

SCOPE AND SEQUENCE

Social-Emotional Learning for Kindergarten-Grade 5

Kindergarten

	Lesson Concepts	Objectives—Students will be able to
UNIT 1: SKILLS FOR LEARNING		
1 Learning to Listen	<ul style="list-style-type: none"> • Following Listening Rules helps everyone learn. • Our brains get smarter every time we use them. 	<ul style="list-style-type: none"> • Name and demonstrate the rules for listening in a group
2 Focusing Attention	<ul style="list-style-type: none"> • Focusing attention involves using eyes, ears, and brain. • You can focus your attention just by thinking about it, and the more you do it, the better you get at it. • Using self-talk helps you focus attention. 	<ul style="list-style-type: none"> • Name and demonstrate the Listening Rules • Demonstrate attention skills in the context of a game
3 Following Directions	<ul style="list-style-type: none"> • Listening and following directions are important skills for learning. • Repeating directions helps you remember them. • Following directions involves your eyes, ears, and brain. 	<ul style="list-style-type: none"> • Demonstrate listening and following directions within the context of a game
4 Self-Talk for Staying on Task	<ul style="list-style-type: none"> • <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. • Self-talk helps you focus and maintain attention. 	<ul style="list-style-type: none"> • Demonstrate self-talk for remembering directions in the context of a drawing game
5 Being Assertive	<ul style="list-style-type: none"> • Being <i>assertive</i> involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words). • Assertive communication is the best way to ask for help. 	<ul style="list-style-type: none"> • Demonstrate being assertive in response to scenarios

Lesson Concepts

Objectives—Students will be able to

UNIT 2: EMPATHY

6
Feelings

- If you can name your own feelings, it will help you figure out how other people feel.
- All feelings are natural. Some feelings are comfortable, and some are uncomfortable.
- Physical clues can help you identify others' feelings.

- Name *happy* and *sad* when presented with physical clues
- Identify that happy is a comfortable feeling and sad is an uncomfortable feeling
- Identify a variety of feelings displayed in response to scenarios

7
More Feelings

- Situational clues can help identify others' feelings.

- Name *interested* and *afraid/scared* when presented with physical and situational clues
- Identify that interested is a comfortable feeling and scared an uncomfortable one
- Identify a variety of feelings displayed in response to scenarios

8
Identifying Anger

- It's natural to feel angry, but feeling angry is uncomfortable.
- It's not okay to be mean or hurt others.
- *Empathy* means feeling and understanding what someone else feels.

- Name *angry* when presented with physical and situational clues
- Identify that anger is an uncomfortable feeling
- Identify a variety of feelings displayed in response to scenarios

9
Same or Different?

- People can have different feelings about the same situation.
- It's okay for people to have different feelings about the same thing.

- Compare physical and emotional similarities and differences between two students depicted in a story
- Identify same and different feelings in response to scenarios

10
Accidents

- An *accident* is when you do something you didn't mean to do.
- When you cause an accident, it's important to say so, so others won't think you did it on purpose.

- Identify what to say when they do something by accident
- Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios

11
Caring and Helping

- *Compassion* means caring about how someone else feels.
- When you feel empathy for someone, compassion is a good way to show it.
- You can show you care by saying or doing something kind.

- Identify that listening is one way to show you care
- Identify that helping is another way to show you care
- Demonstrate caring and helping behaviors in response to scenarios

UNIT 3: EMOTION MANAGEMENT

12
We Feel Feelings in Our Bodies

- You can use physical clues in your body to identify your feelings.
- All your feelings are natural.
- It's important to talk to a grown-up when you feel worried.

- Identify physical clues for feeling worried
- Identify a grown-up to talk to when they feel worried

Lesson Concepts

Objectives—Students will be able to

<p>13 Managing Frustration</p>	<ul style="list-style-type: none"> • Feelings vary in strength. • Feelings that are strong need to be managed. • Saying "Stop" and naming your feelings are ways to begin to calm down. 	<ul style="list-style-type: none"> • Identify "Stop" and "Name your feeling" as ways to begin to calm down • Demonstrate saying "Stop" and naming feelings in response to scenarios
<p>14 Calming Down Strong Feelings</p>	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. 	<ul style="list-style-type: none"> • Demonstrate belly breathing • Identify and demonstrate the Calming-Down Steps
<p>15 Handling Waiting</p>	<ul style="list-style-type: none"> • The Calming-Down Steps can help you manage feeling excited or impatient while waiting. • Finding quiet things to do that won't distract others also helps you wait. 	<ul style="list-style-type: none"> • Identify the Calming-Down Steps • Apply the Calming-Down Steps while waiting in a game situation
<p>16 Managing Anger</p>	<ul style="list-style-type: none"> • Feeling angry is natural. Hurtful, mean behaviors are not okay. • Your body lets you know when you're angry. • Learning to relax calms you down. 	<ul style="list-style-type: none"> • Name physical signs of anger • Apply the Calming-Down Steps in a game situation
<p>17 Managing Disappointment</p>	<ul style="list-style-type: none"> • When you don't get what you want, you can feel disappointed. • Strong disappointment can lead to feeling sad or angry. 	<ul style="list-style-type: none"> • Identify the feeling of disappointment • Demonstrate calming-down skills when they feel disappointed
<p>18 Handling Being Knocked Down</p>	<ul style="list-style-type: none"> • When you get hurt, it's important to calm down before you do anything else. • You need to ask for more information and not assume that the action was on purpose. 	<ul style="list-style-type: none"> • Demonstrate calming down in response to scenarios • Demonstrate telling the other person they feel hurt and asking what happened • Demonstrate apologizing and saying it was an accident

UNIT 4: PROBLEM SOLVING

<p>19 Solving Problems</p>	<ul style="list-style-type: none"> • You need to calm down before you solve a problem. • The first step in solving problems is to use words to describe the problem. • The second step in solving problems is to think of lots of solutions. 	<ul style="list-style-type: none"> • Use words to describe problems presented in scenarios • Generate multiple solutions to problems presented in scenarios
<p>20 Inviting to Play</p>	<ul style="list-style-type: none"> • When you see other kids being left out of play, it's important to notice and have empathy for them. • Inviting others to play is a caring thing to do. • Playing with others is a way to get to know them. 	<ul style="list-style-type: none"> • Demonstrate inviting someone to play in response to scenarios

Lesson Concepts

Objectives—Students will be able to

<p>21 Fair Ways to Play</p>	<ul style="list-style-type: none"> • Sharing, trading, and taking turns are fair ways to play. • <i>Sharing</i> means playing together with a toy. 	<ul style="list-style-type: none"> • Identify a problem in response to a scenario • Generate solutions in response to a scenario • Name <i>sharing, trading, and taking turns</i> as fair solutions when two students want to play with the same thing
<p>22 Having Fun with Our Friends</p>	<ul style="list-style-type: none"> • When children play in fair ways, everyone has fun. • Other children sometimes have different wants or preferences. • Choosing to have fun with others rather than get your own way helps you be friends. 	<ul style="list-style-type: none"> • Demonstrate the Problem-Solving Steps with a problem in the lesson
<p>23 Handling Having Things Taken Away</p>	<ul style="list-style-type: none"> • It's important to calm down first before solving problems. • If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it. • It's not okay to grab things away from others. 	<ul style="list-style-type: none"> • Identify a problem in response to scenarios • Generate solutions in response to scenarios • Demonstrate assertive communication in response to scenarios
<p>24 Handling Name-Calling</p>	<ul style="list-style-type: none"> • It's not okay to call people names that hurt their feelings. • If someone calls you a name, you can ignore the person or respond assertively. • If the person doesn't stop calling you names, you should tell a grown-up. 	<ul style="list-style-type: none"> • Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings • Identify an adult to tell if they cannot stop the name-calling
<p>25 Reviewing Second Step Skills</p>	<ul style="list-style-type: none"> • You've all learned a lot of new skills. • You can notice how much you've learned. 	<ul style="list-style-type: none"> • Recall and demonstrate the Listening Rules • Demonstrate how to calm down • Recall the Fair Ways to Play

Grade 1

Lesson Concepts	Objectives—Students will be able to
UNIT 1: SKILLS FOR LEARNING	
1 Learning to Listen	<ul style="list-style-type: none"> • Following Listening Rules helps everyone learn. • Your brain gets smarter every time it works hard.
2 Focusing Attention	<ul style="list-style-type: none"> • Focusing attention involves using your eyes, ears, and brain. • The more you practice focusing your attention, the better you get at it. • Using self-talk helps focus attention.
3 Following Directions	<ul style="list-style-type: none"> • Listening and following directions are important skills for learning. • Repeating directions helps you remember them. • Following directions involves using your eyes, ears, and brain.
4 Self-Talk for Learning	<ul style="list-style-type: none"> • <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. • Self-talk helps you focus and maintain attention.
5 Being Assertive	<ul style="list-style-type: none"> • Being <i>assertive</i> involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words). • Assertive communication is the best way to ask for help.
UNIT 2: EMPATHY	
6 Identifying Feelings	<ul style="list-style-type: none"> • Identifying your own feelings helps you know how others feel. • Everyone experiences strong feelings sometimes. • Some feelings are comfortable, and some are uncomfortable. • Physical clues can help identify others' feelings.
7 Looking for More Clues	<ul style="list-style-type: none"> • Situational clues can help you identify others' feelings. • Understanding how others feel improves relationships.

Lesson Concepts

Objectives—Students will be able to

<p>8 Similarities and Differences</p>	<ul style="list-style-type: none"> • People can have different feelings about the same situation. • It's okay for people to have different feelings about the same thing. 	<ul style="list-style-type: none"> • Compare physical and emotional similarities and differences between two children • Demonstrate that people can have different feelings about the same situation
<p>9 Feelings Change</p>	<ul style="list-style-type: none"> • People may have different feelings about the same situation at different times. • Feelings may change over time. • Being inviting and welcoming can change people's feelings. 	<ul style="list-style-type: none"> • Demonstrate welcoming and inviting behaviors
<p>10 Accidents</p>	<ul style="list-style-type: none"> • An <i>accident</i> is when you do something you didn't mean to do. • It's important to accept responsibility for an accident to prevent others from assuming it was intentional. 	<ul style="list-style-type: none"> • Know what the word <i>accident</i> means • Know what to say when they do something by accident • Predict how others might feel as a result of their own or others' actions
<p>11 Showing Care and Concern</p>	<ul style="list-style-type: none"> • <i>Compassion</i> is empathy in action. • People feel better when others show them care and concern. 	<ul style="list-style-type: none"> • Recall that listening, saying kind words, and helping are three ways to show caring • Demonstrate caring and helping in response to scenarios

UNIT 3: EMOTION MANAGEMENT

<p>12 Identifying Our Own Feelings</p>	<ul style="list-style-type: none"> • You identify your own feelings by physical clues in your body. • All feelings are natural. 	<ul style="list-style-type: none"> • Identify physical clues in their bodies that help them identify their feelings • Identify grown-ups to talk to about feelings
<p>13 Strong Feelings</p>	<ul style="list-style-type: none"> • Feelings vary in strength. • Strong feelings need to be managed. • Saying "Stop" and naming your feeling are ways to begin to calm down. 	<ul style="list-style-type: none"> • Recognize situations and physical body cues that signal strong feelings • Demonstrate two Calming-Down Steps to manage strong feelings
<p>14 Calming Down Anger</p>	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. • Being mean or hurting others when you're angry is not okay. 	<ul style="list-style-type: none"> • Explain physical and situational clues to feeling angry • Demonstrate the proper belly-breathing technique • Use a three-step process to calm down: Say "stop," name your feeling, and do belly breathing
<p>15 Self-Talk for Calming Down</p>	<ul style="list-style-type: none"> • Positive self-talk is an effective strategy for calming down strong emotions. 	<ul style="list-style-type: none"> • Recognize situations that require the use of calming-down strategies • Use positive self-talk to calm down

Lesson Concepts

Objectives—Students will be able to

16
Managing Worry

- Counting is one of the effective Ways to Calm Down.
- The Ways to Calm Down can help students manage worry.
- Talking to a grown-up helps when you're worried.

- Recognize situations that require the use of calming-down skills
- Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk
- Identify grown-ups to talk to when feeling worried

UNIT 4: PROBLEM SOLVING

17
Solving Problems, Part 1

- You need to calm down before you solve a problem.
- The first step in solving a problem is to use words to describe the problem.
- The second step in solving a problem is to think of lots of solutions.

- Use words to describe problems presented in scenarios
- Generate multiple solutions to problems presented in scenarios

18
Solving Problems, Part 2

- Part of problem solving is thinking about consequences.
- The final step of problem solving is to pick the best solution.
- Solving problems is a way to get along better with others.

- Predict consequences using an if-then model
- Select a reasonable solution to a problem

19
Fair Ways to Play

- Sharing, trading, and taking turns are fair ways to play.
- *Sharing* means playing together with a toy.

- Define and differentiate sharing, trading, and taking turns
- Identify and state the problem in a given situation
- Generate possible solutions to a problem situation
- Demonstrate the Fair Ways to Play

20
Inviting to Join In

- It's important to notice and have empathy for children who are left out of play.
- Inviting others to play is the right thing to do.
- Playing with others is a way to get to know them better.

- Apply the Problem-Solving Steps
- Demonstrate how to invite someone to play in response to scenarios

21
Handling Name-Calling

- It's not okay to call people names that hurt their feelings.
- If someone calls you a name, you can ignore the person or speak assertively.
- If the person doesn't stop calling you names, you should tell a grown-up.

- Demonstrate assertive responses to name-calling
- Identify adults to tell if name-calling doesn't stop

22
Reviewing Second Step Skills

- You've all learned a lot of new skills.
- You can notice how much you've learned.

- Recall skills on all the posters
- Demonstrate the Listening Rules
- Demonstrate the Calming-Down Steps
- Name one concept or skill they learned in their Second Step lessons

Grade 2

Lesson Concepts	Objectives—Students will be able to	
UNIT 1: SKILLS FOR LEARNING		
<p>1 Being Respectful</p>	<ul style="list-style-type: none"> • Thinking about how others want to be treated and treating them that way helps you be respectful. • Being respectful helps you be a better learner. 	<ul style="list-style-type: none"> • Identify respectful behavior in themselves and others • Determine respectful responses to scenarios
<p>2 Focusing Attention and Listening</p>	<ul style="list-style-type: none"> • Focusing your attention and listening help you be a better learner. • Focusing your attention and listening are ways to show respect. 	<ul style="list-style-type: none"> • Identify examples of focusing attention • Identify examples of listening • Apply focusing-attention and listening skills in the context of a game and in response to scenarios
<p>3 Using Self-Talk</p>	<ul style="list-style-type: none"> • <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. • Self-talk helps you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> • Identify classroom distractions • Demonstrate using self-talk in response to scenarios
<p>4 Being Assertive</p>	<ul style="list-style-type: none"> • Being <i>assertive</i> means asking for what you want or need in a calm and firm voice. • Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> • Demonstrate assertive communication skills in response to scenarios • Determine which adult to ask assertively for help in response to scenarios
UNIT 2: EMPATHY		
<p>5 Identifying Feelings</p>	<ul style="list-style-type: none"> • Clues in faces, bodies, and situations help you notice and understand how people are feeling. • Everyone feels a wide variety of emotions. • Some feelings are comfortable, and others are uncomfortable. 	<ul style="list-style-type: none"> • Name a variety of feelings • Distinguish between comfortable and uncomfortable feelings • Use physical, verbal, and situational clues to determine what others are feeling
<p>6 Learning More About Feelings</p>	<ul style="list-style-type: none"> • People can have different feelings about the same situation. • People's feelings can change. • <i>Empathy</i> is feeling or understanding what someone else is feeling. 	<ul style="list-style-type: none"> • Use physical, verbal, and situational clues to determine what others are feeling • Label their own feelings as the same as or different from others' feelings
<p>7 Feeling Confident</p>	<ul style="list-style-type: none"> • Practicing helps you build your confidence. • Feeling confident helps you do your best and makes you proud. • Noticing how others feel and understanding that their feelings can change helps you have empathy. 	<ul style="list-style-type: none"> • Identify physical and situational clues that indicate the feeling of confidence • Detect when their own and others' feelings change

Lesson Concepts

Objectives—Students will be able to

<p>8 Respecting Different Preferences</p>	<ul style="list-style-type: none"> • Having empathy helps you notice when others have different preferences from yours. • Respecting others' preferences helps you get along better with them. 	<ul style="list-style-type: none"> • Determine what others are feeling using physical, verbal, and situational clues • Label their own preferences as the same as or different from others' preferences
<p>9 Showing Compassion</p>	<ul style="list-style-type: none"> • Noticing and understanding what someone is feeling helps you have empathy. • When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help. • Showing care and concern is called showing compassion. 	<ul style="list-style-type: none"> • Determine what others are feeling using physical, verbal, and situational clues • Identify ways to show compassion for others in response to scenarios
<p>10 Predicting Feelings</p>	<ul style="list-style-type: none"> • Accidents happen. • If something happens to you by accident, think about how it could have been an accident and find out more information. • If you do something by accident, think about how the other person feels, apologize, and offer to help. 	<ul style="list-style-type: none"> • Predict others' feelings in response to scenarios • Offer possible reasons for others' actions and feelings in response to scenarios

UNIT 3: EMOTION MANAGEMENT

<p>11 Introducing Emotion Management</p>	<ul style="list-style-type: none"> • When you feel strong feelings, it's hard to think clearly. • Focusing attention on your body gives you clues about how you're feeling. • Thinking about your feelings helps the thinking part of your brain get back in control. 	<ul style="list-style-type: none"> • Identify physical clues that can help them name their own feelings
<p>12 Managing Embarrassment</p>	<ul style="list-style-type: none"> • Using a stop signal and naming your feeling are the first two Calming-Down Steps. 	<ul style="list-style-type: none"> • Identify the first two Calming-Down Steps • Demonstrate first two Calming-Down Steps in response to scenarios
<p>13 Handling Making Mistakes</p>	<ul style="list-style-type: none"> • Everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down. • Making mistakes helps you learn, because mistakes show you what you need to practice more. • You can use belly breathing to calm down. 	<ul style="list-style-type: none"> • Demonstrate correct belly-breathing technique • Use belly breathing to calm down in response to scenarios
<p>14 Managing Anxious Feelings</p>	<ul style="list-style-type: none"> • Negative self-talk can make strong feelings even stronger. • When you feel really worried and anxious about something, calming down helps. • Using positive self-talk can help you calm down. 	<ul style="list-style-type: none"> • Generate positive self-talk they can use to calm down in response to scenarios • Use positive self-talk to calm down in response to scenarios

Lesson Concepts

Objectives—Students will be able to

**15
Managing
Anger**

- Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.
- It's important to calm down angry feelings so you don't do something hurtful.
- Being assertive is a respectful way to get what you want or need.

- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios

**16
Finishing
Tasks**

- Calming down helps you stay focused and on task at school.
- Using positive self-talk helps you stay focused and on task so you can be a better learner.

- Identify situations that require the use of the Calming-Down Steps
- Demonstrate using the Calming-Down Steps in response to scenarios
- Use positive self-talk to stay focused and on task in response to scenarios

UNIT 4: PROBLEM SOLVING

**17
Solving
Problems,
Part 1**

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Saying the problem without blame is respectful.

- Recall the first Problem-Solving Step
- Identify and say a problem in response to scenarios

**18
Solving
Problems,
Part 2**

- Following steps can help you solve problems.
- Solutions to problems must be safe and respectful.

- Recall the first two Problem-Solving Steps
- Generate several solutions for a given problem in response to scenarios
- Determine if solutions are safe and respectful

**19
Taking
Responsi-
bility**

- Following steps can help you solve problems.
- When you hurt someone's feelings, it's important to take responsibility.
- Taking responsibility means admitting what you did, apologizing, and offering to make amends.

- Recall the Problem-Solving Steps
- Apply the Problem-Solving Steps to scenarios about conflicts with friends
- Demonstrate accepting responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios

**20
Responding
to Playground
Exclusion**

- Following steps can help you solve problems.
- Being left out is a problem.
- Inviting someone who is being left out to play is the respectful, compassionate thing to do.

- Recall the Problem-Solving Steps
- Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally

**21
Playing
Fairly on the
Playground**

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- When you can't agree on rules for a game, it's a problem.
- Finding a respectful way to agree on rules helps you get along better with others.

- Recall the Problem-Solving Steps
- Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games

Lesson Concepts

Objectives—Students will be able to

22

**Reviewing
Second Step
Skills**

• Using Second Step skills can help you be a better learner and get along with others.

- Recall Second Step skills learned
- Identify Second Step skills in a story
- Relate personal examples of skill use

Grade 3

Lesson Concepts	Objectives—Students will be able to	
UNIT 1: SKILLS FOR LEARNING		
<p>1 Being Respectful Learners</p>	<ul style="list-style-type: none"> • Focusing your attention and listening help you be a better learner. • Focusing your attention and listening show respect. 	<ul style="list-style-type: none"> • Apply focusing-attention and listening skills in response to scenarios.
<p>2 Using Self-Talk</p>	<ul style="list-style-type: none"> • <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. • Self-talk can help you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> • Identify classroom distractions • Demonstrate the use of self-talk in response to scenarios
<p>3 Being Assertive</p>	<ul style="list-style-type: none"> • Being <i>assertive</i> means asking for what you want or need in a calm and firm voice. • Being assertive is a respectful way to get what you want or need. 	<ul style="list-style-type: none"> • Demonstrate assertive communication skills in response to scenarios
<p>4 Planning to Learn</p>	<ul style="list-style-type: none"> • Making a plan can help you be a better learner. • A plan is good if the order makes sense, it's simple, and you can do it. 	<ul style="list-style-type: none"> • Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria. • Create a simple, three-step plan that meets the Good Plan Checklist criteria.
UNIT 2: EMPATHY		
<p>5 Identifying Others' Feelings</p>	<ul style="list-style-type: none"> • Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling. • People can have different feelings about the same situation. • All feelings are natural. 	<ul style="list-style-type: none"> • Name a variety of feelings. • Determine others' feelings using physical, verbal, and situational clues. • Label their own feelings as the same as or different from others' feelings.
<p>6 Understanding Perspectives</p>	<ul style="list-style-type: none"> • People can have different feelings about the same situation, and their feelings can change. • <i>Empathy</i> is feeling or understanding what someone else is feeling. • Thinking about others' perspectives helps you have empathy for them. 	<ul style="list-style-type: none"> • Identify others' feelings using physical, verbal, and situational clues • Determine whether others' feelings have changed, in response to scenarios
<p>7 Conflicting Feelings</p>	<ul style="list-style-type: none"> • You can have conflicting feelings about a situation. • Having empathy helps you notice when others' feelings are the same as or different from yours. 	<ul style="list-style-type: none"> • Identify two conflicting feelings a person could have in response to scenarios • Explain possible reasons for someone's conflicting feelings in response to scenarios

Lesson Concepts

Objectives—Students will be able to

<p>8 Accepting Differences</p>	<ul style="list-style-type: none"> • Having empathy helps you understand and accept how others are the same as or different from you. • Accepting and appreciating others' differences is respectful. 	<ul style="list-style-type: none"> • Name similarities and differences between people • Predict how others will feel when teased for being different
<p>9 Showing Compassion</p>	<ul style="list-style-type: none"> • Focusing attention on and listening to others can help you have empathy and show compassion. • You can say kind words or do helpful things to show your compassion. 	<ul style="list-style-type: none"> • Demonstrate focusing-attention and listening skills in response to scenarios • Identify ways to show compassion for others in response to scenarios • Express appreciation for another person's concern in response to scenarios
<p>10 Making Friends</p>	<ul style="list-style-type: none"> • Focusing attention and listening to others help you make conversation. • Making conversation helps you make friends and get along better with others. 	<ul style="list-style-type: none"> • Demonstrate focusing-attention and listening skills in the context of a game • Initiate, continue, and end a conversation in a friendly way in the context of a game
<p>UNIT 3: EMOTION MANAGEMENT</p>		
<p>11 Introducing Emotion Management</p>	<ul style="list-style-type: none"> • When you feel strong feelings, it's hard to think clearly. • Focusing attention on your body gives you clues about how you're feeling. • Thinking about your feelings helps the thinking part of your brain get back in control. 	<ul style="list-style-type: none"> • Identify physical clues that can help them label their own feelings
<p>12 Managing Test Anxiety</p>	<ul style="list-style-type: none"> • Using a stop signal and naming your feeling are the first two Calming-Down Steps. 	<ul style="list-style-type: none"> • Identify the first two Calming-Down Steps • Demonstrate using the first two Calming-Down Steps in response to scenarios
<p>13 Handling Accusations</p>	<ul style="list-style-type: none"> • You can use belly breathing to calm down. • Calming down helps you handle accusations calmly and thoughtfully. • It's important to take responsibility when you've made a mistake. 	<ul style="list-style-type: none"> • Demonstrate correct belly-breathing technique • Use belly breathing to calm down in response to scenarios • Demonstrate steps for handling accusations in response to scenarios
<p>14 Managing Disappointment</p>	<ul style="list-style-type: none"> • Negative self-talk can make strong feelings even stronger. • You can calm down by using positive self-talk. • Setting a new goal and making a plan to achieve it are positive ways to handle disappointment. 	<ul style="list-style-type: none"> • Generate positive self-talk they can use to calm down in response to scenarios • Make a simple three-step plan to achieve a goal in response to scenarios

Lesson Concepts

Objectives—Students will be able to

**15
Managing
Anger**

- Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.
- It's important to calm down angry feelings so you don't do something hurtful.
- Being assertive is a respectful way to get what you want or need.

- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios

**16
Managing
Hurt
Feelings**

- Calming down when your feelings have been hurt can help you avoid jumping to conclusions.
- Thinking of other explanations and getting more information can help you avoid jumping to conclusions.

- Identify situations that require using strategies for calming down
- Demonstrate using strategies for calming down
- Generate alternative explanations in response to scenarios

UNIT 4: PROBLEM SOLVING

**17
Solving
Problems,
Part 1**

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Saying the problem without blame is respectful.

- Recall the first Problem-Solving Step
- Identify and state a problem in response to scenarios
- Identify blaming language in response to scenarios

**18
Solving
Problems,
Part 2**

- Following steps can help you solve problems.
- Solutions to problems must be safe and respectful.
- Solutions can have positive or negative consequences.

- Recall the Problem-Solving Steps
- Propose several solutions for a given problem in response to scenarios
- Determine if solutions are safe and respectful
- Explore positive and negative consequences of solutions

**19
Solving
Classroom
Problems**

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Getting along with others helps you be a better learner at school.

- Apply the Calming-Down Steps to an emotional situation in response to a scenario
- Recall the Problem-Solving Steps
- Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario

**20
Solving
Peer-
Exclusion
Problems**

- Following steps can help you solve problems.
- Being assertive is a safe and respectful solution to problems like being excluded.
- Excluding others is not nice or respectful.

- Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios
- Demonstrate assertive communication skills in response to scenarios

**21
Dealing with
Negative
Peer
Pressure**

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Being assertive can help you resist negative peer pressure.

- Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios
- Demonstrate assertive communication in response to scenarios

**22
Reviewing
Second Step
Skills**

- Using Second Step skills can help you be a better learner and get along with others.

- Recall Second Step skills learned
- Identify Second Step skills in a story
- Relate personal examples of skill use

Grade 4

Lesson Concepts	Objectives—Students will be able to
UNIT 1: EMPATHY AND SKILLS FOR LEARNING	
1 Empathy and Respect	<ul style="list-style-type: none"> • The Second Step program helps you succeed at school. • Having respect and empathy helps you get along with others. <ul style="list-style-type: none"> • Define <i>respect</i> • Define <i>empathy</i>
2 Listening with Attention	<ul style="list-style-type: none"> • Listening with attention helps you learn, work with others, and make friends. • Demonstrate listening-with-attention skills
3 Being Assertive	<ul style="list-style-type: none"> • Being assertive means asking for what you want or need in a calm, firm, respectful voice. • Being assertive helps you be successful in a variety of social and academic situations. • Identify passive, aggressive, and assertive responses • Demonstrate assertive responses with their partners
4 Respecting Similarities and Differences	<ul style="list-style-type: none"> • People can have similar or different feelings about the same situation. • Being able to notice and then understand others' feelings is an important part of empathy. • Identify clues that help them recognize other people's feelings • Identify similarities and differences between how two people feel
5 Understanding Complex Feelings	<ul style="list-style-type: none"> • It's possible to have more than one feeling at the same time. • Being able to understand that others might have complex feelings is an important part of empathy. • Identify multiple feelings in a given scenario • Give possible reasons for multiple feelings
6 Understanding Different Perspectives	<ul style="list-style-type: none"> • People can have different perspectives about other people, places, and situations. • Perspective taking is a central component of empathy. • Identify differing perspectives in given scenarios • Generate prosocial responses to scenarios in which different perspectives could cause a conflict
7 Conversation and Compliments	<ul style="list-style-type: none"> • Having successful conversations with peers helps you make and build friendships. • Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going. • Identify components of a successful conversation • Demonstrate giving and receiving a compliment
8 Joining In	<ul style="list-style-type: none"> • Being assertive can help you join and invite others to join a group. • Identify skills for joining a group • Demonstrate skills for joining a group

Lesson Concepts

Objectives—Students will be able to

9
Showing Compassion

- *Compassion* means saying kind words or doing something helpful to show you care about how another person feels.
- Having empathy helps you show compassion.

- Demonstrate expressing concern or showing compassion for someone

UNIT 2: EMOTION MANAGEMENT

10
Introducing Emotion Management

- When you feel strong feelings, it's hard to think clearly.
- Unmanaged, strong emotions can lead to negative behavior and consequences.

- Describe what triggers their own strong emotions
- Describe what happens in their brains and bodies when they experience strong emotions

11
Managing Strong Feelings

- Staying in control of your emotions and actions helps you get along better with others and be successful at school.

- Demonstrate the ability to interrupt escalating emotions
- Determine a personal "signal"
- Identify and name strong feelings as they occur

12
Calming Down Anger

- Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.

- Identify situations in which they might need to calm down
- Demonstrate the technique for deep, centered breathing
- Identify and demonstrate other Ways to Calm Down (counting, using positive self-talk)

13
Managing Anxiety

- Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.

- Identify situations that cause anxiety
- Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges

14
Avoiding Jumping to Conclusions

- Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.

- Identify emotion-management strategies
- Demonstrate assertiveness skills
- Identify and demonstrate positive self-talk statements

15
Handling Put-Downs

- Calming down helps you handle put-downs and avoid making conflicts escalate.

- Identify strategies for handling put-downs
- Demonstrate what they've learned about strategies for calming down
- Demonstrate assertive responses to put-downs

UNIT 3: PROBLEM SOLVING

16
Solving Problems, Part 1

- Following steps can help you solve problems.
- Saying the problem without blame is respectful.
- Solving problems helps you be successful at school.

- Recall the S: Say the problem step of the Problem-Solving Steps
- State a problem without blaming anyone

Lesson Concepts	Objectives—Students will be able to
<p>17</p> <p>Solving Problems, Part 2</p> <ul style="list-style-type: none"> • Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> • Generate safe and respectful solutions to a problem • Identify consequences of potential solutions • Select an appropriate solution to a problem
<p>18</p> <p>Making a Plan</p> <ul style="list-style-type: none"> • Some solutions to problems are complicated and need a plan. • Plans help you break down a big task into smaller, more manageable parts. 	<ul style="list-style-type: none"> • Explain the purpose of making a plan • Create a three-step plan to carry out a solution to a problem
<p>19</p> <p>Solving Playground Problems</p> <ul style="list-style-type: none"> • You're better able to resolve playground conflicts when you're able to calm down and use the Problem-Solving Steps. 	<ul style="list-style-type: none"> • Identify common playground conflicts • Demonstrate using the Problem-Solving Steps to handle playground conflicts
<p>20</p> <p>Taking Responsibility for Your Actions</p> <ul style="list-style-type: none"> • Taking responsibility for your actions is the respectful thing to do. 	<ul style="list-style-type: none"> • Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged • Demonstrate acknowledging mistakes • Demonstrate making an apology and offering to make amends
<p>21</p> <p>Dealing with Peer Pressure</p> <ul style="list-style-type: none"> • It's okay to say no to others, and it's okay for them to say no to you. • Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. 	<ul style="list-style-type: none"> • Demonstrate using assertiveness skills to resist peer pressure • Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
<p>22</p> <p>Reviewing Second Step Skills</p> <ul style="list-style-type: none"> • The skills and concepts learned in the Second Step program can help you succeed in school. 	<ul style="list-style-type: none"> • Identify Second Step skills and concepts being used in scenarios students might encounter at school • Include Second Step skills in a written script about solving a problem

Grade 5

Lesson Concepts	Objectives—Students will be able to	
UNIT 1: EMPATHY AND SKILLS FOR LEARNING		
<p>1</p> <p>Empathy and Respect</p>	<ul style="list-style-type: none"> • The Second Step program helps you succeed at school. • Having respect and empathy helps you get along with others. 	<ul style="list-style-type: none"> • Define <i>respect</i> • Define <i>empathy</i>
<p>2</p> <p>Listening with Attention</p>	<ul style="list-style-type: none"> • Listening with attention helps you learn, work with others, and make friends. 	<ul style="list-style-type: none"> • Demonstrate listening-with-attention skills
<p>3</p> <p>Being Assertive</p>	<ul style="list-style-type: none"> • Being assertive means asking for what you want or need in a calm, firm, respectful voice. • Being assertive helps you be successful in a variety of social and academic situations. 	<ul style="list-style-type: none"> • Identify passive, aggressive, and assertive responses • Demonstrate assertive responses with their partners
<p>4</p> <p>Predicting Feelings</p>	<ul style="list-style-type: none"> • Being able to predict how what you do or say might make other people feel is respectful and will help you get along better with others. 	<ul style="list-style-type: none"> • Predict how others might feel as a result of their or another’s actions • State the cause and effects of a given action
<p>5</p> <p>Taking Others’ Perspectives</p>	<ul style="list-style-type: none"> • Others may have different perspectives. • Being able to recognize someone else’s perspective helps you get along with others. 	<ul style="list-style-type: none"> • Demonstrate the ability to take someone else’s perspective
<p>6</p> <p>Accepting Differences</p>	<ul style="list-style-type: none"> • Accepting differences and finding similarities can create mutual respect and friendship. 	<ul style="list-style-type: none"> • Identify similarities and differences between two people • Define <i>prejudice</i>
<p>7</p> <p>Disagreeing Respectfully</p>	<ul style="list-style-type: none"> • Disagreeing respectfully involves using assertiveness skills. • Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts. 	<ul style="list-style-type: none"> • Distinguish between respectful and disrespectful ways to disagree • Communicate their own perspectives • Demonstrate skills for disagreeing respectfully
<p>8</p> <p>Responding with Compassion</p>	<ul style="list-style-type: none"> • <i>Compassion</i> is saying kind words or doing something to show you care about how another person feels. • Showing compassion for others is the respectful, kind thing to do. • Having empathy helps you show compassion. 	<ul style="list-style-type: none"> • Demonstrate knowledge of how to respond with compassion

Lesson Concepts

Objectives—Students will be able to

UNIT 2: EMOTION MANAGEMENT

<p>9</p> <p>Introducing Emotion Management</p>	<ul style="list-style-type: none"> • When you have strong, unmanaged emotions, it can lead to negative behavior and consequences. 	<ul style="list-style-type: none"> • Describe what happens in their brains and bodies when they experience strong emotions • Identify a personal signal • Identify and name strong feelings
<p>10</p> <p>Calming Down</p>	<ul style="list-style-type: none"> • Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences. 	<ul style="list-style-type: none"> • Identify situations in which they might need to calm down • Learn the technique for deep, centered breathing • Identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break)
<p>11</p> <p>Managing Anxiety</p>	<ul style="list-style-type: none"> • Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations. 	<ul style="list-style-type: none"> • Identify social situations that can cause anxiety • Apply what they've learned about calming down in scenarios causing social anxiety
<p>12</p> <p>Managing Frustration</p>	<ul style="list-style-type: none"> • Frustration can get in the way of learning. • Managing frustration reduces the chance of doing something you may regret later. 	<ul style="list-style-type: none"> • Identify physical signs of frustration • Demonstrate reducing frustration by using the Calming-Down Steps
<p>13</p> <p>Resisting Revenge</p>	<ul style="list-style-type: none"> • Getting revenge can make problems worse. 	<ul style="list-style-type: none"> • Identify consequences of revenge • Generate alternatives for seeking revenge • Demonstrate using the Calming-Down Steps
<p>14</p> <p>Handling Put-Downs</p>	<ul style="list-style-type: none"> • Calming down helps you handle put-downs and avoid escalating conflicts. 	<ul style="list-style-type: none"> • Identify strategies for handling put-downs • Demonstrate what they've learned about the Calming-Down Steps • Demonstrate assertive responses to put-downs
<p>15</p> <p>Avoiding Assumptions</p>	<ul style="list-style-type: none"> • Calming down strong emotions helps you think clearly about a situation and make better decisions. 	<ul style="list-style-type: none"> • Identify emotion-management strategies • Demonstrate assertiveness skills • Identify and use positive self-talk statements to avoid making assumptions

UNIT 3: PROBLEM SOLVING

<p>16</p> <p>Solving Problems, Part 1</p>	<ul style="list-style-type: none"> • Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> • Recall the S: Say the problem step of the Problem-Solving Steps • State a problem without blaming anyone
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Lesson Concepts	Objectives—Students will be able to
<p>17</p> <p>Solving Problems, Part 2</p> <ul style="list-style-type: none"> • Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> • Generate safe and respectful solutions to a problem • Identify consequences of potential solutions • Select an appropriate solution to a problem
<p>18</p> <p>Making a Plan</p> <ul style="list-style-type: none"> • Some solutions to problems are complicated and need a plan. • Plans help you break down a big task into smaller, more manageable parts. 	<ul style="list-style-type: none"> • Explain the purpose of making a plan • Create a three-step plan to carry out a solution to a problem
<p>19</p> <p>Seeking Help</p> <ul style="list-style-type: none"> • Seeking help from a trusted adult is sometimes the best solution. 	<ul style="list-style-type: none"> • State the Problem-Solving Steps • Demonstrate using assertiveness skills when seeking help
<p>20</p> <p>Dealing with Gossip</p> <ul style="list-style-type: none"> • Malicious gossip is hurtful and not respectful to others. 	<ul style="list-style-type: none"> • Identify why some gossip is harmful • Generate ideas for refusing or avoiding harmful gossip • Demonstrate using the Problem-Solving Steps to deal with gossip
<p>21</p> <p>Dealing with Peer Pressure</p> <ul style="list-style-type: none"> • It's okay to say no to others, and it's okay for them to say no to you. • Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. 	<ul style="list-style-type: none"> • Demonstrate using assertiveness skills to resist peer pressure • Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
<p>22</p> <p>Reviewing Second Step Skills</p> <ul style="list-style-type: none"> • The skills and concepts learned in the Second Step program can help you succeed in school. 	<ul style="list-style-type: none"> • Identify Second Step skills and concepts being used in scenarios students might encounter at school • Include Second Step skills in a written script about solving a problem