



Al's Pals™

Kids Making Healthy Choices

by  Teaching Strategies®

Al's Pals Alignment to the Objectives for Development and Learning and *Intentional Teaching Experiences*

Al's Pals' comprehensive lessons not only relate to the extensive literature on resilience, but they also align to *The Creative Curriculum*® objectives for development and learning and *Intentional Teaching Experiences* for kindergarten and preschool.

Lesson	Lesson Title	Purpose	Lesson Application to Resiliency Research	Lesson Alignment to Objectives for Development and Learning and <i>Intentional Teaching Experiences</i>
1	You're a Star	To encourage the child to value who he is and what makes him special.	<ul style="list-style-type: none"> • Ability to think flexibly • Clear sense of separate identity 	<p>Objective 29 Demonstrates knowledge about self</p> <p>Related Objectives: 2a, 2c, 3a, 11e, 12a, 34</p> <p><i>Intentional Teaching Experiences:</i> (P): LL76, "The 'Me' Book" (K): LL13, "My Story"</p>
2	Welcome Al	<p>To introduce Al.</p> <p>To encourage children to be gentle with others.</p>	<ul style="list-style-type: none"> • Caring • Self-control 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1b, 2b, 3a, 8b, 10a, 34</p> <p><i>Intentional Teaching Experiences:</i> (P): SE11, "Great Groups" (K): SE28, "Group Gatherings"</p>
3	What's a Feeling?	To recognize non-verbal expressions of feelings.	<ul style="list-style-type: none"> • Communication • Caring • Clear sense of separate identity 	<p>Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</p> <p>Related Objectives: 1a, 2c, 3a, 8b, 12a, 14a</p> <p><i>Intentional Teaching Experiences:</i> (P): SE06, "Talk About Feelings" (K): SE09, "Fascinating Feelings"</p>

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4	I Can Handle My Feelings	To understand there are appropriate ways to deal with feelings.	<ul style="list-style-type: none"> • Communication • Caring • Self-control • Self-discipline • Independence 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1b, 1c, 2b, 8a, 9a, 34</p> <p>Intentional Teaching Experiences: (P): SE03, "Calm-Down Place" (K): SE04, "Classroom Calm-Down Place"</p>
5	Let's Be Friends	To introduce Ty and Keisha. To recognize the positive qualities of friendship.	<ul style="list-style-type: none"> • Communication • Caring • Clear sense of separate identity 	<p>Objective 2 Establishes and sustains positive relationships d. Makes friends</p> <p>Related Objectives: 1b, 2b, 3a, 10a, 14b, 34</p> <p>Intentional Teaching Experiences: (P): SE19, "Friendship & Love Cards" (K): SE19, "Filling the Friendship Bucket"</p>
6	Let's Cooperate	To introduce the concept of taking turns and sharing.	<ul style="list-style-type: none"> • Caring • Sees different sides/ideas • Ability to try different solutions • Self-control 	<p>Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</p> <p>Related Objectives: 1a, 2b, 3b, 11b, 11c</p> <p>Intentional Teaching Experiences: (P): SE25, "What Can We Build Together?" (K): SE24, "What Can We Create Together?"</p>
7	Different and the Same	To teach the meaning of alike and different.	<ul style="list-style-type: none"> • Sees different sides/ideas • Ability to try different solutions • Clear sense of separate identity 	<p>Objective 29 Demonstrates knowledge about self</p> <p>Related Objectives: 2b, 2c, 3a, 11a, 13, 34</p> <p>Intentional Teaching Experiences: (P): SE26, "Making a Mural" (K): SE34, "A Mural for Everyone"</p>
8	Different is Okay	To introduce that "different is okay." To understand that there are different ways of doing things and that having different ideas is okay.	<ul style="list-style-type: none"> • Sees different sides/ideas • Independence • Clear sense of separate identity 	<p>Objective 29 Demonstrates knowledge about self</p> <p>Related Objectives: 2b, 2c, 3a, 11c, 34</p> <p>Intentional Teaching Experiences: (P): SE10, "My Turn at the Microphone" (K): LL75, "Getting to Know You"</p>

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9	Brainstorming	To teach children to brainstorm.	<ul style="list-style-type: none"> • Sees different sides/ideas • Ability to think flexibly • Ability to try different solutions • Self-control • Independence 	<p>Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others</p> <p>Related Objectives: 1a, 1c, 2c, 11c, 11e, 14b</p> <p>Intentional Teaching Experiences: (P): SE25, “What Can We Build Together?” (K): SE24, “What Can We Create Together?”</p>
10	Stop! Think!	To teach children to stop and think instead of acting impulsively.	<ul style="list-style-type: none"> • Communication • Ability to try different solutions • Self-control • Clear sense of separate identity • Self-discipline 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1b, 1c, 3b, 11c, 29</p> <p>Intentional Teaching Experiences: (P): SE29, “Take a Breath” (K): SE11, “Breathe In, Breathe Out”</p>
11	Happy/Sad	To distinguish between the feelings of happy and sad.	<ul style="list-style-type: none"> • Communication • Caring 	<p>Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</p> <p>Related Objectives: 1a, 2a, 3a, 10a, 12a</p> <p>Intentional Teaching Experiences: (P): SE05, “Character Feelings” (K): SE13, “Feelings on the Page”</p>
12	How Does Mad Feel?	To teach children to recognize how their body feels when they are angry.	<ul style="list-style-type: none"> • Communication • Self-control • Self-discipline 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1b, 2a, 2b, 2c, 9a, 10a</p> <p>Intentional Teaching Experiences: (P): SE06, “Talk About Feelings” (K): SE18, “Find Your Feelings”</p>
13	Sometimes I Get Angry	<p>To reinforce that anger is normal.</p> <p>To introduce the idea that how we handle anger is a choice we make.</p>	<ul style="list-style-type: none"> • Ability to think flexibly • Self-control • Self-discipline 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1b, 1c, 2a, 3a, 11e, 29</p> <p>Intentional Teaching Experiences: (P): SE24, “I Don’t Like That!” (K): SE15, “Everyday Feelings”</p>

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14	Calm Down: What I Do When I Have BIG Feelings	To develop positive ways to cope with escalating feelings, including anger, excitement, and joy. To give children practice in using a calm-down method.	<ul style="list-style-type: none"> • Communication • Self-control • Self-discipline 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1b, 1c, 2b, 8a, 34</p> <p>Intentional Teaching Experiences: (P): SE03, “Calm-Down Place” (K): SE04, “Classroom Calm-Down Place”</p>
15	I’m Scared	To understand the feeling “scared.” To brainstorm how to cope when you feel scared.	<ul style="list-style-type: none"> • Communication • Ability to think flexibly • Ability to try different solutions 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1c, 2a, 2b, 3a, 10a, 11c, 11e</p> <p>Intentional Teaching Experiences: (P): SE28, “Our Feelings Song” (K): SE15, “Everyday Feelings”</p>
16	When Someone’s Mad–But Not at You	To learn coping skills to deal with the anger of others. To develop a plan for safety when anger is directed at us.	<ul style="list-style-type: none"> • Communication • Ability to think flexibly • Ability to try different solutions • Self-control • Clear sense of separate identity • Self-discipline 	<p>Objective 2 Establishes and sustains positive relationships b. Responds to emotional cues</p> <p>Related Objectives: 1a, 3a, 10a, 11c, 11e, 29</p> <p>Intentional Teaching Experiences: (P): SE28, “Our Feelings Song” (K): SE15, “Everyday Feelings”</p>
17	Proud–Feeling Good About Me	To encourage understanding of the concept of pride. To build self-respect.	<ul style="list-style-type: none"> • Communication • Clear sense of separate identity • Independence 	<p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Related Objectives: 3a, 10a, 29, 34</p> <p>Intentional Teaching Experiences: (P): SE15, “Making Choices” (K): SE01, “Recess Goals”</p>
18	Frustrated	To help children understand frustration.	<ul style="list-style-type: none"> • Communication • Ability to think flexibly • Ability to try different solutions • Self-control 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1b, 1c, 3a, 10a, 11c, 11e</p> <p>Intentional Teaching Experiences: (P): SE17, “Supporting Children to Use Their Words” (K): SE02, “Sharing Strong Feelings”</p>

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19	Disappointed	To help children understand the feeling of being disappointed.	<ul style="list-style-type: none"> • Communication • Clear sense of separate identity • Independence 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1c, 3a, 10a, 11c, 11e, 29</p> <p>Intentional Teaching Experiences: (P): SE17, "Supporting Children to Use Their Words" (K): SE02, "Sharing Strong Feelings"</p>
20	Blending of Feelings	To help children understand that we have many feelings inside. To teach children that feelings are natural and okay to have.	<ul style="list-style-type: none"> • Communication • Sees different sides/ideas • Clear sense of separate identity • Independence 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1c, 2b, 3a, 10a, 29, 34</p> <p>Intentional Teaching Experiences: (P): SE33, "Where Are My Feelings?" (K): SE18, "Find Your Feelings"</p>
21	Using Kind Words	To teach children kind words and how to use them. To teach children that our words affect other people's feelings.	<ul style="list-style-type: none"> • Communication • Caring 	<p>Objective 2. Establishes and sustains positive relationships b. Responds to emotional cues</p> <p>Related Objectives: 1a, 3a, 8b, 9a, 10a, 29</p> <p>Intentional Teaching Experiences: (P): SE34, "Win or Lose" (K): SE17, "Good Sports"</p>
22	Different Things Bother Different People	To help children become aware that different things bother different people. To help children understand the feeling of being annoyed.	<ul style="list-style-type: none"> • Communication • Sees different sides/ideas • Ability to think flexibly • Self-control • Clear sense of separate identity • Self-discipline 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1b, 1c, 3a, 3b, 10a, 11c, 11e</p> <p>Intentional Teaching Experiences: (P): SE17, "Supporting Children to Use Their Words" (K): SE30, "Express Yourself!"</p>
23	Listen to Me, Please	To teach children the importance of listening: both to listen and to be listened to by others.	<ul style="list-style-type: none"> • Communication • Caring • Self-control • Self-discipline 	<p>Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</p> <p>Related Objectives: 1a, 2a, 2b, 8a, 10a, 10b, 11a</p> <p>Intentional Teaching Experiences: (P): SE10, "My Turn at the Microphone" (K): SE32, "Microphone Moments"</p>

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24	Excuse Me, Please	To teach children to wait their turn to talk and to learn to interrupt politely.	<ul style="list-style-type: none"> • Communication • Caring • Self-control • Self-discipline • Independence 	<p>Objective 1 Regulates own emotions and behaviors b. Follows limits and expectations</p> <p>Related Objectives: 1a, 1c, 2a, 2b, 2c, 10a, 10b</p> <p>Intentional Teaching Experiences: (P): SE11, "Great Groups" (K): SE28, "Group Gatherings"</p>
25	May I Play, Too?	To teach children appropriate ways to join in the play of others. To give them practice in asking to join in.	<ul style="list-style-type: none"> • Communication • Sees different sides/ideas • Ability to try different solutions • Independence 	<p>Objective 2 Establishes and sustains positive relationships c. Interacts with peers</p> <p>Related Objectives: 1a, 1b, 1c, 3a, 10a, 11c</p> <p>Intentional Teaching Experiences: (P): SE30, "Can I Play?" (K): SE33, "Peer Interactions"</p>
26	Special Me! Yeah! Yeah!	To help children understand they are special. To allow children to acknowledge the specialness of their family and that they can take pride in their family.	<ul style="list-style-type: none"> • Caring • Clear sense of separate identity 	<p>Objective 29 Demonstrates knowledge about self</p> <p>Related Objectives: 1c, 2b, 3a, 30, 34</p> <p>Intentional Teaching Experiences: (P): LL76, "The "Me" Book" (K): LL13, "My Story"</p>
27	Imaginary Gifts	To help children understand they are special and that they each have special gifts within them which make them unique, important, and valuable.	<ul style="list-style-type: none"> • Communication • Caring • Sees different sides/ideas • Clear sense of separate identity 	<p>Objective 29 Demonstrates knowledge about self</p> <p>Related Objectives: 2b, 3a, 9a, 10a</p> <p>Intentional Teaching Experiences: (P): SE21, "Sunshine Message Board" (K): SE08, "Sharing Sunshine Messages"</p>
28	Taking Care of Ourselves	To introduce children to the word <i>healthy</i> . To help children understand the importance of taking care of themselves and keeping themselves healthy.	<ul style="list-style-type: none"> • Caring • Clear sense of separate identity • Independence 	<p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs responsibly</p> <p>Related Objectives: 3a, 11d, 25, 29, 30</p> <p>Intentional Teaching Experiences: (P): LL35, "Fruit Salad" (K): LL48, "Roll-Up Snacks"</p>

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29	My Body Is Special	To educate the young child about how to refuse unwanted touching.	<ul style="list-style-type: none"> • Caring • Clear sense of separate identity 	<p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Related Objectives: 1a, 1b, 2a, 2b, 10a, 29</p> <p>Intentional Teaching Experiences: (P): SE24, "I Don't Like That!" (K): SE30, "Express Yourself!"</p>
30	What Would You Do?	To understand inappropriate touching. To understand how to respond to inappropriate touching.	<ul style="list-style-type: none"> • Communication • Caring • Clear sense of separate identity • Independence 	<p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Related Objectives: 1a, 2a, 2b, 10a, 29</p> <p>Intentional Teaching Experiences: (P): SE24, "I Don't Like That!" (K): SE30, "Express Yourself!"</p>
31	What's Safe for My Body?	To help children identify safe and unsafe or harmful things to eat, taste, and smell. To encourage children to ask a grown-up permission before smelling things or putting things in their body.	<ul style="list-style-type: none"> • Sees different sides/ideas • Self-control • Clear sense of separate identity 	<p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Related Objectives: 1a, 1b, 2a, 3a, 8a, 11d, 29</p> <p>Intentional Teaching Experiences: (P): P03, "Twisted Pretzels" (K): M42, "Making Fruit Muffins"</p>
32	What's Safe to Touch?	To help children identify safe and unsafe or harmful things to touch. To encourage children to ask a grown-up permission before touching any unknown item.	<ul style="list-style-type: none"> • Sees different sides/ideas • Self-control • Clear sense of separate identity 	<p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Related Objectives: 1a, 1b, 2a, 3a, 8b, 29</p> <p>Intentional Teaching Experiences: (P): P34, "Clay Engraving" (K): P18, "Clay Creations"</p>
33	Keeping Ourselves Healthy	To encourage children to ask a grown-up permission before putting things in their body. To instruct children that some things to eat, taste, smell or touch can be harmful to them.	<ul style="list-style-type: none"> • Ability to think flexibly • Self-control • Self-discipline 	<p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Related Objectives: 1a, 1b, 2a, 8b, 11e, 29, 34</p> <p>Intentional Teaching Experiences: (P): SE01, "Site Visits" (K): SE16, "Field Trips"</p>

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34	Is It Really Medicine?	To encourage respect for medicine and ensure the child's safety.	<ul style="list-style-type: none"> • Sees different sides/ideas • Ability to think flexibly • Self-control • Clear sense of separate identity • Self-discipline 	<p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Related Objectives: 1a, 1b, 2a, 3a, 8b, 11e, 29</p> <p>Intentional Teaching Experiences: (P): SE09, "Big Rule, Little Rule" (K): SE07, "Our Big Rules and Little Rules"</p>
35	Healthy Choices	<p>To remind children there are many drinks that help make them strong and healthy.</p> <p>To clearly state that alcoholic drinks are not for children and can make them sick.</p>	<ul style="list-style-type: none"> • Sees different sides/ideas • Self-control • Clear sense of separate identity • Self-discipline 	<p>Objective 1 Regulates own emotions and behaviors c. Takes care of own needs appropriately</p> <p>Related Objectives: 1a, 1b, 2a, 3a, 8b, 29</p> <p>Intentional Teaching Experiences: (P): SE09, "Big Rule, Little Rule" (K): SE07, "Our Big Rules and Little Rules"</p>
36	Maybe I Should Stop and Think	To help children understand the importance of stopping and taking time to think when there is a problem.	<ul style="list-style-type: none"> • Sees different sides/ideas • Ability to try different solutions • Self-control • Self-discipline • Independence 	<p>Objective 1 Regulates own emotions and behaviors a. Manages feelings</p> <p>Related Objectives: 1b, 1c, 3a, 3b, 11c, 29</p> <p>Intentional Teaching Experiences: (P): SE29, "Take a Breath" (K): SE11, "Breathe In, Breathe Out"</p>
37	What's the Problem?	To teach children to identify problems using facial, body, and situational cues. To encourage children to use words to identify problems.	<ul style="list-style-type: none"> • Communication • Sees different sides/ideas • Ability to think flexibly 	<p>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Related Objectives: 1a, 1b, 3a, 10a, 11e, 34</p> <p>Intentional Teaching Experiences: (P): SE13, "Conflict Resolution" (K): SE03, "Solving the Problem Together"</p>
38	Stop! Think! Say How You Feel	To practice identifying and expressing feelings in a problem situation.	<ul style="list-style-type: none"> • Communication • Caring • Sees different sides/ideas • Ability to think flexibly • Ability to try different solutions • Self-control 	<p>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Related Objectives: 1a, 1b, 1c, 2b, 3a, 11c, 11e</p> <p>Intentional Teaching Experiences: (P): SE17, "Supporting Children to Use Their Words" (K): SE05, "Introducing 'I' Statements"</p>

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39	Stop! Think! Brainstorm the Problem	To practice brainstorming ideas in a problem situation. To teach children that there is sometimes more than one way to solve a problem.	<ul style="list-style-type: none"> • Sees different sides/ideas • Ability to think flexibly • Ability to try different solutions • Self-control 	<p>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Related Objectives: 1a, 1b, 2c, 3a, 9a, 11c, 11e</p> <p>Intentional Teaching Experiences: (P): SE08, “Group Problem-Solving” (K): SE21, “Finding a Solution Together”</p>
40	I Could Share	To teach children that sharing is one thing they can do in some conflicts.	<ul style="list-style-type: none"> • Caring • Sees different sides/ideas • Ability to try different solutions • Self-control 	<p>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Related Objectives: 1a, 2b, 3a, 8b, 11c, 34</p> <p>Intentional Teaching Experiences: (P): SE25, “What Can We Build Together?” (K): SE24, “What Can We Create Together?”</p>
41	I Have an Idea	To teach children that taking turns is one thing they can do in some conflicts.	<ul style="list-style-type: none"> • Caring • Sees different sides/ideas • Ability to try different solutions • Self-control 	<p>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Related Objectives: 1a, 2b, 3a, 8b, 11c, 29</p> <p>Intentional Teaching Experiences: (P): SE25, “What Can We Build Together?” (K): SE24, “What Can We Create Together?”</p>
42	Wanna Trade?	To teach children that trading is one thing they can do in some conflicts. To give children practice in suggesting a trade.	<ul style="list-style-type: none"> • Communication • Caring • Sees different sides/ideas 	<p>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Related Objectives: 1a, 2b, 3a, 8b, 10a, 11c, 29</p> <p>Intentional Teaching Experiences: (P): SE13, “Conflict Resolution” (K): SE21, “Finding a Solution Together”</p>
43	Try the Best Idea	To teach children that trying out ideas is part of solving a problem.	<ul style="list-style-type: none"> • Sees different sides/ideas • Ability to think flexibly • Ability to try different solutions 	<p>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Related Objectives: 1a, 2b, 3a, 11c, 14b, 29, 34</p> <p>Intentional Teaching Experiences: (P): SE13, “Conflict Resolution” (K): SE21, “Finding a Solution Together”</p>

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44	Keep on Trying	To help children understand that they may need to try more than one idea to solve a problem	<ul style="list-style-type: none"> • Sees different sides/ideas • Ability to think flexibly • Ability to try different solutions • Self-control • Self-discipline 	<p>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Related Objectives: 1a, 2b, 2c, 3a, 11c, 11e</p> <p>Intentional Teaching Experiences: (P): SE13, “Conflict Resolution” (K): SE21, “Finding a Solution Together”</p>
45	I’m a Problem Solver	<p>To review the problem-solving process with the children.</p> <p>To give children practice using the problem-solving process.</p>	<ul style="list-style-type: none"> • Communication • Sees different sides/ideas • Ability to think flexibly • Ability to try different solutions • Self-control • Self-discipline 	<p>Objective 3 Participates cooperatively and constructively in group situations b. Solves social problems</p> <p>Related Objectives: 1a, 2b, 3a, 10a, 11c, 11e, 12a</p> <p>Intentional Teaching Experiences: (P): SE13, “Conflict Resolution” (K): SE21, “Finding a Solution Together”</p>
46	Putting It All Together (Review of Al’s Pals Lessons)	<p>To review lessons and see what the children have remembered.</p> <p>To remind the children of the key concepts of the curriculum.</p>	<ul style="list-style-type: none"> • Communication • Caring • Sees different sides/ideas • Ability to think flexibly • Ability to try different solutions • Self-control • Clear sense of separate identity • Self-discipline • Independence 	

Domain	Head Start Outcome Indicators	<i>AI's Pals</i> Content Areas						
		Identification and Expression of Feelings	Positive Relationships	Communication	Impulse Control	Brainstorming	Safe and Healthy Choices	Problem-Solving
MATH	Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.				X			
	Develops increasing ability to count in sequence to 10 and beyond.				X			
SCIENCE	Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.						X	X
	Begins to describe and discuss predictions, explanations and generalizations based on past experiences.							X
	Expands knowledge of and respect for their body and the environment.						X	
CREATIVE ARTS	Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances.	X	X	X	X	X	X	X
	Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	X	X			X		X
	Develops growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	X	X			X		X
	Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	X	X	X	X	X	X	X
	Participates in a variety of dramatic play activities that become more extended and complex.	X	X	X				X

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		Identification and Expression of Feelings	Positive Relationships	Communication	Impulse Control	Brainstorming	Safe and Healthy Choices	Problem-Solving
SOCIAL & EMOTIONAL DEVELOPMENT	Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	X	X			X		
	Develops growing capacity for independence in a range of activities, routines and tasks.	X	X	X	X	X	X	X
	Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	X	X	X	X	X		X
	Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	X	X	X	X			X
	Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	X	X	X	X	X		X
	Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully.	X	X		X			X
	Increases abilities to sustain interactions with peers by helping, sharing and discussion.		X	X				X
	Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.		X	X	X	X		X
	Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive.		X	X	X			X
	Demonstrates increasing comfort in talking with and accepting guidance and direction from a range of familiar adults.	X	X	X			X	X
	Shows progress in developing friendships with peers.	X	X	X				
	Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	X	X	X				
Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	X	X	X		X			

Domain	Head Start Outcome Indicators	<i>AI's Pals</i> Content Areas						
		Identification and Expression of Feelings	Positive Relationships	Communication	Impulse Control	Brainstorming	Safe and Healthy Choices	Problem-Solving
APPROACHES TO LEARNING	Chooses to participate in an increasing variety of tasks and activities.	X	X	X	X	X	X	X
	Develops increased ability to make independent choices.		X			X	X	X
	Approaches tasks and activities with increased flexibility, imagination and inventiveness.	X	X	X	X	X	X	X
	Demonstrates increasing ability to set goals and develop and follow through on plans.					X		X
	Develops increasing ability to find more than one solution to a question, task or problem.					X		X
	Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.		X			X		X
PHYSICAL HEALTH & DEVELOPMENT	Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.						X	



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Crosswalk of *AI's Pals: Kids Making Healthy Choices* with the CLASS Assessment Tool

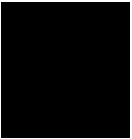
The Classroom Assessment Scoring System (CLASS) is an observation instrument developed to assess classroom quality.* It measures instructional and social interactions which have been shown to contribute to students' academic achievement and social competence. The CLASS focuses on the quality of classroom interactions.

Wingspan, the developer of the internationally recognized, evidence-based program, *AI's Pals: Kids Making Healthy Choices*, prepared this alignment between *AI's Pals* and the CLASS domains: Emotional Support, Classroom Organization, and Instructional Support for preschool through early elementary. The premise of *AI's Pals* is similar to that of the CLASS – that interactions between teachers and children are critical to children's positive development and learning.

AI's Pals teaches young children social-emotional skills and healthy decision-making within the context of a caring adult-child relationship. The *AI's Pals* curriculum is accompanied by training which builds teacher's abilities to relate to children in positive ways and create a caring, cooperative classroom environment. The combined training and curriculum provide an effective framework for teachers to establish nurturing relationships with children while developing children's social competence, self-regulation, thinking abilities, and language skills.

For more information about *AI's Pals: Kids Making Healthy Choices*, please see the information on page 8 or visit wingspanworks.com.

*Pianta, R.C., LaParo, K.M., & Hamre, B.K.(2008). Classroom Assessment Scoring System (CLASS) Manual, Pre-K and CLASS Manual, K-3. Baltimore, Maryland: Paul H. Brookes Publishing Co.



Crosswalk of *AI's Pals* Training & Implementation with CLASS Domain: Emotional Support

The CLASS domain of Emotional Support is defined as how teachers help children develop warm, supportive relationships with teachers and peers, enjoy learning and feel motivated to engage in learning activities, feel comfortable in the classroom, willingly accept challenges, and gain autonomy.

Social-emotional competence is a critical component for success in school and life. Children who manage their feelings and behaviors, form positive relationships with others, and make responsible decisions have the necessary foundation to meet academic demands and make safe and healthy life choices.

A key factor in children's social-emotional development is the level of emotional support provided by adults significant in their lives. *AI's Pals* training strengthens teachers' abilities to interact with children in a warm, caring manner. By using the *AI's Pals* teaching approach, teachers become more purposeful in being present and calm, respectful and nurturing, and accepting and acknowledging children's ideas and feelings. *AI's Pals* teachers acquire strategies to create and maintain a caring, cooperative classroom environment in which children can practice and generalize social-emotional skills.

***AI's Pals* addresses the following CLASS Dimensions within the Emotional Support Domain:**

- Positive Climate (PC) – Reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.
- Teacher Sensitivity (TS) – Encompasses the teacher's awareness of and responsivity to students' academic and emotional needs; high levels of sensitivity facilitate students' ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement.
- Regard for Student Perspectives (RSP) – Captures the degree to which the teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.

Below are examples from the *AI's Pals* training content and lessons.

***AI's Pals* training expands teachers' understanding of:**

- ◆ the most important protective factor – a caring adult. (PC) (TS) (RSP)
- ◆ teaching approaches that promote children's positive relationships. (PC) (TS)
- ◆ the importance of listening to and validating children. (PC) (TS) (RSP)
- ◆ how to support children's autonomy and promote independence. For example, teachers guide children to use a quiet place (*AI's Place*) to self-regulate, and regularly provide opportunities for children to make choices. (RSP)

Crosswalk of *AI's Pals* Training & Implementation with CLASS Domain: Emotional Support

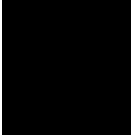
- ◆ how to create an emotionally safe environment in which children feel comfortable expressing their ideas and feelings, whether positive or negative. (TS) (RSP)
- ◆ the value of recognizing and acknowledging positive prosocial behavior such as a child asking another if he feels sad, sharing a favorite toy, or offering to help another child with a challenging task. (TS)

***AI's Pals* training enhances teachers' abilities to:**

- ◆ provide ongoing emotional support, connecting in a warm, caring way to focus on the unique needs of each child. (PC) (TS) (RSP)
- ◆ create a classroom environment of caring, cooperation, and belonging by using the *AI's Pals* teaching approaches. (PC)
- ◆ listen to, acknowledge, and validate children's feelings and ideas. (TS) (RSP)
- ◆ facilitate children's brainstorming and problem-solving. Teachers are encouraged to interact with children in an open, caring manner, allowing the children to come up with their own ideas, and guide them to solve their own problems (TS) (RSP)
- ◆ teach children to manage strong feelings by using strategies such as the Calm Down steps and *AI's Place*. This helps create a calmer, more respectful classroom climate which contributes to establishing positive relationships. (PC) (TS) (RSP)
- ◆ reinforce and role-model positive social behaviors like cooperation, kindness, respect, the use of feeling words, and social conversations. (PC) (TS) (RSP)
- ◆ respond in a caring way when children share sensitive issues, problems, or concerns using a specific framework to elicit feelings, validate them, and help children develop a coping plan. (TS) (RSP)
- ◆ involve children in meaningful ways by having them participate in decision-making and problem-solving, providing ongoing opportunities for student expression. (TS) (RSP)

***AI's Pals* lessons:**

- ◆ use a resilience framework focusing on nurturing children's positive relationships, social competence, problem-solving abilities, and autonomy. (PC) (RSP)
- ◆ are interactive, fun, and provide ongoing opportunities for teachers to show caring and respect, and for children to act kindly to one another. (PC) (TS) (RSP)
- ◆ include activities, discussion, and games that promote initiation, verbal expression, and decision-making. (RSP)
- ◆ regularly use engaging puppet characters that establish positive relationships with the children and promote mutual respect and caring. (PC) (TS)
- ◆ teach friendship skills, the importance of listening, and the use of kind words like please, thank you, and excuse me, helping to build positive, respectful relationships. (PC)



Crosswalk of *AI's Pals* Training & Implementation with CLASS Domain: Classroom Organization

The CLASS domain of Classroom Organization is defined as how teachers help children develop skills to regulate their own behavior, get the most out of each school day, and maintain interest in learning activities.

The *AI's Pals* training and curriculum equips teachers with tools to help develop children's self-regulatory skills and problem-solving abilities. Teachers acquire positive strategies to redirect and prevent behavior issues and to communicate clear norms and behavioral expectations. The *AI's Pals* activities employ a variety of learning modalities which consistently engage the children, maximizing their learning opportunities.

***AI's Pals* addresses the following CLASS Dimensions within the Classroom Organization Domain:**

- Behavior Management (BM) – Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.
- Productivity (P) – Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.
- Instructional Learning Formats (ILF) – Focuses on the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.

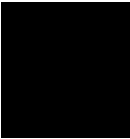
Below are examples from the *AI's Pals* training content and lessons.

***AI's Pals* training expands teachers' understanding of:**

- ◆ the value of focusing on positive behavior, teaching children what 'to do' rather than what 'not to do.' (BM)
- ◆ the importance of reviewing lessons before delivery and paying attention to the purpose to optimize children's involvement and learning. (P) (ILF)

***AI's Pals* training enhances teachers' abilities to:**

- ◆ communicate clear norms and expectations for prosocial behavior – two protective factors for children's positive development. These norms include positive social behaviors such as expressing feelings appropriately, using kind words, including peers in play, and accepting differences. (BM) (P)
- ◆ promote a caring environment of cooperation, respect, and responsibility which optimizes learning and prevents many problem behaviors from developing. (BM) (ILF)
- ◆ teach children to regulate their own feelings and behavior through use of the Calm Down steps, the Stop! Think! method, and choosing to go to *AI's Place*. As behavior improves, there is less need for discipline and more time for creative instruction. (BM) (ILF)



Crosswalk of *AI's Pals* Training & Implementation with CLASS Domain: Classroom Organization

***AI's Pals* lessons:**

- ◆ use a step-by-step format with clearly written instructions and straightforward activities, resulting in efficient lesson delivery. The curriculum kit contains easy-to-use materials requiring minimal preparation time. (P)
- ◆ engage children through a variety of modalities including music, discussion, movement, role-play, puppetry, and interactive activities. Open-ended process questions encourage children's active participation. (ILF)
- ◆ each have a clearly stated purpose which is discussed at the beginning of the lesson and reinforced again at the end. This helps teachers keep children focused on the learning objectives. (ILF)
- ◆ use a variety of materials such as puppets, color photos, and posters that effectively hold children's interest as they participate in the hands-on activities. (ILF)
- ◆ include message pads to recognize and reinforce positive behavior. When positive behavior is spotlighted, children continue to exhibit those prosocial skills and learning is maximized. (BM) (ILF)

Crosswalk of *AI's Pals* Training & Implementation with CLASS Domain: Instructional Support

The CLASS domain of Instructional Support is defined as how teachers use feedback to expand and deepen children's skills and knowledge, help children learn to solve problems, reason and think, and help children develop more complex language skills.

The *AI's Pals* lessons are intentionally formatted so that teachers share information in an interactive manner, followed by discussion and processing of the concepts presented, which promote higher order learning and language development. The process questions in the lessons provide a built-in mechanism for teachers to extend the children's learning through their responses to the children's ideas. The puppet-led discussions, role plays, and brainstorming offer opportunities for children to gain usable knowledge that they can apply to their daily lives.

***AI's Pals* addresses the following CLASS Dimensions within the Instructional Support Domain:**

- Concept Development (CD) – Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.
- Quality of Feedback (QF) – Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.
- Language Modeling (LM) – Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.

Below are examples from the *AI's Pals* training content and lessons.

***AI's Pals* training expands teachers' understanding of:**

- ◆ how to foster resilience by regularly recognizing children's efforts and persistence, involving them in meaningful ways, and encouraging them to try new strategies. (QF)
- ◆ the importance of integrating concepts taught in the lessons into the daily classroom routine. Teachers learn to guide children to think for themselves by asking questions like "*What do you think you could do?*" or "*What do you think will happen if you try that?*" or "*How do you think that will make your friend feel?*" (CD) (LM)
- ◆ how to use the *AI's Pals* teaching approaches to guide children to solve problems, refraining from fixing the problems for them. Teachers are encouraged to intentionally provide opportunities for children to make decisions and problem-solve. (CD)

***AI's Pals* training enhances teachers' abilities to:**

- ◆ facilitate children's brainstorming by asking open-ended questions and accepting children's ideas, which promotes their creativity and ability to generate new ideas. (CD)
- ◆ use a variety of processes to verbally respond to children and to ask them to explain their thinking and actions. For example, teachers are encouraged to have back and forth exchanges with children, asking them how their actions might impact others or when discussing how to handle a problem situation. (CD) (QF) (LM)



Crosswalk of *AI's Pals* Training & Implementation with CLASS Domain: Instructional Support

- ◆ model aloud the processes they teach the children such as the problem-solving method and expressing their own feelings. The teacher's self-talk expands the children's language while helping them incorporate social-emotional skills into their own behavior repertoire. (LM)

***AI's Pals* lessons:**

- ◆ are sequenced so that the concepts build on each other. For example, higher order thinking skills like problem-solving incorporate concepts such as identifying feelings and brainstorming that are learned in earlier lessons. Teachers help children make links between new concepts and ideas they have previously learned. (CD)
- ◆ utilize scaffolded learning. Concepts are introduced and then expanded on in later lessons. Children have opportunities to share what they already know and then build on that base by responding to questions with more complex ideas that promote reasoning and analysis. (CD) (QF)
- ◆ tap into the developmental needs of young children to be active, use their imagination, and have fun. (CD)
- ◆ incorporate open-ended process questions which invite elaborate responses. (LM)
- ◆ allow time for practice and generalization of the concepts to the real world. Photographs, for example, are used to extend the learning as children respond to questions like "*What might have happened here?*" or "*What do you think they could do?*" Lessons include stories that help children relate concepts to their actual lives. Follow-up activities use role-play, games, and art to reinforce concepts and provide opportunities for children to incorporate them into their lives. (CD)
- ◆ teach children words for feelings, a 3-step process to calm down, and a 5-step process to solve problems. Original songs and posters reinforce these topics. Teachers intentionally elaborate on this social-emotional vocabulary through the use of descriptive language, providing a rich connection between new and familiar words. (LM)



AI's Pals: Kids Making Healthy Choices

Overview

AI's Pals is a resiliency-based curriculum and teacher training program that develops social-emotional skills, self-control, problem-solving abilities, and healthy decision-making in children 3-8 years old. *AI's Pals* teaches children how to express feelings appropriately, use kind words, care about others, self-regulate, think independently, accept differences, solve problems peacefully, cope, make safe and healthy choices, and understand that tobacco, alcohol, and illegal drugs are not for children.

How It Works

The Wingspan-trained preschool, kindergarten, or first-grade teacher conducts two *AI's Pals* lessons a week, each lasting 10 to 15 minutes. Designed specifically for early childhood, the lessons use guided creative play, brainstorming, puppetry, original music, role plays, and movement to develop children's social-emotional competence and life skills. Using the *AI's Pals* teaching approaches, educators reinforce and model the *AI's Pals* concepts throughout the day, providing the children with opportunities to practice and generalize their newly acquired skills.

Curriculum Kit

Each *AI's Pals* classroom uses the materials from its own curriculum kit both within and between lessons to infuse prosocial concepts into daily classroom life. The developmentally appropriate materials — puppets, posters, photographs, music, books, "Alagram" school-to-home positive notes, and parent letters — help build a classroom environment that promotes caring, cooperation, respect, and healthy decision-making.

AI's Pals Training

The core training that accompanies the *AI's Pals* curriculum is integral to the program's success. The trainers' expertise in social-emotional development, positive guidance of young children's behavior, and adult-child relationships is incorporated into the training experience. Early childhood educators who attend *AI's Pals* training strengthen their abilities to interact with children in a warm, caring manner, validate children's feelings and experiences, communicate clear norms, respond to sensitive issues, and guide problem-solving.

Proven Results

- Children who participate in *AI's Pals* are 2 to 5 times more likely to improve their use of positive social behaviors like sharing, taking turns, using self-control, and solving problems than children who do not participate.
- Children who do not participate in *AI's Pals* are 2 to 6 times more likely to increase their use of antisocial and aggressive behaviors like hitting, name-calling, bullying, and destroying others' belongings than children in *AI's Pals*.

Due to extensive positive research findings, *AI's Pals* has been nationally recognized as a program that works. *AI's Pals* has been designated an effective prevention program by the U.S. Dept. of Health and Human Services, U.S. Dept. of Education, and U.S. Dept. of Justice.

