



# Alberta, Canada, Physical Education and Wellness Curriculum

- ## About Second Step® Programs

## How the Programs Meet the Alberta, Canada, Physical Education and Wellness Curriculum

The following tables indicate which specific Second Step® grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Alberta Physical Education and Wellness Curriculum learning outcomes. Boxes are checked to indicate that the Second Step digital programs meet a given Alberta learning outcome within the identified grade or grade-band (for instance, Grades K–5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the learning outcome through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the learning outcomes.

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Kindergarten

Alberta, Canada, Physical Education and Wellness Curriculum

Second Step® Elementary Digital Program

Key Skills and Concepts															
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving		
Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention helps them learn and stay safe	Recognize that skills improve with practice and effort	Understand that mistakes are part of learning	Identify familiar feelings from contextual and behavioral cues	Name and apply slow breathing as an emotion-management strategy	Name and apply asking an adult for help as an emotion-management strategy	Recognize the kind acts of others	Recognize their own kind acts	Demonstrate things they can say or do to show kindness to others	Manage strong emotions to feel calm before solving problems	State the problem	Demonstrate apologizing, taking turns, and sharing as solutions to problems
Organizing Idea	Guiding Question	Learning Outcome													
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can personal characteristics influence feelings and emotions?	Children describe personal characteristics and explore feelings and emotions.					✓	✓	✓	✓	✓	✓	✓	✓	✓
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	What might boundaries look like in different situations?	Children recognize boundaries in various situations.			✓	✓			✓	✓	✓	✓	✓	✓	✓
Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	What are healthy relationships?	Children examine healthy relationships in learning and playing environments.								✓	✓	✓	✓	✓	✓



Grade 1

Alberta, Canada, Physical Education and Wellness Curriculum

Second Step® Elementary Digital Program

Key Skills and Concepts																	
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving				
Attention	Working memory	Inhibitory control	Focus attention	Manage distractions	Recognize that skills improve with practice and effort	Use growth mindset language	Identify feelings from contextual and behavioral cues	Infer a likely emotion that would arise from a particular situation	Apply emotion-management strategies of slow counting and asking an adult for help	Identify how someone else might feel when shown or not shown kindness	Apply ways to be kind in response to scenarios	Recognize that some kind acts are better than others in certain situations	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Demonstrate how to recognize accidents and make amends		
Organizing Idea	Guiding Question	Learning Outcome															
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can personal characteristics contribute to self-understanding?	Students examine personal characteristics, feelings, and emotions and explore understanding of self.				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	How can boundaries contribute to safety?	Students explain how boundaries connect to safety.				✓									✓	✓	
Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can connections support healthy relationships?	Students investigate how healthy relationships in learning and playing environments are built through connection.						✓	✓	✓	✓	✓	✓	✓	✓	✓	



Grade 2

Alberta, Canada, Physical Education and Wellness Curriculum

Second Step® Elementary Digital Program

Key Skills and Concepts																			
Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving						
Attention	Working memory	Inhibitory control	Use growth mindset language	Replace unhelpful thoughts with helpful thoughts	Persevere through challenges while recognizing that mistakes are part of learning	Recognize that skills improve with practice, effort, and asking for help	Identify complex feelings from contextual and behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as an emotion-management strategy	Define empathy	Recognize how empathy helps them identify when and how to show others kindness	Apply empathy and perform kind acts for others	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Generate their own solutions to a given problem	Recognize that some solutions work better than others in a given situation	Apply ways to make amends		
Organizing Idea	Guiding Question	Learning Outcome																	
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How are roles connected to character development?	Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.				✓	✓	✓	✓	✓	✓	✓				✓			
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	How can safety be promoted in various contexts?	Students examine and apply personal safety in a variety of situations.								✓			✓	✓	✓	✓	✓	✓	✓
Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can healthy relationships be portrayed in various contexts?	Students connect healthy relationships to a variety of learning and playing contexts.								✓		✓	✓	✓	✓	✓	✓	✓	✓



Grade 3

Alberta, Canada, Physical Education and Wellness Curriculum

Second Step® Elementary Digital Program

Key Skills and Concepts																		
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving					
Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Make an effective plan for how to get better at a skill	Describe the role and purpose of emotions	Identify and label similar emotions with different intensity levels	Recognize taking a break as an emotion-management strategy	Identify how kindness helps them make friends and strengthen relationships	Recognize that different people may prefer to be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions to feel calm before solving problems	State the problem without blame or name-calling	Restate the wants and needs of each person in a problem situation	Generate their own solutions to a problem	Pick the best solution	
					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
										✓	✓	✓	✓	✓	✓	✓	✓	
				✓	✓	✓												



Grade 4

Alberta, Canada, Physical Education and Wellness Curriculum

Second Step® Elementary Digital Program

Key Skills and Concepts																				
Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting			Unit 2: Emotion Management			Unit 3: Empathy & Kindness			Unit 4: Problem-Solving							
Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify what a goal is and what an effective plan includes	Identify a shared class goal and make a plan to reach that goal	Monitor progress and modify a plan to reach a goal	Recognize that strong emotions make it hard to think clearly	Recognize that managing emotions is necessary to make good decisions	Apply reappraisal as an emotion - management strategy	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's point of view can change one's own thoughts or actions	Manage strong emotions to feel calm before solving problems	Demonstrate speaking up for one's self when solving a problem	State the problem without blame and from all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone		
				✓	✓	✓		✓	✓											
							✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
		✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



Grade 5

Alberta, Canada, Physical Education and Wellness Curriculum

Second Step® Elementary Digital Program

<div></div> <div>Grade 5</div> <div>Alberta, Canada, Physical Education and Wellness Curriculum</div> <div>Second Step® Elementary Digital Program</div>			Key Skills and Concepts																		
			Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management			Unit 3: Empathy & Kindness		Unit 4: Problem-Solving					
			Attention	Working memory	Inhibitory control	Cognitive flexibility	Identify a personal goal and make a plan to reach the goal	Monitor progress and identify roadblocks	Modify a plan to move or work around roadblocks	Reflect to inform future goals	Recognize the unique things that cause them to experience strong emotions	Identify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that cause strong emotions	Identify and analyze how individuals use empathy to make their community better	Use empathy and perspective-taking to identify a problem and a potential solution within their community	Manage strong emotions to feel calm before solving problems	State the problem without blame and from the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to a problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem
			Organizing Idea	Guiding Question	Learning Outcome																
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can a variety of life experiences influence resilience and perseverance?	Students reflect and relate life experiences to perseverance and well-being.					✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	How can responsibility lead to a desired outcome?	Students analyze responsibility and consider the impact on well-being.									✓	✓	✓	✓	✓	✓	✓	✓	✓		
Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How might healthy relationships support understanding in various social contexts?	Students acknowledge and connect perspectives of self and others through communication and listening skills.												✓	✓		✓	✓	✓	✓	





Grade 6

Alberta, Canada, Physical Education and Wellness Curriculum

Second Step® Middle School Digital Program

Key Skills and Concepts															
Unit 1: Mindsets & Goals				Unit 2: Recognizing Bullying & Harassment				Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict			
Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set and create plans to achieve personal goals	Monitor progress toward goals	Recognize common types of bullying	Understand the negative impacts of bullying	Determine the best upstander strategy for a situation	Apply responsible decision-making to be an upstander	Assess when and why one feels a strong emotion	Understand how emotions influence decision-making in positive and negative ways	Apply emotion-management strategies across different contexts	Recognize the difference between minor and major social conflicts	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends after a social conflict	
Organizing Idea	Guiding Question	Learning Outcome													
Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	How can lifelong learning be supported?	Students connect strategies for well-being to life opportunities and lifelong learning.	✓	✓	✓	✓									
Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	In what ways might risk influence the outcome of an action?	Students examine risk and identify the factors that influence action.					✓	✓	✓	✓		✓	✓	✓	✓
Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can perspectives influence healthy relationships?	Students consider and describe a variety of perspectives that support the development of healthy relationships.					✓	✓				✓	✓	✓	✓
Growth and Development: Decision-making that optimizes personal health and well-being is informed by understanding growth and development.	How can decision-making support change during maturation?	Students examine physical, social, personal, and environmental factors connected to maturation during adolescence.	✓							✓	✓	✓		✓	