





ALIGNMENT CHART

The Ontario Curriculum: Health and Physical Education and the Kindergarten Program

Second Step^{*} Elementary Digital Program
 Second Step^{*} Middle School Digital Program

About Second Step[®] Programs

The research-based Second Step Elementary and Second Step Middle School digital programs are universal, web-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet the Ontario Curriculum's Expectations

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 expectations of the Ontario Curriculum for Health and Physical Education and the Kindergarten Program. Boxes are checked to indicate that the Second Step digital programs meet a given Ontario expectation within the identified grade or grade-band (for instance, Grades K–5) when:

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

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

^{1.} Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning:

A meta-analysis of school-based universal interventions. Child Development, 82(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

									Key Skills ar	nd Concepts							
	COND		Brain Builders Itive-Function		Unit 1	Growth Mind	lset & Goal-S	etting	Unit 2: E	Emotion Mana	igement	Unit 3: I	Empathy & Ki	indness	Unit 4	4: Problem-So	olving
	Second Step Kindergarten					nelps them learn	ove with practice	are part of learning	from contextual and	thing as an emotion-	ı adult for help as an ategy	of others	acts	can say or do to	to feel calm before		taking turns, and bblems
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program Second Step [®] Elementary Digital Program	ntion	Working memory	nhibitory control	us attention	Recognize that attention h and stay safe	Recognize that skills improv and effort	Understand that mistakes	ldentify familiar feelings fr behavioral cues	Name and apply slow breathing management strategy	Name and apply asking an adult emotion-management strategy	ognize the kind acts o	Recognize their own kind acts	Demonstrate things they show kindness to others	Manage strong emotions solving problems	e the problem	Demonstrate apologizing, taking sharing as solutions to problems
		Atte	Wor	Inhik	Focu	Reco	Reco	Und	lden beha	Nam man	Nam emo	Reco	Reco	Dem shov	Man solvi	State	Dem shar
Strand	Expectation 1.2. Listen and respond to others, both verbally and nonverbally, for a																
	variety of purposes and in a variety of contexts	~	~	~	~	~								~		~	~
	3.1. Act and talk with peers and adults by expressing and accepting positive messages											 	~	~	~	~	~
	4.1. Use a variety of strategies to solve problems, including problems arising in social situations														~	v	~
	5.1. Demonstrate respect and consideration for individual differences and alternative points of view											~	~	~		~	~
	5.2. Talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others																
Contributing	22.1. Communicate their ideas about something through music, drama, dance, and/or the visual arts													✓			
ıtribu	25.1. Recognize personal interests, strengths, and accomplishments						~	~									
	25.2. Identify and talk about their own interests and preferences						✓	~									
and	25.3. Express their thoughts and share experiences					v			v			v	V				
Belonging an	26.1. Understand that everyone belongs to a group/community and that people can belong to more than one group/community at a time																
Belo	26.2. Understand that different groups/communities may have different ways of being and working together																
	26.3. Describe, both verbally and nonverbally, ways in which they contribute to the various groups in which they belong																
	27.1. Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance of others	~	~	~	~	V	~	V		~	~			~	V	~	~
	27.2. Think critically about fair/unfair and biased behaviour toward both themselves and others, and act with compassion and kindness														~	✓	~
	27.3. Recognize discriminatory and inequitable practices and behaviours and respond appropriately														~	✓	~
	28.1. Recognize people in their community and talk about what they do																

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									Key Skills ar	nd Concepts							
	Second		Brain Builders tive-Function		Unit 1	: Growth Min	dset & Goal-So	etting	Unit 2: I	Emotion Mana	agement	Unit 3:	Empathy & K	indness	Unit 4	4: Problem-Sc	lving
	Step					them learn	with practice	art of learning	ontextual and	as an emotion-	t for help as an	ñ		ay or do to	l calm before		g turns, and s
	Kindergarten					helps	improve w	ss are p	from co	eathing	an adult crategy	of other	dacts	can s	s to feel		g, takinç roblem
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention	Recognize that attention and stay safe	Recognize that skills imp and effort	Understand that mistake	Identify familiar feelings behavioral cues	Name and apply slow bre management strategy	Name and apply asking an adult for emotion-management strategy	Recognize the kind acts	Recognize their own kind acts	Demonstrate things they show kindness to others	Manage strong emotions solving problems	State the problem	Demonstrate apologizing, taking sharing as solutions to problems
Strand	Expectation		-							_							
	1.3. Use and interpret gestures, tone of voice, and other nonverbal means to communicate and respond															~	 ✓
	1.6. Use language (verbal and nonverbal communication) to communicate their thinking, to reflect, and to solve problems	~	~	✓		~	~	✓				~	~	~		✓	~
	1.8. Ask questions for a variety of purposes and in different contexts										~			~			✓
	2.1. Demonstrate self-reliance and a sense of responsibility	✓	v	~	~		~	~					 ✓ 	 ✓ 	v		✓
	2.2. Demonstrate a willingness to try new experiences and to adapt to new situations						~	✓									
	2.3. Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks						~	✓									
-Being	2.4. Demonstrate self-control and adapt behaviour to different contexts within the school environment	•		✓	✓					~	v				~		~
and Well-Being	2.5. Develop empathy for others, and acknowledge and respond to each other's feelings											~	~	~			~
	3.1. Act and talk with peers and adults by expressing and accepting positive messages							v				v	✓	✓	~	•	~
Self-Regulation	3.2. Demonstrate the ability to take turns during activity and discussions																~
Self-R	3.3. Demonstrate an awareness of ways of making and keeping friends											✓	v	~	~	~	~
	4.1. Use a variety of strategies to solve problems, including problems arising in social situations														✓	✓	~
	6.4. Discuss what action to take when they feel unsafe or uncomfortable, in person and online, and when and how to seek assistance														~	•	~
	6.5. Discuss and demonstrate in play what makes them happy and unhappy, and why								✓								
	7.2. Demonstrate persistence while engaged in activities that require the use of both large and small muscles						~	✓									
	7.3. Demonstrate strategies for engaging in cooperative play in a variety of games and activities	~	~	~	~									~			V

									Key Skills a	nd Concepts							
	Second		Brain Builders Itive-Function		Unit 1	: Growth Minc	lset & Goal-Se	etting	Unit 2:	Emotion Mana	agement	Unit 3:	Empathy & Ki	indness	Unit 4	1: Problem-So	olving
	Step					them learn	th practice	art of learning	ntextual and	as an emotion-	for help as an	Ø		ay or do to	calm before		turns, and
	Kindergarten					helps	prove with	es are po	from con	eathing as	an adult trategy	of others	d acts	can s	s to feel		g, taking roblems
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program	F	Working memory	y control	tention	ze that attention safe	hat skills im	Understand that mistake	eelings	and apply slow bre gement strategy	ıd apply asking an adult -management strategy	nize the kind acts	ze their own kind acts	trate things they idness to others	strong emotions problems	e problem	Demonstrate apologizing, taking turns, sharing as solutions to problems
	Second Step [®] Elementary Digital Program	Attention	Working	Inhibitory	Focus at	Recognize that a and stay safe	Recognize t and effort	Underst	ldentify familiar f behavioral cues	Name ar managei	Name and a emotion-ma	Recogni	Recognize their	Demonstrate t show kindness	Manage strong e solving problems	State the	Demons sharing (
Strand	Expectation																
	1.2. Listen and respond to others, both verbally and nonverbally, for a variety of purposes and in a variety of contexts	~	 	 	 	 								✓		~	~
	1.4. Sustain interactions in different contexts	v	v	~			~							~			V
	1.5. Use language (verbal and nonverbal communication) in various contexts to connect new experiences with what they already know						~					~	~				
	1.6. Use language (verbal and nonverbal communication) to communicate their thinking, to reflect, and to solve problems						~					~	~			~	
	1.7. Use specialized vocabulary for a variety of purposes							V	V					 ✓ 			V
	1.8. Ask questions for a variety of purposes and in different contexts										 ✓ 			 ✓ 			v
	1.9. Describe personal experiences, using vocabulary and details appropriate to the situation						✓	~				~	✓				
lovating	4.1. Use a variety of strategies to solve problems, including problems arising in social situations														~	~	~
2	6.4. Discuss what action to take when they feel unsafe or uncomfortable, in person and online, and when and how to seek assistance														~	•	~
Problem-Solving and I	6.5. Discuss and demonstrate in play what makes them happy and unhappy, and why								~								
:m-Sol	13.1. State problems and pose questions in different contexts and for different reasons															v	
Proble	13.2. Make predictions and observations before and during investigations														~	~	~
	13.3. Select and use materials to carry out their own explorations																
	13.4. Communicate results and findings from individual and group investigations																~
	24.1. Identify practices that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others, and demonstrate an understanding of the importance of these practices				✓	✓											
	24.2. State problems and pose questions as part of the process of creating and designing															~	 ✓
	24.3. Make predictions and observations as part of the process of creating and designing															✓	~
	24.5. Communicate and record results and findings either individually or in groups																v

									Key Skills a	nd Concepts		
	PRCOND		Brain Builders tive-Function		Unit 1	: Growth Min	dset & Goal-S	etting	Unit 2:	Emotion Mana	agement	
	Grade 1 The Ontario Curriculum: Health and Physical Education and the Kindergarten Program Second Step* Elementary Digital Program	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	
Strand	Expectation											
	A1.1. Identification and Management of Emotions: apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others	~	~	V					~	V	~	
	A1.2. Stress Management and Coping: apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience	•	v	~				~	~	~	~	
cial-Emotional Skills	A1.3. Positive Motivation and Perseverance: apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope	•	V	~	~	~	~	~				
A. Social-Em	A1.4. Healthy Relationships: apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity	•		~					~	~		
	A1.5. Self-Awareness and Sense of Identity: apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging	•					~	~	~	~	~	
	A1.6. Critical and Creative Thinking: apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem-solving, and decision-making	~	V		V	r	v	V				

Unit 3:	Empathy & Ki	ndness	Unit 4	4: Problem-Sc	olving
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
~			V		
			~		
~	V	V	V	V	~
			V		
	~				~

									Key Skills ar	nd Concepts							
	Second		Brain Builders Itive-Function		Unit 1	: Growth Mind	lset & Goal-S	etting	Unit 2: E	Emotion Mana	agement	Unit 3:	Empathy & Ki	indness	Unit 4	4: Problem-So	blving
	Step						ء		and	arise from a	strategies of slow for help	feel when	e to scenarios	are better than	calm before	o	ccidents
	Grade 1						improve with	nage	textual	would a	ent stra dult for	e might : iess	suodsə	acts	to feel	without blame	ອ
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Focus attention	Manage distractions	Recognize that skills impr practice and effort	Use growth-mindset langu	ldentify feelings from con behavioral cues	Infer a likely emotion that particular situation	Apply emotion-management counting and asking an adult	ldentify how someone else shown or not shown kindne	Apply ways to be kind in respo	Recognize that some kind a others in certain situations	Manage strong emotions solving problems	State the problem withou name-calling	Demonstrate how to recognize and make amends
Strand	Expectation																
	D1.2. Demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, youth worker, or other trusted adult; knowing routines for safe pickup from school or activities)			~	V	~					~				~		
	D1.5. Demonstrate an understanding that mental health is a part of overall health and reflect on the things they can do to appreciate and take care of their body and mind							~			~				~		
althy Living	D2.3. Demonstrate the ability to recognize caring behaviours (e.g., listening with respect, being helpful, respecting boundaries) and behaviours that can be harmful to physical and mental health (e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent				V							~	~	~	~	~	~
D.Hea	D2.4. Apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school)	V		~	v	~											
	D3.1. Demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, when online, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, unstable furniture, candles, toys; road, water, and playground hazards; the danger of landing on websites that are not age-appropriate; weather and sun hazards)	•		•	V	~					~				V		
	D3.3. Demonstrate an understanding that a person's thoughts, emotions, and actions can affect mental health							~	~	~	~	~	~	~	~		

										Key Skills aı	nd Concepts	;							
	Second		Brain Builder tive-Functio		Unit 1: G	irowth Mind	lset & Goal-	Setting	Unit 2: E	motion Man	agement	Unit 3: I	Empathy & k	Kindness		Unit 4	: Problem-S	olving	
	Step						ule recognizing	th practice,	contextual and	differently	an emotion-		s them identify kindness	_	calm before	9 or	σ	work better	
	Grade 2				ıguage	nts with	anges wh learning	rove wi		n feel	ghts as		helps	rm kind	to feel	It blame	ions to	utions v uation	ends
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program		memory	control	-mindset lar	Replace unhelpful thoughts helpful thoughts	Persevere through challer that mistakes are part of I	e that skills improv d asking for help	ldentify complex feelings from behavioral cues	Recognize that people ca about the same situation	using helpful thoughts gement strategy	e empathy	empathy o show o	/ empathy and perfo for others	strong emotions oblems	problem withou ling	their own soluti blem	Recognize that some solutions than others in a given situation	to make am
	Second Step [®] Elementary Digital Program	Attention	Working I	Inhibitory	Use growth	Replace u helpful th	Persevere that mista	Recognize that s effort, and askin	ldentify c behaviora	Recogniz about the	Apply usi managen	Define er	Recognize how (when and how to	Apply em acts for o	Manage strong en solving problems	State the problen name-calling	Generate their o given problem	Recogniz than othe	Apply ways
Strand	Expectation																		
	A1.1. Identification and Management of Emotions: apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others	•	~	~	•	•			•	V	~				~				
	A1.2. Stress Management and Coping: apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience	4	~	~	•	V	~	~	~		~				~				
Emotional Skills	A1.3. Positive Motivation and Perseverance: apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope	v	~	~	•	v	~	~											
A. Social-Em	A1.4. Healthy Relationships: apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity	4		~					~	~		~	~	~	~	V	V	~	V
	A1.5. Self-Awareness and Sense of Identity: apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging	~			~	•	~	~	~		V				~				
	A1.6. Critical and Creative Thinking: apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem-solving, and decision-making	•	~		~	~	~	~						v			~	~	V

									l	Key Skills ar	nd Concepts	;							
	PRCOND		Brain Builder tive-Functior		Unit 1:	Growth Mind	dset & Goal-	Setting	Unit 2: E	motion Man	agement	Unit 3: I	Empathy & k	andness		Unit 4	: Problem-S	olving	
	second Step					ء	hile recognizing g	with practice,	contextual and	differently	s an emotion-		s them identify kindness	J	I calm before	le or	a	work better	
	Grade 2				guage	hts with	nges w learnin	orove w	s from o	an feel	ghts as		helps thers k	orm kin	s to feel	ut blam	cions to	utions uation	spu
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program		nemory	control	:h-mindset lan	Replace unhelpful thoughts helpful thoughts	Persevere through challenges wh that mistakes are part of learning	Recognize that skills improve effort, and asking for help	Identify complex feelings from behavioral cues	Recognize that people can feel differently about the same situation	Apply using helpful thoughts as management strategy	pathy	Recognize how empathy helps when and how to show others l	aathy and perform kind thers	Manage strong emotions solving problems	State the problem without blame name-calling	their own solution olem	Recognize that some solutions than others in a given situation	s to make amends
	Second Step [®] Elementary Digital Program	Attention	Working n	Inhibitory	Use growth-	Replace u helpful th	Persevere that mista	Recognize effort, and	ldentify co behaviora	Recognize about the	Apply usir managem	Define empathy	Recognize when and	Apply empathy a acts for others	Manage s solving pr	State the name-call	Generate their o given problem	Recognize than othe	Apply ways to
Strand	Expectation																		
	D1.1. Demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true)			~							V				V				
Healthy Living	D1.6. Demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations (e.g., they may feel tired, easily overwhelmed, confused, or overstimulated; they may want to cry or they may have very intense feelings; they may get a headache or feel hot), and describe what they can do to feel better at those times					V	~		V	~	~		~	~	~				V
ف	D2.5. Explain how understanding and being able to name their feelings (e.g., happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried) can help in knowing when they might need to get help							~							~				
	D3.1. Describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including both online and face-to-face name-calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting)											V	V	V	V	V	V	~	~

									Key Skills ar	nd Concepts	5							
COND	(Brain B Executive-Fu	Builders unction Skills	s)	Unit 1: Gr	owth Minds Setting	et & Goal-	Unit 2: E	motion Man	agement	Unit 3: E	Empathy & K	lindness		Unit 4	: Problem-S	olving	
second Step						th practice, ng a new way	to get	of emotions	emotions with		m make hips	may prefer to vays	ognize ess in	calm before	ming or	each person	a problem	
Grade 3					in can	prove with and trying	for how t	purpose o	emotio	k as an trategy	elps the elations	people fferent v	:hat reco /e kindn	is to feel (pla	leeds of	solutions to	
The Ontario Curriculum: Health and Physical Education and the Kindergarten Program		nemory	control	flexibility	Understand that the brain . grow and change	hat skills im rom others,	effective plan a skill	the role and	y and label similar nt intensity levels	Recognize taking a break as an emotion-management strategy	how kindness helps them make and strengthen relationships	Recognize that different people may be shown kindness in different ways	Demonstrate kind acts that recognize that people like to receive kindness in different ways	Manage strong emotions solving problems	the problem without calling	estate the wants and needs a problem situation	their own solu	best solution
Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory	Cognitive	Understal grow and	Recognize t effort, help f	Make an e better at a	Describe	ldentify aı different i	Recognize emotion-r	ldentify ho friends ar	Recognize be shown	Demonstı that peop different v	Manage s solving pr	State the name-call	Restate th	Generate	Pick the b
Expectation																		
A1.1. Identification and Management of Emotions: apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others	V	v	~	V				~	•	•				•				
A1.2. Stress Management and Coping: apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience	r	r	~	v	v	v	•	•	•	•				•				
A1.3. Positive Motivation and Perseverance: apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope	~	~	~	~	~	~	~											
A1.4. Healthy Relationships: apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity			V	~							V	V	~	•	~	~	~	~
A1.5. Self-Awareness and Sense of Identity: apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging	~				~	~	~	V	~			V		~		~		
A1.6. Critical and Creative Thinking: apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem-solving, and decision-making	~	~		~	~	~	~						~				~	~

Strand

A. Social-Emotional Skills

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								l	Key Skills aı	nd Concepts	;	
PRCOND	(1	Brain B Executive-Fu	uilders Inction Skills	5)	Unit 1: Gr	owth Minds Setting	et & Goal-	Unit 2: E	motion Man	agement	Unit 3: E	mpathy & k
Second Step Grade 3					u can	s improve with practice, ars, and trying a new way	r how to get	pose of emotions	emotions with	as an rategy	ps them make lationships	Recognize that different people may prefer to be shown kindness in different ways
The Ontario Curriculum: Health and Physical Education and the Kindergarten Program		memory	control	Cognitive flexibility	Understand that the brain can grow and change	hat skills rom othe	effective plan for how to a skill	Describe the role and purpose	ldentify and label similar emotions with different intensity levels	Recognize taking a break as an emotion-management strategy	how kindness helps them make and strengthen relationships	e that different ן א kindness in diff
Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive	Understa grow and	Recognize t effort, help f	Make an better at	Describe	ldentify a different	Recogniz emotion -	ldentify h friends aı	Recogniz be showr
Expectation												
D1.4. Identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others											~	V
D1.6. Explain how the brain responds (i.e., the brain's stress response of fight, flight, freeze) when it thinks there is a threat and how that response might affect thoughts, emotions, and actions								~				
D3.3. Describe how visible differences (e.g., skin, hair, and eye colour; facial features; body size and shape; physical aids or different physical abilities; clothing; possessions) and invisible differences (e.g., learning abilities, skills and talents, personal or cultural values and beliefs, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others												V
D3.4. Reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings								V	v	V		

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D. Healthy Living

	lindness		11-2-4	. Duchlaus C	alı da a	
Ω K	linaness		Unit 4	: Problem-S	olving	
	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 blaming 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
	~	~	~	V	V	~
	V		~	V	V	~
		V				

										Key Sk	tills and Co	ncepts								
	Second	(E	Brain B xecutive-Fu	uilders Inction Skill	s)	Unit 1: Gr	owth Minds Setting	et & Goal-	Unit 2: Ei	motion Man	agement	Unit 3: E	mpathy & K	lindness		l	Jnit 4: Prob	lem-Solving		
	Step					an effective	make a plan to	plan to	make it hard	ans is NS		n get along	gies to help	s point of view or actions	calm before	e's self when	ng and from	ooints of view	olutions to a of view	ctful, and
	Grade 4					d what a	al and 1	fy a	lotions	l emotic decisio	emotion-	and Ielp ther	strate	person's houghts (to feel	o for one	ıt blamii	ake all p	nes of s	e, respe
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program Second Step [®] Elementary Digital Program	Attention	Working memory	Inhibitory control	Cognitive flexibility	ldentify what a goal is and plan includes	Identify a shared class go reach that goal	Monitor progress and modi reach a goal	Recognize that strong en to think clearly	Recognize that managing emotion: necessary to make good decisions	Apply reappraisal as an e management strategy	Recognize that empathy perspective-taking can h with others	Apply perspective-taking empathize with others	Recognize that another p can change one's own th	Manage strong emotions solving problems	Demonstrate speaking up t solving a problem	State the problem without blaming all points of view	Generate solutions that take all points of into consideration	Evaluate possible outcomes of solutions problem based on others' points of view	Pick a solution that is safe could work for everyone
Strand	Expectation																			
	A1.1. Identification and Management of Emotions: apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others	~	~	~	~				~	~	~				~					
	A1.2. Stress Management and Coping: apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience	~	~	~	~	~	~	~	~	~	~				~	~				
Emotional Skills	A1.3. Positive Motivation and Perseverance: apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope	~	~	~	~	~	~	~			V									
A. Social-Em	A1.4. Healthy Relationships: apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity			~	~							~	~	~	V	~	~	•	~	~
	A1.5. Self-Awareness and Sense of Identity: apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging	~				~	~	~					~		~	~				
	A1.6. Critical and Creative Thinking: apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem-solving, and decision-making	~	~		~	~	~	~			V							~	~	~

										Key Sk	cills and Co	ncepts								
	Second	(E		Builders unction Skills	5)	Unit 1: Gro	owth Mindse Setting	et & Goal-	Unit 2: E	motion Mar	agement	Unit 3: E	mpathy & k	Kindness			Unit 4: Prob	lem-Solving	J	
	Step Grade 4					nat an effective	nd make a plan to	/ a plan to	ons make it hard	notions is isions	tion-	them get along	ategies to help	on's point of view hts or actions	feel calm before	r one's self when	aming and from	all points of view	of solutions to a ints of view	spectful, and
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program	Ē	memory	/ control	Cognitive flexibility	vhat a goal is and wh udes	a shared class goal a at goal	Monitor progress and modify reach a goal	Recognize that strong emoti to think clearly	Recognize that managing emotions necessary to make good decisions	Apply reappraisal as an emotion- management strategy	Recognize that empathy and perspective-taking can help with others	Apply perspective-taking strategies to help empathize with others	Recognize that another person's can change one's own thoughts (Manage strong emotions to feel solving problems	Demonstrate speaking up for one's solving a problem	State the problem without blaming all points of view	Generate solutions that take all points of view into consideration	Evaluate possible outcomes of solutions problem based on others' points of view	Pick a solution that is safe, re could work for everyone
	Second Step [®] Elementary Digital Program	Attention	Working	Inhibitory	Cognitive	ldentify what a plan includes	ldentify a sharec reach that goal	Monitor reach a g	Recogniz to think c	Recogniz necessar	Apply rea manager	Recogniz perspect with othe	Apply pe empathiz	Recogniz can chan	Manage solving p	Demonst solving a	State the all points	Generate into cons	Evaluate problem	Pick a so could wo
Strand	Expectation																			
	D1.3. Describe various types of bullying, abuse, and other non- consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, email, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding																			
Living	D2.2. Apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online)							•							V	~	V	V	~	~
D. Healthy	D2.5. Demonstrate an understanding of how choices they make every day can have a positive impact on their mental health (e.g., taking time to identify what they are feeling [doing a self check-in regarding feelings]; getting adequate sleep; engaging in genuine, face-to-face social interaction; being physically active; using mindfulness strategies; having connections to responsible, caring adults; taking part in something bigger than themselves that involves giving back to the community)								4	V	V	~	V	~	V					
	D3.3. Demonstrate an understanding of different strategies they can use to manage stress in situations in which they have some control (e.g., peer relationships, maintaining life balance), as well as to adapt to challenging situations over which they have less immediate influence (e.g., moving to a new home, family stresses, environmental stresses)									V	V	~			V	V				

									Key Sk	ills and Co	ncepts								
Second	(E		uilders unction Skills	s)	Unit 1: C	Growth Mind	dset & Goal	-Setting	Unit 2: Er	notion Man	agement		mpathy & ness		ι	Jnit 4: Prob	lem-Solving)	
Step					e a plan to	adblocks	around		t cause them	: strategies they r them	s that cause	lals use ty better	ective-taking to potential solution	feel calm before	ng and from volved	ople's	nes of solutions to a / points of view	ectful, and	n whom they on the problem
Grade 5					and make	identify roa	work aı	goals	things that emotions	ell for t	situations that	individu	ective-ta potentia	to	tt blami ople inv	e all pe eration	nes of s ' points	e, respe	with w work on
The Ontario Curriculum: Health and Physical Education and the Kindergarten Program		memory	control	Cognitive flexibility	personal goal goal	progress and ide	a plan to move or ocks	to inform future g	unique trong e	ldentify emotion-management currently use that work well for	bate and plan for si	ldentify and analyze how individuals use empathy to make their community bette	hy and perspe roblem and a community	Manage strong emotions solving problems	the problem without blaming and erspectives of all people involved	Generate solutions to take all pe perspectives into consideration	Evaluate possible outcom problem based on others'	Pick a solution that is saf	ldentify when, where, and with think it would be best to work
Second Step [®] Elementary Digital Program	Attention	Working I	Inhibitory	Cognitive	ldentify a reach the	Monitor p	Modify a roadbloch	Reflect to	Recognize the t to experience s	ldentify e currently	Anticipat strong en	ldentify a empathy	Use empat identify a p within their	Manage s solving pi	State the the persp	Generate perspecti	Evaluate problem k	Pick a sol could wor	ldentify w think it w
Expectation																			
A1.1. Identification and Management of Emotions: apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others	~	~	~	~					~	~	~			~					
A1.2. Stress Management and Coping: apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience	V	~	•	~	~	~	~	~	~	~	~			~					
A1.3. Positive Motivation and Perseverance: apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope	~	~	~	~	~	~	~	~											
A1.4. Healthy Relationships: apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity			~	~								~	~	~	~	~	V	~	~
A1.5. Self-Awareness and Sense of Identity: apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging	~				~	~	~	~	~	~	V			~					
A1.6. Critical and Creative Thinking: apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem-solving, and decision-making	~	~		~	~	~	~	~			~					~	~	~	~
D1.1. Identify trusted people (e.g., parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches) and support services (e.g., help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations					r		V												۷

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A. Social-Emotional Skills

D. Healthy Living

										Key Sk	tills and Co	ncepts								
	PROND	(E)	Brain B xecutive-Fu	Builders unction Skill	s)	Unit 1: G	arowth Min	dset & Goal-	Setting	Unit 2: E	motion Man	agement		mpathy & Iness		ι	Jnit 4: Prob	lem-Solving	9	
	second Step					e a plan to	adblocks	around		cause them	rategies they nem	that cause	als use y better	king to I solution	calm before	ıg and from olved	pple/s	olutions to a of view	ctful, and	iom they the problem
	Grade 5					nd make	and identify roa	work arc	goals	ngs that otions	ment st ell for th	uations	individu mmunit	ctive-ta ootentia	to feel o	t blamir ople inv	e all pec eration	hes of sc points	e, respec	with wh vork on
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program		memory	ibitory control	Cognitive flexibility	personal goal an goal	S	Modify a plan to move or roadblocks	future	Recognize the unique things t to experience strong emotion	ldentify emotion-management strategies they currently use that work well for them	Anticipate and plan for situations that strong emotions	ldentify and analyze how individuals use empathy to make their community bette	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 blaming and the perspectives of all people involved	Generate solutions to take all people's perspectives into consideration	Evaluate possible outcomes of solutions to problem based on others' points of view	Pick a solution that is safe, respectful, and could work for everyone	ldentify when, where, and with whom they think it would be best to work on the problem
	Second Step [®] Elementary Digital Program	Attention	Working r	nhibitory	Cognitive	ldentify a persor reach the goal	Monitor progres	Modify a I oadblock	Reflect to inform	Recognizo to experie	dentify ei currently	Anticipate strong em	dentify ar empathy t	Jse empa dentify a vithin the	Manage s solving pr	State the the persp	Generate oerspecti	Evaluate _l oroblem k	Pick a sol could wor	dentify w :hink it wo
Strand	Expectation			_	Ū		_		_				_ 0				0 1		_ 0	_ +
	D2.2. Demonstrate the ability to deal with threatening situations by applying social-emotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses)									~	V	~			~	~	V	~	V	۷
	D2.3. Demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking, vaping, drug use, gambling, video game use)																			
D. Healthy Living	D2.5. Describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from Elders, Métis Senators, knowledge keepers, or knowledge holders)									r	~	V			•					
	D2.6. Demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support																			
	D3.2. Explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., negative actions such as name-calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating)								~			v	v	V	•	~	v	V	v	~

								Key	Skills and Con	cepts	
	- 000410		Unit 1: Mind	sets & Goals		Unit 2:	Recognizing B	ullying & Hara	ssment	Unit 3: Thou	ghts, Emotion
	Second Step* Middle School Digital Program	Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	d create plans to achieve personal goals	or 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
		Recog and ge	Under	Set and	Monitor	Recog	Under	Deterr for a s	Apply an ups	Asses	Under decisio
Strand	Expectation										
	A1.1. Identification and Management of Emotions: apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others									~	~
	A1.2. Stress Management and Coping: apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience	V	~	~	V					~	•
cial-Emotional Skills	A1.3. Positive Motivation and Perseverance: apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope	v	~	V	~						
A. Social-Em	A1.4. Healthy Relationships: apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity										
	A1.5. Self-Awareness and Sense of Identity: apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging	V	~	~	V					~	
	A1.6. Critical and Creative Thinking: apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem-solving, and decision-making		~	~	V						
D	D1.1. Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves	v							~		
D. Healthy Living	D1.4. Identify people, resources, and services in the school and the community (e.g., mental health and addiction workers, family members, social workers, psychologists, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports							V	۷		

ons	,& Decisions	Unit 4: Ma	anaging Relatio	onships & Soci	al Conflict
	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
	V		V	V	
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								Key	Skills and Con	cepts	
			Unit 1: Mind	sets & Goals		Unit 2:	Recognizing B				ughts, Emotions
	Second Step Grade 6	challenges are common	can grow and change	ieve personal goals	als	of bullying	negative impacts of bullying	der strategy	making to be	eels a strong emotion	emotions influence in positive and negative ways
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program	social n time	Understand that the brain c	create plans to achieve personal	Monitor progress toward goals	common types	d the negative irr	the best upstander strategy ion	Apply responsible decision-making to be an upstander	en and why one feels	d how emotions influence naking in positive and neg
	Second Step [®] Middle School Digital Program	Recognize that and get better i	Understan	Set and cri	Monitor pr	Recognize	Understand the	Determine the for a situation	Apply resp an upstanc	Assess when	Understand how decision-making
Strand	Expectation										
	D1.5. Demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health	~		~						~	v
	D2.3. Apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games)							~	~		
	D2.5. Describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships, confusion and questions about changes)	V									
D. Healthy Living	D2.6. Make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion-management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings)							~	~		
	D3.2. Recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, running errands for a senior relative or neighbour, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying, abuse)							~	~		
	D3.3. Assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism						V				

ons	,& Decisions	Unit 4: Ma	anaging Relatio	onships & Soci	al Conflict
	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
	~			~	~
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		V	~	V	~

									Key Skills an	d Concepts							
	-000410		Unit 1: Minds	sets & Goals		Unit 2: F	Recognizing B	ullying & Hara	issment	Unit 3:	Thoughts, En	notions, & Dec	cisions	Unit 4: Ma	naging Relatio	onships & Soc	ial Conflict
	Step	es are common	things can help the	opportunities	d use If-Then	nt and understand	f harassment on I community	to be protected	responsibilities to create a ool environment	is that influence		rategies		ntribute to an	tives of the people	solution process	mends
	Grade 7	alleng	ew thi ge	rning (als and	ā	of hara ol com	hts to	sponsi enviro	motior	thoughts	nent st	hts	contrik	strabec	lict res	lake ai
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program	:ognize that social challenges a get better in time	rstand that trying new can grow and change	: mistakes as lea	Identify roadblocks to goals (Plans to respond to them	Recognize types of harassm how they differ from bullying	Understand the impact of individuals and the school	Understand students' rights from harassment	Understand students' re harassment-free school	ldentify the underlying emotions unhelpful thoughts	unhelpful	emotion-managen contexts	unhelpful thoughts	Identify the actions that escalating conflict	e the different pe in a conflict	e four-step conf	ponsibility and m
	Second Step [®] Middle School Digital Program	Recogniz and get t	Understa brain car	Interpret	ldentify r Plans to	Recogniz how they	Understa	Understa from han	Underst	ldentify t unhelpfu	Recognize	Apply en across c	Reframe	ldentify t escalatir	Describe the c involved in a c	Apply the	Take res
Strand	Expectation																
	A1.1. Identification and Management of Emotions: apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others									•	~	~	~	~		V	
	A1.2. Stress Management and Coping: apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience									v	v	•	•				
Emotional Skills	A1.3. Positive Motivation and Perseverance: apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope	•	V	V	V												
A. Social-Em	A1.4. Healthy Relationships: apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity													~	V	V	V
	A1.5. Self-Awareness and Sense of Identity: apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging	~	~	~	~					~	~			~			V
	A1.6. Critical and Creative Thinking: apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem-solving, and decision-making		~	v	v												

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									Key Skills an	nd Concepts							
	-000010		Unit 1: Mindse	ets & Goals		Unit 2: F	Recognizing B	ullying & Hara	assment	Unit 3:	Thoughts, Em	notions, & Dec	isions	Unit 4: Mar	naging Relatio	onships & Soc	ial Conflict
	Step	s are common	gs can help the	opportunities	use If-Then	and understand	sment on nunity	e protected	ilities to create a ment	that influence		strategies		ute to an	ves of the people	lution process	ends
	Grade 7	llenge	w things e	learning op	ils and	ent	haras: I comm	its to b	ponsib	otions	ghts		Its	contribute	specti	ct reso	make am
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program Second Step [®] Middle School Digital Program	Recognize that social challenge and get better in time	Understand that trying new brain can grow and change	nterpret mistakes as lear	ldentify roadblocks to goals and Plans to respond to them	Recognize types of harassme how they differ from bullying	Understand the impact of harassment individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities harassment-free school environment	ldentify the underlying emotions unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-management across contexts	Reframe unhelpful thoughts	Identify the actions that c escalating conflict	Describe the different per involved in a conflict	Apply the four-step confli	ike responsibility and m
Strand	Expectation	a R	⊃ā	<u> </u>	<u>p</u> <u>c</u>	ਸ ਦ	⊇.⊆	U L	ية C		£	a A	<u>۲</u>	<u>e</u> e	<u>ם</u> . <u>ב</u>	A	Ĕ
	D1.6. Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems																
D. Healthy Living	D2.2. Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as "ratting"; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations)						•	V	•								
	D3.3. Explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships; effect of growing interest in intimate relationships on peer relationships; increased risk of STBBIs and/or pregnancy with onset of sexual activity)																

Key Skills and Concepts

									na Concepts		
	PRCOND		Unit 1: Mind	sets & Goals		Unit 2	: Recognizing E	ullying & Haras	sment	Unit 3: Thou	ights,
	Second Step Grade 8	sing sensitive topics	of their identity,	to develop	success and plan	rassment	environmental ng and harassment	ize how social and environmental contribute to bullying and harassment school	o disrupt factors ng and harassment	stress and anxiety	
	The Ontario Curriculum: Health and Physical Education and the Kindergarten Program	Follow norms when discussing	ldentify important aspects of their identity, including interests	strengths	Anticipate roadblocks to succ strategies to overcome them	Recognize bullying and harassment	:hat social and tribute to bullyi	ze how social and contribute to bullyi school	action tr o bullyi	Recognize the signs of str	
	Second Step [®] Middle School Digital Program	Follow n	Identify including	Apply personal s an interest	Anticipa strategi	Recogni	Recognize t factors con	Recognize how factors contrib in their school	Prepare to take a that contribute t at school	Recogni	
Strand	Expectation										
	A1.1. Identification and Management of Emotions: apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others									~	
<u>\</u>	A1.2. Stress Management and Coping: apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience				~					~	
otional Skil	A1.3. Positive Motivation and Perseverance: apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope			~	~						
A. Social-Emotional Skills	A1.4. Healthy Relationships: apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity	V									
	A1.5. Self-Awareness and Sense of Identity: apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging		~	~	~					~	
	A1.6. Critical and Creative Thinking: apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem-solving, and decision-making			~	~						
D. Healthy Living	D1.2. Identify situations that could lead to injury or death (e.g., concussions from contact sports or accidents; traumatic head, brain, or spinal cord injuries from falls or diving into unknown water; injuries in car accidents; mental, physical, emotional, or social harm resulting from mental health and/or addiction problems), and describe behaviours that can help to reduce risk (e.g., wearing protective gear, especially helmets; thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being cautious when driving or riding ATVs, tractors, boats, or snowmobiles; following hunting and trapping protocols; being aware of food safety when cooking and preparing food; using self-acceptance, coping, and help-seeking skills)					~					

s, Emotions,	& Decisions	Unit 4: Mana	aging Relationsh Conflict	nips & Social
Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ
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Key Skills and Concepts

	PCOND		Unit 1: Minds	ets & Goals		Unit 2	: Recognizing E	Bullying & Haras	sment	Unit 3: Thou	ughts,
	Grade 8 The Ontario Curriculum: Health and Physical Education and the Kindergarten Program Second Step [®] Middle School Digital Program	Follow norms when discussing sensitive topics	Identify important aspects of their identity, including interests	Apply personal strengths to develop an interest	Anticipate roadblocks to success and plan strategies to overcome them	Recognize bullying and harassment	Recognize that social and environmental factors contribute to bullying and harassment	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	Recognize the signs of stress and anxiety	
Strand	Expectation										
/ Living	 D1.5. Demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept D2.2. Demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations 					V	~	V			
D. Healthy Living	D2.4. Demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines (e.g., starting the day with physical activity, limiting screen time before going to bed, using tools such as online apps to support mindful practices, using deep breathing and grounding strategies, engaging in activities that involve positive social interaction and supporting others) can help maintain mental health and resilience in times of stress									~	
	D3.2. Analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances)					4	~	~	~		

ts, Emotions, & Decisions		Unit 4: Managing Relationships & Social Conflict		
Recognize that some stress can be positive	Apply stress-management strategies to cope	Recognize the signs of healthy and unhealthy relationships	Treat others with respect despite differing values and opinions	Apply conflict-management strategies when values and perspectives differ
		V		
~	V			