and comprehension; group discussion To define the feeling “guilty.” To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.</p> <p>PATHS Preschool/Kindergarten V2-L40 Generous/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling “generous.” To teach children the facial expressions and body postures associated with the feeling “generous.” To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as “happy” and “proud.” To show that caring for our friends can result in feeling generous.</p> <p>PATHS Preschool/Kindergarten V2-S5 Sharing Feelings: Advanced Emotions/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause emotions. To reinforce the facial and behavioral cues associated with feelings.</p> <p>PATHS Preschool/Kindergarten 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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten V2-L43 Ending and Transitioning/Puppet sequence; group discussion; craft activities To help children think about the concepts of endings and</p>
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<p>25.1.1 Self Awareness (continued)</p>	<p>State complex thoughts and feelings (continued)</p>	<p>transitions. To help children sort out the complex feelings associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p> <p>PATHS Preschool/Kindergarten V2-L44 PATHS Party/Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to each other.</p>
<p>25.1.2 Understanding Emotions</p>	<p>Express emotions appropriately, modifying intensity of reaction as needed</p>	<p>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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten V1-L8 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p> <p>PATHS Preschool/Kindergarten V1-L9 Compliments II/Puppet sequence; group discussion; writing To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p> <p>PATHS Preschool/Kindergarten 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</p>

25.1.2 Understanding Emotions (continued)	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 Twiggie Learns to Do Turtle, Part 2 /Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.
		PATHS Preschool/Kindergarten V1-L16 Turtle Technique Review /Puppet sequence; role-play; group discussion

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

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

25.1.2 Understanding Emotions (continued)	Express emotions appropriately, modifying intensity of reaction as needed (continued)	<p>Types of Feelings/Puppet sequence; group discussion; craft activities</p> <p>To review the concept that all feelings are OK. To introduce the concept that people can experience different emotions from one another. To explain the color-coding system of the Feeling Faces.</p>
		<p>PATHS Preschool/Kindergarten V2-L30 Excited/Puppet sequence; group discussion; interpreting pictures; craft activities</p> <p>To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p>
		<p>PATHS Preschool/Kindergarten V2-L31 Tired/Puppet sequence; group discussion; interpreting pictures</p> <p>To define the feeling “tired.” To help children recognize the facial expressions and body postures associated with the feeling “tired.” To provide examples of different reasons for feeling tired. To explain that “tired” is an uncomfortable feeling. To provide visual representations of the feeling “tired.”</p>
		<p>PATHS Preschool/Kindergarten V2-L32 Frustrated/Puppet sequence; interpreting pictures; group discussion; role-playing; craft activities</p> <p>To define the feeling “frustrated.” To teach children the facial expressions and body postures associated with the feeling “frustrated.” To provide examples of things that make people feel frustrated. To explain that “frustrated” is an uncomfortable feeling. To provide visual representations of the feeling “frustrated.”</p>
		<p>PATHS Preschool/Kindergarten V2-L33 Proud/Puppet sequence; interpreting pictures; group discussion; craft activities</p> <p>To define the feeling “proud.” To teach children the facial expressions and body postures associated with the feeling “proud.” To provide examples of things that might make people feel proud. To explain that “proud” is a comfortable feeling. To provide visual representations of the feeling “proud.”</p>
		<p>PATHS Preschool/Kindergarten V2-S4 Sharing Feelings: Intermediate Emotions/Puppet sequence; group discussion</p> <p>To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause different feelings. To reinforce the facial and behavioral cues associated with different feelings.</p>
		<p>PATHS Preschool/Kindergarten V2-L34 Love/Puppet sequence; interpreting pictures; group discussion</p> <p>To help children better understand the feeling “love.” To informally discuss clues for understanding how other</p>

25.1.2 Understanding Emotions (continued)	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.

25.1.2 Understanding Emotions (continued)	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

		<p>favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to each other.</p>
25.1.2 Understanding Emotions (continued)	Recognize and label complex feelings	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>PATHS Preschool/Kindergarten V1-L8 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p>
		<p>PATHS Preschool/Kindergarten V1-L9 Compliments II/Puppet sequence; group discussion; writing To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p>
		<p>PATHS Preschool/Kindergarten 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</p>

25.1.2 Understanding Emotions (continued)	Recognize and label complex feelings (continued)	<p>discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p>
		<p>PATHS Preschool/Kindergarten V1-L10 Mad or Angry I/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling “mad.” To help children recognize the facial expressions and body postures associated with the feeling “mad.” To provide examples of different reasons for feeling angry. To provide visual representations of the feeling “mad.” To help children understand other people’s feelings.</p>
		<p>PATHS Preschool/Kindergarten V1-L11 Scared or Afraid/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p>
		<p>PATHS Preschool/Kindergarten V1-L12 My Feelings/Puppet sequence; interpreting pictures; group discussion; craft activities To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p>
		<p>PATHS Preschool/Kindergarten V1-L13 Mad II/Puppet sequence; interpreting pictures; group discussion; craft activities To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p>
		<p>PATHS Preschool/Kindergarten V1-S2 Sharing Mad and Scared Feelings/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad” and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p>
		<p>PATHS Preschool/Kindergarten V1-L14 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p>
		<p>PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm</p>

25.1.2 Understanding Emotions (continued)	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

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

25.1.2 Understanding Emotions (continued)	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

25.1.2 Understanding Emotions (continued)	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

25.1.2 Understanding Emotions (continued)	Recognize and label complex feelings (continued)	<p>To define the feeling “guilty.” To help children recognize the facial expressions and body postures associated with feeling guilty. To provide situational contexts in which feeling guilty occurs. To provide visual representations of feeling guilty. To demonstrate changes of feelings. To practice continuity by listening to a story over several days.</p>
		<p>PATHS Preschool/Kindergarten V2-L40 Generous/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling “generous.” To teach children the facial expressions and body postures associated with the feeling “generous.” To provide examples of things that might make people feel generous. To associate feeling generous with other comfortable feelings, such as “happy” and “proud.” To show that caring for our friends can result in feeling generous.</p>
		<p>PATHS Preschool/Kindergarten V2-S5 Sharing Feelings: Advanced Emotions/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about any of the feelings presented so far. To discuss situations that cause emotions. To reinforce the facial and behavioral cues associated with feelings.</p>
		<p>PATHS Preschool/Kindergarten 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.</p>
		<p>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.</p>
		<p>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</p>

25.1.2 Understanding Emotions (continued)	Recognize and label complex feelings (continued)	<p>review the concept that sharing with each other helps us to feel happier.</p> <p>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.</p>
25.1.3 Competence	Express pride in oneself’s and others’ accomplishments	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.”</p>
		<p>PATHS Preschool/Kindergarten V2-L29 Different Types of Feelings/Puppet sequence; group discussion; craft activities</p>

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.

<p>25.1.3 Competence (continued)</p>	<p>Express pride in oneself's and others' accomplishments (continued)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>25.1.3 Competence (continued)</p>	<p>Attempt new activities and experiences with independence</p>	<p>PATHS Preschool V2-L21 Sharing and Caring II/Puppet sequence; group discussion; craft activities To help children understand that sharing is an important part of friendship. To further emphasize sharing in a positive context. To help differentiate between pleasure in greed and pleasure in sharing with others. To provide children with an opportunity to experience the positive feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling "confused" and the concepts "jealousy," "greed" and "selfishness."</p> <p>PATHS Preschool V2-L25 Making Choices/Puppet sequence; story – recall and comprehension; group</p>

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.

	Standard 25.2: Self Regulation	
25.2.1 Emotional Regulation	Understand the consequences of own behavior and its impact on others	<p>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.</p>
		<p>PATHS Preschool/Kindergarten V1-L8 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p>
		<p>PATHS Preschool/Kindergarten V1-L9 Compliments II/Puppet sequence; group discussion; writing To develop children's prosocial skills. To encourage children's support and respect for each other. To enhance children's self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p>
		<p>PATHS Preschool/Kindergarten V1-L14 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p>
		<p>PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p>
		<p>PATHS Preschool/Kindergarten V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p>

25.2.1 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 Twiggie's Special Day/ Puppet sequence; story – listening and comprehension To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.
		PATHS Preschool/Kindergarten 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)	<div data-bbox="704 195 1425 478"> 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.” </div> <div data-bbox="704 478 1425 762"> 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. </div> <div data-bbox="704 762 1425 1087"> 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. </div> <div data-bbox="704 1087 1425 1371"> 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. </div> <div data-bbox="704 1371 1425 1690"> 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. </div>
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25.2.1 Emotional Regulation (continued)	Understand the consequences of own behavior and its impact on others (continued)	<p>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.</p> <p>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.</p>
25.2.2 Behavioral Regulation	Independently follow rules and routines in classrooms and other settings	<p>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.</p> <p>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.</p> <p>PATHS Preschool/Kindergarten V1-L3 PATHS Kid for Today/Puppet sequence; group discussion; craft activities To have children associate PATHS with responsibility and fun.</p> <p>PATHS Preschool/Kindergarten V1-L4 Compliments I/Puppet sequence; group discussion; writing To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p> <p>PATHS Preschool/Kindergarten V1-L5 We All Have Feelings/Puppet sequence; group discussion; interpreting</p>

25.2.2 Behavioral Regulation (continued)	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 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten 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

<p>25.2.2 Behavioral Regulation (continued)</p>	<p>Independently follow rules and routines in classrooms and other settings (continued)</p>	<p>discussion; craft activities To define the feeling “scared.” To help children recognize the facial expressions and body postures associated with the feeling “scared.” To provide examples of different reasons for feeling scared. To help children develop skills for coping with emotions. To help children understand other people’s feelings.</p>
		<p>PATHS Preschool/Kindergarten V1-L12 My Feelings/Puppet sequence; interpreting pictures; group discussion; craft activities To review the four basic feelings. To help children understand that all emotions should be valued and are OK.</p>
		<p>PATHS Preschool/Kindergarten V1-L13 Mad II/Puppet sequence; interpreting pictures; group discussion; craft activities To provide additional examples of reasons for feeling angry. To informally introduce the idea that there are different words for the same feeling. To reinforce the concept that all feelings are OK. To help children understand other people’s feelings.</p>
		<p>PATHS Preschool/Kindergarten V1-S2 Sharing Mad and Scared Feelings/Puppet sequence; group discussion To provide children with an opportunity to share personal experiences about the feelings “mad” and “scared.” To identify different situational contexts in which the feelings “mad” and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p>
		<p>PATHS Preschool/Kindergarten V1-L14 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p>
		<p>PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p>
		<p>PATHS Preschool/Kindergarten V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p>
		<p>PATHS Preschool/Kindergarten V1-L17 Appropriate Turtles I/ Puppet sequence; interpreting pictures; group discussion</p>

25.2.2 Behavioral Regulation (continued)	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 Twiggie's Special Day/Puppet sequence; story – listening and comprehension		

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

25.2.2 Behavioral Regulation (continued)	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

25.2.2 Behavioral Regulation (continued)	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

25.2.2 Behavioral Regulation (continued)	Independently follow rules and routines in classrooms and other settings (continued)	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.
25.2.2 Behavioral Regulation (continued)	Independently use materials with purpose, safety, and respect	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.
		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.

25.2.2 Behavioral Regulation (continued)	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 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.
		PATHS Preschool/Kindergarten 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

25.2.2 Behavioral Regulation (continued)	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 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.
		PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.
		PATHS Preschool/Kindergarten 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

25.2.2 Behavioral Regulation (continued)	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 Twiggie’s Special Day/Puppet sequence; story – listening and comprehension To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.
		PATHS Preschool/Kindergarten 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

25.2.2 Behavioral Regulation (continued)	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

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

25.2.2 Behavioral Regulation (continued)	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 Twiggie Learns to Do Turtle, Part 1 /Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.
		PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2 /Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.
		PATHS Preschool/Kindergarten 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

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

25.2.2 Behavioral Regulation (continued)	Make transitions between activities upon adult direction (continued)	introduce the transition to elementary school.
		<p>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.</p> <p>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.</p>
25.2.2 Behavioral Regulation (continued)	Demonstrate delayed personal gratification until appropriate time	<p>PATHS Preschool/Kindergarten V1-L14 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p> <p>PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p> <p>PATHS Preschool/Kindergarten V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p> <p>PATHS Preschool/Kindergarten V1-L17 Appropriate Turtles I/ Puppet sequence; interpreting pictures; group discussion To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p> <p>PATHS Preschool/Kindergarten V1-L18 Appropriate Turtles II/ Puppet sequence; interpreting pictures; group discussion</p>

25.2.2 Behavioral Regulation (continued)	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

25.2.2 Behavioral Regulation (continued)	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

25.2.2 Behavioral Regulation (continued)	Demonstrate delayed personal gratification until appropriate time (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.

Standard 25.3: Pro-social Relationship with Adults		
25.3.1 Trust	Solicit help from adults to accomplish challenging tasks	PATHS Preschool/Kindergarten V1-L14 Twiggles Learn 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 Twiggles Learn 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

25.3.1 Trust (continued)	Solicit help from adults to accomplish challenging tasks (continued)	<p>feelings associated with sharing. To introduce choices in the context of sharing. To informally introduce the feeling “confused” and the concepts “jealousy,” “greed” and “selfishness.”</p>
		<p>PATHS Preschool/Kindergarten V2-L23 Advanced Compliments/Puppet sequence; story – listening and comprehension; group discussion; craft activities To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p>
		<p>PATHS Preschool/Kindergarten V2-L25 Making Choices/Puppet sequence; story – recall and comprehension; group discussion; craft activities To have children understand the process of making choices.</p>
		<p>PATHS Preschool/Kindergarten V2-L26 Solving Problems/Puppet sequence; interpreting pictures; group discussion; craft activities To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p>
		<p>PATHS Preschool/Kindergarten V2-L27 Solving Problems with Friends/Puppet sequence; interpreting pictures; group discussion; craft activities To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p>
		<p>PATHS Preschool/Kindergarten V2-L30 Excited/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p>
		<p>PATHS Preschool/Kindergarten 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.”</p>
		<p>PATHS Preschool/Kindergarten V2-L33 Proud/Puppet sequence; interpreting pictures; group discussion; craft activities</p>

25.3.1 Trust (continued)	Solicit help from adults to accomplish challenging tasks (continued)	<p>To define the feeling “proud.” To teach children the facial expressions and body postures associated with the feeling “proud.” To provide examples of things that might make people feel proud. To explain that “proud” is a comfortable feeling. To provide visual representations of the feeling “proud.”</p>
		<p>PATHS Preschool/Kindergarten V2-L34 Love/Puppet sequence; interpreting pictures; group discussion To help children better understand the feeling “love.” To informally discuss clues for understanding how other people feel. To informally introduce the idea that people can feel two conflicting feelings at the same time (such as love and anger). To encourage children to ask other people about their feelings. To illustrate that imagining something doesn’t make it real.</p>
		<p>PATHS Preschool/Kindergarten V2-L35 Worried/Puppet sequence; interpreting pictures; story – listening and comprehension; group discussion To define the feeling “worried.” To help children recognize the facial expressions and body postures associated with feeling worried. To use a story to illustrate the meaning of the word “worried.” To informally introduce the idea of changing feelings. To provide visual representations of the feeling “worried.”</p>
		<p>PATHS Preschool/Kindergarten V2-L36 Disappointed/Puppet sequence; interpreting pictures; group discussion To define the emotion “disappointed.” To help children recognize the facial expressions and body postures associated with feeling disappointed. To describe situational contexts in which disappointment occurs. To provide visual representations of the feeling “disappointed.” To promote cause-and-effect thinking. To facilitate elementary problem solving. To illustrate that different people have different feelings.</p>
		<p>PATHS Preschool/Kindergarten V2-L37 Jealous/Puppet sequence; interpreting pictures; story – listening and comprehension; group discussion To define the emotion “jealous.” To help children recognize the facial expressions and body postures associated with feeling jealous. To provide examples of situational contexts in which jealousy occurs. To provide visual representations of feeling jealous. To practice continuity by listening to a story over several days.</p>
		<p>PATHS Preschool/Kindergarten 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</p>

<p>25.3.1 Trust (continued)</p>	<p>Solicit help from adults to accomplish challenging tasks (continued)</p>	<p>story over several days.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>25.3.1 Trust (continued)</p>	<p>Respond, and appropriately question adult directives for greater understanding</p>	<p>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</p>

<p>25.3.1 Trust (continued)</p>	<p>Respond, and appropriately question adult directives for greater understanding (continued)</p>	<p>warmth.</p>
		<p>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.</p>
		<p>PATHS Preschool/Kindergarten V1-L3 PATHS Kid for Today/Puppet sequence; group discussion; craft activities To have children associate PATHS with responsibility and fun.</p>
		<p>PATHS Preschool/Kindergarten V1-L4 Compliments I/Puppet sequence; group discussion; writing To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p>
		<p>PATHS Preschool/Kindergarten V1-L5 We All Have Feelings/Puppet sequence; group discussion; interpreting pictures; craft activities To help children understand other people’s feelings. To promote a sense of community between children.</p>
		<p>PATHS Preschool/Kindergarten V1-L6 Happy/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p>
		<p>PATHS Preschool/Kindergarten V1-L7 Sad/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p>
		<p>PATHS Preschool/Kindergarten V1-L8 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p>
		<p>PATHS Preschool/Kindergarten V1-L9 Compliments II/Puppet sequence; group discussion; writing To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the</p>

25.3.1 Trust (continued)	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 Twiggie Learns to Do Turtle, Part 1 /Puppet sequence; story – listening and comprehension

25.3.1 Trust (continued)	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 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.
		PATHS Preschool/Kindergarten 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

25.3.1 Trust (continued)	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 Twiggie’s Special Day/Puppet sequence; story – listening and comprehension To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.
		PATHS Preschool/Kindergarten 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

**25.3.1
Trust
(continued)**

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

<p>25.3.1 Trust (continued)</p>	<p>Respond, and appropriately question adult directives for greater understanding (continued)</p>	<p>“proud.”</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.”</p>
		<p>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.</p>
		<p>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.</p>
		<p>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</p>

25.3.1 Trust (continued)	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

<p>25.3.1 Trust (continued)</p>	<p>Respond, and appropriately question adult directives for greater understanding (continued)</p>	<p>associated with endings and transitions and with saying goodbye. To informally review the idea that people can feel two opposing feelings at the same time (such as “happy” and “sad”). To help children actively problem-solve a healthy way to buffer uncomfortable feelings. To informally introduce steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p> <p>PATHS Preschool/Kindergarten V2-L44 PATHS Party/Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to each other.</p>
<p>25.3.1 Trust (continued)</p>	<p>Engage in reciprocal conversation with familiar and unfamiliar adults when appropriate</p>	<p>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.</p> <p>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.</p> <p>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.”</p> <p>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.</p>

25.3.1 Trust (continued)	Engage in reciprocal 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.

Standard 25.4: Pro-social Relationships with Peers		
25.4.1 Social Identity	Participate in cooperative large group activities with adult guidance	<p>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.</p>
		<p>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.</p>
		<p>PATHS Preschool/Kindergarten V1-L3 PATHS Kid for Today/Puppet sequence; group discussion; craft activities To have children associate PATHS with responsibility and fun.</p>
		<p>PATHS Preschool/Kindergarten V1-L4 Compliments I/Puppet sequence; group discussion; writing To teach children the meaning of the word “compliment.” To have children associate being PATHS Kid for Today with receiving compliments. To have children learn a polite way to respond to a compliment. To enhance children’s self-esteem.</p>
		<p>PATHS Preschool/Kindergarten V1-L5 We All Have Feelings/Puppet sequence; group discussion; interpreting pictures; craft activities To help children understand other people’s feelings. To promote a sense of community between children.</p>
		<p>PATHS Preschool/Kindergarten V1-L6 Happy/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling “happy.” To help children recognize the facial expressions and body postures associated with the feeling “happy.” To present common situations that cause people to feel happy. To help children understand other people’s feelings.</p>
		<p>PATHS Preschool/Kindergarten V1-L7 Sad/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling “sad.” To help children recognize the facial expressions and body postures associated with the feeling “sad.” To provide examples of different reasons for feeling sad. To help children understand other people’s emotions.</p>
		<p>PATHS Preschool/Kindergarten V1-L8 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities</p>

**25.4.1
Social
Identity
(continued)**

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

**25.4.1
Social
Identity
(continued)**

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

<p>“mad” and “scared” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p>
<p>PATHS Preschool/Kindergarten V1-L14 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p>
<p>PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p>
<p>PATHS Preschool/Kindergarten V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p>
<p>PATHS Preschool/Kindergarten V1-L17 Appropriate Turtles I/ Puppet sequence; interpreting pictures; group discussion To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p>
<p>PATHS Preschool/Kindergarten V1-L18 Appropriate Turtles II/ Puppet sequence; interpreting pictures; group discussion To expand children’s knowledge of appropriate times to do Turtle. To reinforce children’s awareness that doing Turtle is a signal to others.</p>
<p>PATHS Preschool/Kindergarten V1-L19 Calm or Relaxed/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling “calm” or “relaxed.” To introduce some of the facial cues and body postures associated with the feeling “calm” or “relaxed.” To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p>
<p>PATHS Preschool/Kindergarten 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</p>

**25.4.1
Social
Identity
(continued)**

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 Twiggie’s Special Day /Puppet sequence; story – listening and comprehension To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.
PATHS Preschool/Kindergarten 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

**25.4.1
Social
Identity
(continued)**

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:

**25.4.1
Social
Identity
(continued)**

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 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

**25.4.1
Social
Identity
(continued)**

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

25.4.1 Social Identity (continued)	Participate in cooperative large group activities with adult guidance (continued)	<p>steps for planning. To help children plan ahead and actively seek information for anticipating the future. To review the concept that sharing with each other helps us to feel happier.</p> <p>PATHS Preschool/Kindergarten V2-L44 PATHS Party/Puppet sequence; group discussion; party To review what has been learned in PATHS. To recall favorite experiences during PATHS. To think about the future and what the kids are anticipating. To help children be aware of having multiple feelings (such as “excited” and “sad,” or “happy,” “sad” and “proud”) at the same time. To say goodbye to each other.</p>
25.4.2 Respect and Empathy	Recognize and label others’ feelings	<p>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.</p>
		<p>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.</p>
		<p>PATHS Preschool/Kindergarten V1-L8 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial behaviors associated with friendship. To provide a visual representation of each specific prosocial behavior.</p>
		<p>PATHS Preschool/Kindergarten V1-L9 Compliments II/Puppet sequence; group discussion; writing To develop children’s prosocial skills. To encourage children’s support and respect for each other. To enhance children’s self-esteem. To help children recognize the positive feelings associated with giving and receiving compliments.</p>
		<p>PATHS Preschool/Kindergarten V1-S1 Sharing Happy and Sad Feelings/Puppet sequence; interpreting pictures; group discussion To provide children with an opportunity to share personal experiences about the feelings “happy” and “sad.” To discuss different situational contexts in which the feelings “happy” and “sad” occur. To illustrate similarity in feelings among different people. To foster a sense of trust and cohesion between teacher and students.</p>
		<p>PATHS Preschool/Kindergarten V1-L10 Mad or</p>

**25.4.2
Respect and
Empathy
(continued)**

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

To introduce key social and emotional concepts that will lay the foundation for the development of self-control.

PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension

To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.

PATHS Preschool/Kindergarten 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

**25.4.2
Respect and
Empathy
(continued)**

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 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."
PATHS Preschool/Kindergarten V2-L22 Twiggie's

**25.4.2
Respect and
Empathy
(continued)**

Recognize and
label others'
feelings
(continued)

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

**25.4.2
Respect and
Empathy
(continued)**

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

**25.4.2
Respect and
Empathy
(continued)**

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.

25.4.2 Respect and Empathy (continued)	Recognize and label others' feelings (continued)	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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25.4.2 Respect and Empathy (continued)	Initiate sharing and turn-taking when appropriate	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-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 Twiggie Makes Friends/Puppet sequence; story – listening and comprehension; craft activities To use a story to teach children several core prosocial

25.4.2 Respect and Empathy (continued)	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 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

<p>25.4.2 Respect and Empathy (continued)</p>	<p>Initiate sharing and turn-taking when appropriate (continued)</p>	<p>among different people. To foster a sense of trust and cohesion by sharing personal experiences.</p>
		<p>PATHS Preschool/Kindergarten V1-L14 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.</p>
		<p>PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.</p>
		<p>PATHS Preschool/Kindergarten V1-L16 Turtle Technique Review/Puppet sequence; role-play; group discussion To teach children the appropriate times to use the Turtle Technique. To reinforce the concept that thinking is difficult while one is experiencing strong, uncomfortable feelings. To review the steps for doing Turtle and associate those steps with symbols. To introduce children to the concept of role-plays. To introduce the Turtle Reinforcement System.</p>
		<p>PATHS Preschool/Kindergarten V1-L17 Appropriate Turtles I/ Puppet sequence; interpreting pictures; group discussion To help children associate a strong, uncomfortable feeling with starting to do Turtle. To continue to practice the Turtle Technique.</p>
		<p>PATHS Preschool/Kindergarten V1-L18 Appropriate Turtles II/ Puppet sequence; interpreting pictures; group discussion To expand children's knowledge of appropriate times to do Turtle. To reinforce children's awareness that doing Turtle is a signal to others.</p>
		<p>PATHS Preschool/Kindergarten V1-L19 Calm or Relaxed/Puppet sequence; interpreting pictures; group discussion; craft activities To define the feeling "calm" or "relaxed." To introduce some of the facial cues and body postures associated with the feeling "calm" or "relaxed." To provide examples of different reasons for feeling calm or relaxed. To identify calm or relaxed as a comfortable feeling. To connect the behavior of calming down and doing Turtle with feeling calm or relaxed.</p> <p>PATHS Preschool/Kindergarten 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</p>

25.4.2 Respect and Empathy (continued)	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 Twiggie's Special Day /Puppet sequence; story – listening and comprehension To use a story to teach children that it is possible to have more than one friend. To use a story to teach children the importance of letting other children join in play.
		PATHS Preschool/Kindergarten 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

25.4.2 Respect and Empathy (continued)	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

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

25.4.2 Respect and Empathy (continued)	Initiate sharing and turn-taking when appropriate (continued)	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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</p>

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

25.4.2 Respect and Empathy (continued)	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 Twiddle's Special Day/Puppet sequence; story – listening and comprehension To use a story to teach children that it is possible to have

25.4.2 Respect and Empathy (continued)	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 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

25.4.2 Respect and Empathy (continued)	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

25.4.2 Respect and Empathy (continued)	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

25.4.2 Respect and Empathy (continued)	Respect the feelings, rights, and belongings of peers (continued)	experiences about any of the feelings presented so far. To discuss situations that cause emotions. To reinforce the facial and behavioral cues associated with feelings.
		PATHS Preschool/Kindergarten 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.
25.4.2 Respect and Empathy (continued)	Engage peers in successful resolution of a problem	PATHS Preschool/Kindergarten V1-L14 Twiggie Learns to Do Turtle, Part 1/Puppet sequence; story – listening and comprehension To introduce key social and emotional concepts that will lay the foundation for the development of self-control.
		PATHS Preschool/Kindergarten V1-L15 Twiggie Learns to Do Turtle, Part 2/Puppet sequence; story – listening and comprehension To teach children a technique for self-control. To associate visual symbols with the three steps of doing Turtle to calm down. To teach children the appropriate times to use the Turtle Technique.

25.4.2 Respect and Empathy (continued)	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 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-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

25.4.2 Respect and Empathy (continued)	Engage peers in successful resolution of a problem (continued)	<p>Compliments/Puppet sequence; story – listening and comprehension; group discussion; craft activities To teach children how to give compliments that reflect quality of friendship or behavioral skill. To use illustrations from a familiar story to help children understand this more advanced type of compliment.</p>
		<p>PATHS Preschool/Kindergarten V2-L24 Feelings Review/Puppet sequence; interpreting pictures; group discussion; craft activities To review the facial expressions and body postures associated with the four basic feelings. To review common situations that make people feel happy, mad, sad or scared.</p>
		<p>PATHS Preschool/Kindergarten V2-L25 Making Choices/Puppet sequence; story – recall and comprehension; group discussion; craft activities To have children understand the process of making choices.</p>
		<p>PATHS Preschool/Kindergarten V2-L26 Solving Problems/Puppet sequence; interpreting pictures; group discussion; craft activities To encourage children to evaluate their problem-solving ideas by distinguishing between OK choices and not OK choices. To encourage children to think about the consequences of their behavior. To teach children the meaning of the word “solution.”</p>
		<p>PATHS Preschool/Kindergarten V2-L27 Solving Problems with Friends/Puppet sequence; interpreting pictures; group discussion; craft activities To review the distinction between OK choices and not OK choices. To reinforce the idea that children have the ability to solve their own problems. To teach the children adaptive solutions to solving typical peer conflicts. To encourage children to consider the feelings of others.</p>
		<p>PATHS Preschool/Kindergarten V2-L30 Excited/Puppet sequence; group discussion; interpreting pictures; craft activities To define the feeling “excited.” To teach children the facial expressions and body postures associated with the feeling “excited.” To provide examples of things that might make people feel excited. To explain that “excited” is a comfortable feeling. To provide visual representations of the feeling “excited.”</p>
		<p>PATHS Preschool/Kindergarten V2-L32 Frustrated/Puppet sequence; interpreting pictures; group discussion; role-playing; craft activities To define the feeling “frustrated.” To teach children the facial expressions and body postures associated with the feeling “frustrated.” To provide examples of things that make people feel frustrated. To explain that “frustrated” is an uncomfortable feeling. To provide visual representations of the feeling “frustrated.”</p>
		<p>PATHS Preschool/Kindergarten V2-L33 Proud/Puppet sequence; interpreting pictures; group discussion; craft activities</p>

25.4.2 Respect and Empathy (continued)	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.