



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:

1. 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.

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>

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

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

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

Strand	Expectation	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	
Belonging and Contributing	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														✓	✓	✓	
	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																	
	22.1. Communicate their ideas about something through music, drama, dance, and/or the visual arts														✓			
	25.1. Recognize personal interests, strengths, and accomplishments							✓	✓									
	25.2. Identify and talk about their own interests and preferences							✓	✓									
	25.3. Express their thoughts and share experiences					✓				✓			✓	✓				
	26.1. Understand that everyone belongs to a group/community and that people can belong to more than one group/community at a time																	
	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	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓
	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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Self-Regulation and Well-Being	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	✓	✓	✓	✓		✓	✓						✓	✓	✓		✓	
	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						✓	✓											
	2.4. Demonstrate self-control and adapt behaviour to different contexts within the school environment	✓		✓	✓					✓	✓					✓		✓	
	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								✓				✓	✓	✓	✓	✓	✓	
	3.2. Demonstrate the ability to take turns during activity and discussions																		✓
	3.3. Demonstrate an awareness of ways of making and keeping friends												✓	✓	✓	✓	✓	✓	
	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	✓	✓	✓	✓										✓			✓		



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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

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Problem-Solving and Innovating	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	✓	✓	✓			✓							✓				✓	
	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							✓	✓									✓	
	1.8. Ask questions for a variety of purposes and in different contexts										✓				✓				✓
	1.9. Describe personal experiences, using vocabulary and details appropriate to the situation						✓	✓					✓	✓					
	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									✓									
	13.1. State problems and pose questions in different contexts and for different reasons																	✓	
	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																		✓



Grade 1

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		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
Strand	Expectation																
A. Social-Emotional Skills	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	✓	✓	✓				✓	✓	✓	✓				✓		
	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	✓		✓					✓	✓		✓	✓	✓	✓	✓	✓
	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	✓	✓		✓	✓	✓	✓					✓				✓



Grade 1

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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

Strand	Expectation	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	
D. Healthy Living	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)			✓	✓	✓					✓				✓			
	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							✓			✓				✓			
	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				✓								✓	✓	✓	✓	✓	✓
	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)	✓		✓	✓	✓												
	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)	✓		✓	✓	✓						✓				✓		
	D3.3. Demonstrate an understanding that a person's thoughts, emotions, and actions can affect mental health								✓	✓	✓	✓	✓	✓	✓	✓		



Grade 2

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		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	
Strand	Expectation																			
A. Social-Emotional Skills	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	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓					
	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	✓		✓						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	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	✓	✓		✓	✓	✓	✓						✓			✓	✓	✓	✓



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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

Strand	Expectation	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	
D. Healthy Living	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)			✓							✓				✓					
	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					✓	✓		✓	✓	✓			✓	✓	✓				✓
	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)												✓	✓	✓	✓	✓	✓	✓	✓



Grade 3

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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 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

Strand	Expectation	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 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	
A. Social-Emotional Skills	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓					
	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			✓	✓								✓	✓	✓	✓	✓	✓	✓	✓
	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	✓	✓		✓	✓	✓	✓						✓					✓	✓



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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 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	

Strand	Expectation	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 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	
D. Healthy Living	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											✓	✓	✓	✓	✓	✓	✓	✓	
	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													✓	✓		✓	✓	✓	✓
	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									✓	✓	✓				✓				



Grade 4

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

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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 blaming 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

Strand	Expectation	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 blaming 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		
A. Social-Emotional Skills	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓						
	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			✓	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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	✓	✓		✓	✓	✓	✓	✓			✓							✓	✓	✓	✓



Grade 4

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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 blaming 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

Strand	Expectation	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 blaming 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		
D. Healthy Living	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																					
	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)							✓							✓	✓	✓	✓	✓	✓	✓	
	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)									✓	✓	✓	✓	✓	✓							
	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)										✓	✓	✓		✓	✓						



Grade 5

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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 blaming 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

Strand	Expectation	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 blaming 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	
A. Social-Emotional Skills	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓						
	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			✓	✓									✓	✓	✓	✓	✓	✓	✓	✓
	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	D1.1. 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					✓		✓												✓	



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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 blaming 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

Strand	Expectation	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 blaming 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	
D. Healthy Living	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)									✓	✓	✓			✓	✓	✓	✓	✓	✓	
	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)																				
	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)										✓	✓	✓		✓						
	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)									✓			✓	✓	✓	✓	✓	✓	✓	✓	✓



Grade 6

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

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

Strand	Expectation	Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions, & Decisions	Unit 4: Managing Relationships & Social Conflict
A. Social-Emotional Skills	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	✓	✓	✓	✓
	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				✓
	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	D1.1. Demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves	✓		✓	✓
	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			✓	✓



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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

Strand	Expectation	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
D. Healthy Living	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	✓		✓						✓	✓	✓		✓	✓	
	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)	✓										✓				
	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									✓						



Grade 7

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

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 trying new things can help the brain grow and change	Interpret mistakes as learning opportunities	Identify roadblocks to goals and use If-Then Plans to respond to them	Recognize types of harassment and understand how they differ from bullying	Understand the impact of harassment on individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities to create a harassment-free school environment	Identify the underlying emotions that influence unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-management strategies across contexts	Reframe unhelpful thoughts	Identify the actions that contribute to an escalating conflict	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Take responsibility and make amends

Strand	Expectation	Unit 1: Mindsets & Goals	Unit 2: Recognizing Bullying & Harassment	Unit 3: Thoughts, Emotions, & Decisions	Unit 4: Managing Relationships & Social Conflict
A. Social-Emotional Skills	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			✓	✓
	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				✓
	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		✓	✓	✓



Grade 7

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

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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 trying new things can help the brain grow and change	Interpret mistakes as learning opportunities	Identify roadblocks to goals and use If-Then Plans to respond to them	Recognize types of harassment and understand how they differ from bullying	Understand the impact of harassment on individuals and the school community	Understand students' rights to be protected from harassment	Understand students' responsibilities to create a harassment-free school environment	Identify the underlying emotions that influence unhelpful thoughts	Recognize unhelpful thoughts	Apply emotion-management strategies across contexts	Reframe unhelpful thoughts	Identify the actions that contribute to an escalating conflict	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Take responsibility and make amends

Strand	Expectation	Unit 1	Unit 2	Unit 3	Unit 4
D. Healthy Living	D1.6. Demonstrate an understanding of the relationship between mental health and mental illness and identify possible signs of mental health problems				
	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)		✓	✓	✓
	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 STBIs and/or pregnancy with onset of sexual activity)				



Grade 8

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

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		
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	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

Strand	Expectation	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	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	
A. Social-Emotional Skills	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				✓					✓	✓	✓				
	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	✓												✓	✓	✓
	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)					✓									✓	



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Strand	Expectation													
D. Healthy 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					✓	✓	✓				✓		
	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)					✓	✓	✓	✓					