



**ALIGNMENT CHART**  
**ALBERTA, CANADA, DRAFT PHYSICAL EDUCATION AND WELLNESS**  
**KINDERGARTEN TO GRADE 6 CURRICULUM**

# Second Step® Elementary Classroom Kits

The charts in this document show how Second Step Elementary classroom kits align to the Alberta, Canada, Draft Physical Education and Wellness Kindergarten to Grade 6 Curriculum.

## The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. In a 2011 meta-analysis of 213 school-based SEL programs, researchers found that students in an SEL intervention demonstrated significantly improved social-emotional skills, attitudes, and behavior, as well as an 11-percentile-point gain in academic performance, compared to students who didn't participate in an SEL program.<sup>1</sup>

A related meta-analysis in 2017 showed that conduct problems were reduced and emotional distress and drug use were lower for students who took part in an SEL program than those who didn't, even years later.<sup>2</sup> Researchers found that almost four years after participating in an SEL

program, students fared markedly better academically—by an average of 13 percentile points—than their peers who didn't participate in an SEL program. The meta-analysis also indicated that, regardless of race, socioeconomic background, or school location, students showed significant positive benefits one year after participating in an SEL program.

Educators across North America acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

## About the Second Step® Family of Programs

The research-based Second Step family of SEL programs reaches millions of children worldwide. The programs promote development of students' social-emotional skills, such as empathy, emotion management, and problem-solving. Learning social-emotional skills can also be extended beyond Second Step lessons. Some programs provide academic integration activities that help students practice their Second Step skills while doing math, science, health, and literature coursework, while others programs support child safety, students in out-of-school time settings, and educators' SEL.

<sup>1</sup> 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>  
<sup>2</sup> 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>



## Second Step® Elementary Classroom Kits Alignment with Physical Education and Wellness Standards for Kindergarten

Key Skills and Concepts							Key Skills and Concepts		Instructional Strategies													
Brain Builders	Unit 1: Skills for Learning			Unit 2: Empathy			Unit 3: Emotion Management	Unit 4: Problem-Solving	Discussion				Using Stories and Scenarios		Skill Practice							
Executive-function skills: attention, working memory, and inhibitory control	Listening and following directions	Focusing attention	Being assertive to ask for help	Naming feelings; all feelings are okay	Identifying others' feelings	Compassion; ways to help	Calming down	Managing big emotions	Managing emotions (calming down) before solving a problem	Friendship skills	Social problem-solving	Responding to questions	Listening to others	Participating in whole-class and partner discussions	Communicating ideas	Signaling agreement with others' ideas	Interpreting stories	Interpreting audio and video media	Practicing cognitive and behavioral skills	Practicing skills using drawing and role-play	Working independently	Working with partners

Organizing Idea	Guiding Question	Learning Outcome	Brain Builders	Unit 1: Skills for Learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem-Solving	Discussion	Using Stories and Scenarios	Skill Practice												
<b>Character Development:</b> Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning.	How can personal characteristics influence feelings and emotions?	Children explore connections between personal characteristics and feeling and emotions.	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Safety:</b> A lifetime of optimal well-being is supported by prioritizing health and safety.	What might boundaries look like in different situations?	Children recognize and describe boundaries in various situations.					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Healthy Relationships:</b> Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	What are healthy relationships?	Children examine healthy relationships in learning and playing environments.		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓





**Second Step® Elementary Classroom Kits Alignment with Physical Education and Wellness Standards for**

**Grade 2**

			Key Skills and Concepts							Key Skills and Concepts							Instructional Strategies										
			Brain Builders	Unit 1: Skills for Learning			Unit 2: Empathy				Unit 3: Emotion Management			Unit 4: Problem-Solving				Discussion			Using Stories and Scenarios		Skill Practice				
			Executive-function skills: attention, memory, and inhibitory control	Being respectful	Focusing attention and listening	Being assertive to ask for help	Naming feelings; predicting feelings	Respecting differences in others	Compassion; ways to help	Emotion management	Managing big emotions	Positive self-talk	Managing emotions (calming down) before solving a problem	Taking responsibility	Friendship skills	Social problem-solving	Responding to questions	Listening to others	Participating in whole-class and partner discussions	Communicating ideas	Signaling agreement with others' ideas	Interpreting stories	Interpreting audio and video media	Practicing cognitive and behavioral skills	Practicing skills using drawing and role-play	Working independently	Working with partners
Organizing Idea	Guiding Question	Learning Outcome																									
<b>Character Development: Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning.</b>	How are roles connected to character development?	Students examine how the development of self-regulation is supported through participation in a variety of roles.	✓				✓					✓	✓	✓				✓	✓	✓		✓	✓		✓		✓
<b>Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.</b>	How can safety be promoted in various contexts?	Students examine and apply an understanding of personal safety in a variety of situations.		✓								✓	✓				✓	✓	✓		✓	✓	✓	✓	✓		✓
<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	How can healthy relationships be portrayed in various contexts?	Students connect healthy relationships to a variety of learning and playing contexts.		✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓			✓



**Second Step® Elementary Classroom Kits Alignment with Physical Education and Wellness Standards for**

**Grade 3**

Key Skills and Concepts							
Brain Builders	Unit 1: Skills for Learning				Unit 2: Empathy		
Executive-function skills: attention, working memory, inhibitory control, and cognitive flexibility	Being respectful learners (listening and focusing skills)	Using self-talk to stay on task	Assertive communication skills	Planning	Identifying others' emotions	Perspective-taking	Friendship skills

Key Skills and Concepts						Instructional Strategies										
Unit 3: Emotion Management		Unit 4: Problem-Solving				Discussion				Using Stories and Scenarios		Skill Practice				
Emotion management	Managing big emotions	Steps for solving problems	Safety and respect in solutions	Solving peer-exclusion problems	Dealing with negative peer pressure	Responding to questions	Listening to others	Participating in whole-class, small-group, and partner discussions	Communicating ideas	Signaling agreement with others' ideas	Interpreting stories	Interpreting audio and video media	Practicing cognitive and behavioral skills	Practicing skills with drawing and role-play	Working independently	Working in small groups with partners

Organizing Idea	Guiding Question	Learning Outcome	Key Skills and Concepts								Instructional Strategies							
<b>Character Development:</b> Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning.	How are roles connected to character development?	Students analyze the contribution of different roles to the development of personal talents, virtues, and resiliency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Safety:</b> A lifetime of optimal well-being is supported by prioritizing health and safety.	How is safety connected to health?	Students investigate and explain safety and its correlation to health.																
<b>Healthy Relationships:</b> Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can problem-solving support healthy relationships?	Students investigate and describe how problem-solving can affect healthy relationships.				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>Growth and Development:</b> Decision-making that optimizes personal health and well-being is informed by understanding growth and development.	How can development evolve throughout growth?	Students examine and describe development related to personal growth.		✓							✓	✓	✓	✓	✓	✓	✓	



**Second Step® Elementary Classroom Kits Alignment with Physical Education and Wellness Standards for**

**Grade 4**

Key Skills and Concepts							
Brain Builders	Unit 1: Empathy and Skills for Learning			Unit 2: Emotion Management			
Executive-function skills: attention, working memory, inhibitory control, and cognitive flexibility	Empathy and respect	Attentive listening	Assertive communication skills	Friendship skills	Emotion management	Managing strong emotions	Calming down to manage emotions

Key Skills and Concepts				Instructional Strategies												
Unit 3: Problem-Solving				Discussion					Using Stories and Scenarios		Skill Practice					
Steps for solving problems	Planning	Taking responsibility	Solving problems with peers	Responding to questions	Listening to others	Participating in whole-class, small-group, and partner discussions	Communicating ideas	Signaling agreement with others' ideas	Summarizing key skills	Interpreting stories	Interpreting audio and video media	Practicing cognitive and behavioral skills	Practicing skills using writing and role-play	Working independently	Working with small groups and partners	Applying concepts to personal experience

Organizing Idea	Guiding Question	Learning Outcome	Executive-function skills: attention, working memory, inhibitory control, and cognitive flexibility	Empathy and respect	Attentive listening	Assertive communication skills	Friendship skills	Emotion management	Managing strong emotions	Calming down to manage emotions	Steps for solving problems	Planning	Taking responsibility	Solving problems with peers	Responding to questions	Listening to others	Participating in whole-class, small-group, and partner discussions	Communicating ideas	Signaling agreement with others' ideas	Summarizing key skills	Interpreting stories	Interpreting audio and video media	Practicing cognitive and behavioral skills	Practicing skills using writing and role-play	Working independently	Working with small groups and partners	Applying concepts to personal experience	
<b>Character Development:</b> Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning.	How can a variety of life experiences influence resiliency and perseverance?	Students interpret and reflect how resiliency and perseverance can be influenced by a variety of life experiences.	✓			✓		✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Safety:</b> A lifetime of optimal well-being is supported by prioritizing health and safety.	How can taking responsibility impact safety?	Students analyze and explain responsibility and how it can impact personal and group safety.			✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
<b>Healthy Relationships:</b> Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How can resolving conflict and healthy relationships be mutually supportive?	Students reflect on resolution and draw conclusions about its value in healthy relationships in a variety of contexts.		✓	✓		✓				✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
<b>Growth and Development:</b> Decision-making that optimizes personal health and well-being is informed by understanding growth and development.	How is change reflected through development?	Students examine development related to stages of life.																										



**Second Step® Elementary Classroom Kits Alignment with Physical Education and Wellness Standards for**

**Grade 5**

Key Skills and Concepts							
Brain Builders	Unit 1: Empathy and Skills for Learning			Unit 2: Emotion Management			
Executive-function skills: attention, working memory, inhibitory control, and cognitive flexibility	Empathy and respect	Attentive listening	Perspective-taking	Friendship skills	Emotion management	Managing strong emotions	Calming down to manage emotions

Key Skills and Concepts			Instructional Strategies												
Unit 3: Problem-Solving			Discussion					Using Stories and Scenarios			Skill Practice				
Steps for solving problems	Planning	Solving problems with peers	Responding to questions	Listening to others	Participating in whole-class, small-group, and partner discussions	Communicating ideas	Signaling agreement with others' ideas	Summarizing key ideas	Interpreting stories	Interpreting audio and video media	Practicing cognitive and behavioral skills	Practicing skills with writing and role-play	Working independently	Working with small groups and partners	Summarizing one's personal experiences

Organizing Idea	Guiding Question	Learning Outcome	Executive-function skills: attention, working memory, inhibitory control, and cognitive flexibility	Empathy and respect	Attentive listening	Perspective-taking	Friendship skills	Emotion management	Managing strong emotions	Calming down to manage emotions	Steps for solving problems	Planning	Solving problems with peers	Responding to questions	Listening to others	Participating in whole-class, small-group, and partner discussions	Communicating ideas	Signaling agreement with others' ideas	Summarizing key ideas	Interpreting stories	Interpreting audio and video media	Practicing cognitive and behavioral skills	Practicing skills with writing and role-play	Working independently	Working with small groups and partners	Summarizing one's personal experiences	
<b>Character Development:</b> Exploration of life opportunities and virtues develops resiliency and personal talents and promotes lifelong learning.	How can a variety of life experiences influence resiliency and perseverance?	Students reflect and analyze how personal talents, virtues, and the development of perseverance are supported through life experiences.	✓			✓		✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
<b>Safety:</b> A lifetime of optimal well-being is supported by prioritizing health and safety.	How can responsibility lead to a desired outcome?	Students analyze responsibility and consider the impact on well-being.			✓								✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
<b>Healthy Relationships:</b> Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	How might healthy relationships support understanding in various social contexts?	Students acknowledge perspectives of self and others to develop collaboration in various social contexts.		✓	✓		✓				✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
<b>Growth and Development:</b> Decision-making that optimizes personal health and well-being is informed by understanding growth and development.	In what ways can puberty and the capacity for human reproduction reflect change?	Students examine the connection between puberty and the capacity for human reproduction.																									
	How are maturation, growth, and development interconnected?	Students investigate maturation and identify changes during adolescence.																									