



ALIGNMENT CHART

Arkansas G.U.I.D.E. for Life Principles

- 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 Arkansas G.U.I.D.E. for Life Principles

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 Arkansas G.U.I.D.E. for Life Principles.

Boxes are checked to indicate that the Second Step digital programs meet a given Arkansas principle 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 standard through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.

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-Grade 2

Arkansas G.U.I.D.E. for Life Principles

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 and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem	
Principle																						
Growth	G-1 Communicate my wants and needs appropriately with peers and adults																			✓	✓	
	G-2 Ask for and accept help when I am in a conflict situation requiring support																				✓	
	G-3 Identify emotions that I am feeling and identify ways to calm myself when in a stressful situation								✓		✓	✓					✓	✓				
	G-4 Adjust tone and behavior in familiar settings with some reminders (e.g., voice level, body movement) appropriate to various settings with support (e.g., library, hallways, restaurants, bus, playgrounds)	✓	✓	✓	✓																	
	G-5 Recognize the importance of telling the truth																					
	G-6 Recognize that I can make choices about my behavior				✓			✓				✓	✓			✓	✓	✓	✓	✓	✓	✓
	G-7 Identify personal goals and create steps toward achieving each goal							✓														
	G-8 Celebrate goal achievements																					
	G-9 Adapt to changes in my schedule and environment				✓							✓					✓					
Understanding	U-1 Develop positive personal hygiene habits																					
	U-2 Be aware of my personal space																					
	U-3 Identify my likes and dislikes, needs and wants																				✓	
	U-4 Recognize and label basic emotions (e.g., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions, and/or gestures								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	U-5 Express a range of emotions appropriately through role playing, actions, drawing, or language								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	U-6 Understand the connection between feelings and behaviors								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	U-7 Identify people, places, and other resources to go to for help (e.g., parents, relatives, school personnel)							✓														
	U-8 Identify situations in which I need adult help (e.g., big problem/ small problem)				✓			✓				✓										
	U-9 Demonstrate responsible use of others' belongings (e.g., ask permission; take care of them)																					
	U-10 Describe things I do well						✓	✓														
	U-11 Describe an activity/task in which I need help in order to be successful				✓			✓														



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Principle																					
Interaction	I-1 Pay attention to others when they are speaking	✓	✓	✓	✓																
	I-2 Understand the importance of respecting personal space																				
	I-3 Take turns and practice sharing												✓					✓			
	I-4 Practice using encouraging comments												✓					✓			
	I-5 Demonstrate the use of verbal etiquette (e.g., use please, thank you, excuse me, etc.)																			✓	
	I-6 Initiate positive interactions with other students most of the time (e.g., invent/set up activities)																				
	I-7 Identify trusted adults																				
	I-8 Ask for help from adults and peers in socially acceptable ways							✓				✓									
	I-9 Recognize when another needs help and offer assistance												✓			✓					
	I-10 Recognize safe and responsible touch																				
	I-11 Determine how to seek assistance from peers and/or adults to resolve conflict, when appropriate																✓	✓			
Decisions	D-1 Identify and illustrate safe and unsafe situations																				
	D-2 Understand the difference between appropriate and inappropriate behaviors in school																				
	D-3 Understand the consequences and rewards that exist based upon my actions										✓	✓			✓	✓	✓	✓	✓	✓	✓
	D-4 Identify the steps necessary to accomplish personal responsibilities at home and at school																				
	D-5 Identify problem, desired outcomes, and potential solutions to a problem																✓	✓	✓	✓	✓
	D-6 Put the solution into action																	✓	✓	✓	✓
	D-7 Reflect on the outcome of the solution																	✓	✓		✓
	D-8 Identify and demonstrate the ability to make responsible choices			✓	✓																



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Principle																				
Empathy	E-1 Use listening skills to identify a range of emotions in others and identify possible causes for a range of emotions in others (e.g., losing a dog may make you "sad")							✓	✓		✓	✓	✓			✓	✓	✓	✓	
	E-2 Recognize with support that different people may have different emotional reactions to the same event							✓								✓	✓	✓	✓	
	E-3 Understand that my words and actions may have an impact on others										✓			✓	✓	✓	✓	✓	✓	
	E-4 Understand that different people have different abilities																			
	E-5 Actively listen and be a part of a group so that I can work collaboratively with others	✓	✓	✓	✓															
	E-6 Show respect when interacting with others by using appropriate manners such as "please/thank you"				✓							✓	✓	✓	✓		✓	✓	✓	
	E-7 Identify positive qualities in myself that I can use to support others																			



Grade 3-Grade 5

Arkansas G.U.I.D.E. for Life Principles

Second Step® Elementary Digital Program

		Key Skills and Concepts																											
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management					Unit 3: Empathy & Kindness					Unit 4: Problem-Solving								
		Attention	Working memory	Inhibitory control	Cognitive flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all 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	
Principle																													
Growth	G-1 Identify situations where I might need to ask for assistance as well as identify alternate solutions to problems					✓		✓	✓						✓											✓	✓	✓	
	G-2 Distinguish between fact and opinion														✓														
	G-3 Identify emotions that I am feeling and the situations that might cause them										✓	✓	✓	✓	✓								✓	✓					
	G-4 Identify and develop techniques to calm myself when in a pressure situation														✓	✓							✓						
	G-5 Identify how my actions impact others and understand that there are consequences to behaviors																✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	G-6 Effectively participate in group decision-making processes							✓	✓	✓	✓											✓				✓	✓	✓	✓
	G-7 Describe the steps of a decision-making model																								✓	✓	✓	✓	✓
	G-8 Describe, create, and implement steps in reaching a concrete goal							✓	✓	✓	✓																		
	G-9 Evaluate progress toward my goals for success in the classroom										✓																		
	G-10 Adapt to change that may occur in the classroom, school, or in a social situation														✓	✓							✓						
Understanding	U-1 Identify my emotions and use constructive language to express my feelings										✓	✓	✓	✓	✓			✓				✓		✓					
	U-2 Practice responsibility for personal hygiene and describe its impact on social relationships																												
	U-3 Describe my own personal qualities (e.g., personal strengths, weaknesses, interests, and abilities)							✓	✓																				
	U-4 Describe and prioritize personal skills and interests that I want to develop						✓	✓																					
	U-5 Identify my own emotions and recognize how they can be linked to behavior										✓	✓	✓	✓	✓		✓						✓						
	U-6 Identify reliable self-help strategies (e.g., positive self-talk, problem-solving, time management, self-monitoring)					✓			✓	✓					✓	✓							✓	✓					
	U-7 Recognize qualities of positive role models and distinguish between negative/inappropriate influences																												
	U-8 Recognize how to avoid, prevent, and cope with stress or difficult situations in a positive manner														✓	✓							✓	✓	✓	✓	✓	✓	✓



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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	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all 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			
Principle																													
Interaction	I-1 Recognize the needs of others and how those needs may differ from my own																✓	✓	✓	✓			✓	✓	✓	✓	✓		
	I-2 Recognize how facial expressions, body language, and tone impact interactions																												
	I-3 Use collaborative/cooperative skills successfully	✓	✓	✓	✓			✓	✓	✓	✓																		
	I-4 Demonstrate good sportsmanship																												
	I-5 Initiate positive interactions with other students most of the time																												
	I-6 Ask for help from adults and peers in socially acceptable ways																												
	I-7 Recognize when another needs help and offer assistance																			✓	✓								
	I-8 Identify problems and conflicts commonly experienced by myself and my peers																					✓	✓	✓	✓	✓	✓		
	I-9 Identify appropriate and inappropriate ways to resolve conflicts																					✓	✓	✓	✓	✓	✓	✓	✓
	I-10 Recognize safe and responsible touch																												
	I-11 Negotiate with others to meet my own needs and goals																								✓	✓	✓	✓	✓
Decisions	D-1 Compare and contrast safe and unsafe situations																												
	D-2 Identify how responsible decision-making affects short-term and long-term goals								✓	✓																			
	D-3 Create a daily schedule of schoolwork and activities																												
	D-4 Identify factors that will inhibit or advance the accomplishment of personal goals							✓	✓	✓	✓																		
	D-5 Identify problem, desired outcomes, and potential solutions to a problem																				✓		✓	✓	✓	✓	✓	✓	
	D-6 Recognize how and when to ask for help					✓		✓	✓	✓					✓								✓		✓	✓	✓	✓	
	D-7 Describe the reasons for my decision						✓	✓	✓	✓					✓					✓	✓			✓	✓	✓	✓	✓	
	D-8 Understand the individual roles and responsibilities in the classroom and in school, and how they are important																												
	D-9 Identify and describe a problem																				✓		✓	✓	✓	✓	✓	✓	



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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	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion-management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all 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			
Principle																													
Decisions	D-10 Identify a desired outcome to the problem																										✓		
	D-11 Generate possible solutions to the problem and analyze the pros and cons of each solution																										✓	✓	
	D-12 Select and implement the best solution																										✓	✓	
	D-13 Analyze the outcome of the solution																										✓	✓	
	D-14 Accept outcomes for decisions and choices made																										✓	✓	
Empathy	E-1 Identify multiple reasons for an emotion									✓	✓	✓	✓	✓															
	E-2 Use listening and attention skills to identify the feelings and perspectives of others (e.g., face, body, voice)									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	
	E-3 Respond empathetically to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object)																		✓	✓	✓					✓	✓	✓	
	E-4 Analyze how my behavior may impact or affect others											✓							✓	✓	✓	✓	✓				✓	✓	
	E-5 Show respect and cooperation when working with others																			✓	✓	✓					✓	✓	
	E-6 Recognize ways in which my behavior may affect others and adjust my behavior accordingly										✓		✓						✓	✓	✓								
	E-7 Define bullying and demonstrate an awareness of the impact of bullying																												
	E-8 Work collaboratively with others, including those who are different than me, to solve a problem or achieve a goal							✓	✓	✓	✓																✓	✓	
	E-9 Acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, etc.)																				✓	✓					✓	✓	
	E-10 Identify and appreciate the abilities, skills, and qualities of others																				✓	✓							
	E-11 Identify and perform roles that contribute to my home, school, and community																												
	E-12 Demonstrate the positive characteristics of treating others with kindness, courtesy, respect, and care																										✓	✓	



Grade 6–Grade 8

Arkansas G.U.I.D.E. for Life Principles

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 personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	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	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships	
Growth	Principle																					
	G-1 Identify my own personal characteristics and values (e.g., dependable, integrity, ethical)																					✓
	G-2 Demonstrate an ability to present my own perspective in a situation								✓													✓
	G-3 Reflect on possible consequences, both positive and negative, before expressing my thoughts								✓													✓
	G-4 Analyze how thoughts and emotions affect decision-making and responsible behavior												✓	✓				✓	✓			✓
	G-5 Practice effective communication (e.g., listening, reflecting, and responding)																					✓
	G-6 Demonstrate flexibility in my thinking or my actions (e.g., ask for suggestions; think of alternatives; adapt to unexpected changes)			✓	✓	✓			✓					✓		✓						✓
	G-7 Identify and apply the steps of a decision-making model																					✓
	G-8 Analyze factors that lead to goal achievement and success (e.g., managing time, adequate resources, confidence)		✓	✓	✓	✓																✓
	G-9 Apply goal-setting skills to promote academic, career, and lifelong success			✓		✓																✓
	G-10 Persevere and be flexible when faced with change			✓	✓	✓								✓		✓						✓
G-11 Stay with a challenging task until completed			✓	✓	✓																✓	
Understanding	U-1 Demonstrate responsibility for personal hygiene																					
	U-2 Present myself appropriately for the setting																					
	U-3 Apply self-reflection techniques to recognize my strengths, areas for growth, and potential future plans			✓		✓																
	U-4 Explore possible career and volunteer opportunities based on my interests and strengths																					
	U-5 Identify common resources and role models for problem-solving								✓			✓										
	U-6 Implement a plan to build on strengths, meet a need, or address a challenge			✓		✓																
	U-7 Analyze how using school and community support can contribute to school and life success																					
	U-8 Recognize how my behavioral choices can impact my school and life success		✓	✓	✓	✓																✓
	U-9 Analyze the short- and long-term effects of safe, risky, and harmful behaviors						✓	✓				✓						✓		✓		✓



Grade 6–Grade 8

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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 personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	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	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships
Principle																					
Understanding	U-10 Analyze emotions that contribute to or detract from my ability to effectively problem-solve												✓	✓	✓	✓	✓				
	U-11 Analyze and assess my response to emotions in multiple formats												✓	✓	✓	✓					
	U-12 Recognize common stressors and how they might impact me														✓	✓					
	U-13 Recognize physiological responses to emotions and identify strategies I can use to relieve stress														✓	✓					
	U-14 Demonstrate responsible use of social media																				
Interaction	I-1 Monitor how facial expressions, body language, and tone impact interactions																				
	I-2 Understand group dynamics and respond appropriately within the group																				
	I-3 Identify appropriate and inappropriate uses of social and other media, and the potential repercussions and implications						✓	✓													
	I-4 Identify peer pressure strategies to reduce risky behaviors and resist dangerous activities								✓												
	I-5 Identify the impact of social media in relationships																				
	I-6 Develop awareness of how my actions might create conflict (e.g., spreading rumors; misuse of social media; wrongful accusations)																✓		✓	✓	
	I-7 Identify positive supports during a conflict situation/crisis																				✓
	I-8 Evaluate strategies for preventing and resolving interpersonal conflicts																		✓	✓	
	I-9 Apply conflict-resolution skills to de-escalate, defuse, and resolve differences																	✓	✓	✓	
	I-10 Be able to listen to and acknowledge another's perspective and rationale																	✓	✓	✓	
	I-11 Distinguish when it is appropriate to seek adult help or when conflict can be managed by peers																✓				✓
Decisions	D-1 Evaluate situations that are safe and unsafe and consider how I can stay safe (e.g., personal interactions, location, technology)								✓												✓
	D-2 Monitor how responsible decision-making affects progress toward achieving my goals																				
	D-3 Analyze daily schedule of schoolwork and activities to meet goals																				
	D-4 Recognize how, when, and who to ask for help	✓		✓	✓	✓			✓							✓	✓				✓
	D-5 Collaboratively develop and model classroom rules, routines, and norms	✓																			



Grade 6-Grade 8

Arkansas G.U.I.D.E. for Life Principles

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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 personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	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	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships	
Principle																						
Decisions	D-6	Identify a problem, state what the problem is, and identify the perspectives of those involved															✓	✓	✓	✓		
	D-7	Identify a desired outcome of the problem																	✓	✓	✓	
	D-8	Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles																		✓	✓	
	D-9	Identify the best solution to the problem and analyze if it is likely to work																		✓	✓	
	D-10	Generate a plan for carrying out the chosen option																		✓	✓	
	D-11	Evaluate the effectiveness of the solution																		✓	✓	
	D-12	Make adjustments and amendments to the plan																		✓	✓	
	D-13	Accept responsibility for my personal decisions, including consequences																			✓	
Empathy	E-1	Recognize nonverbal cues from others and respond appropriately																	✓	✓		
	E-2	Use conversational skills to understand the perspective of others																				
	E-3	Analyze ways in which my behavior may affect the feelings of others and adjust my behavior when it is negatively impacting others																✓		✓	✓	
	E-4	Identify constructive ways to provide support and encouragement to others	✓							✓												
	E-5	Provide support and encouragement to others in need within our community	✓							✓												
	E-6	Show respect and sensitivity for other people's perspectives and cultures																		✓	✓	✓
	E-7	Recognize the impact of both positive and negative peer pressure on social relationships									✓											✓
	E-8	Demonstrate ways to express empathy for others	✓								✓									✓	✓	✓
	E-9	Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address it									✓		✓									
	E-10	Analyze the effects of taking action to oppose bullying based on individual and group differences									✓											
	E-11	Practice strategies for accepting and respecting similarities and differences																		✓	✓	
	E-12	Compromise and work effectively within groups																		✓	✓	