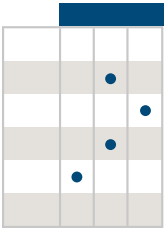




## ALIGNMENT CHART:

### Arkansas G.U.I.D.E. for Life Principles Alignment with Second Step SEL



## Kindergarten-Grade 8

This alignment chart illustrates how Second Step and Arkansas G.U.I.D.E. for Life Principles complement and support each other across key social-emotional concepts.

## The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis\* found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement. Specific gains include:

- 11 percentile-point gain in overall academic achievement
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as disruptive classroom behavior and aggression

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

\* 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.

## About the Second Step Program

Evidence-based Second Step is the premier SEL program in the United States, reaching more than 15 million school children every year. The universal, classroom-based program promotes development of students' social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They're also more likely to benefit from academic instruction.

### Second Step Key Concepts

- Skills for learning
- Empathy
- Emotion management
- Problem solving

### Core Learning Strategies

- Brain Builders
- Story and discussion
- Activity/skill practice
- Reinforcing skills

Teaching the social-emotional and self-regulation skills in the Second Step program need not be confined to the lessons! Students can practice their Second Step skills while learning about literature, math, science, health, and more. In fact, while applying their Second Step skills to academics, students can also boost their academic achievement.





# **Kindergarten-Grade 2**



# Alignment with Second Step SEL for Kindergarten-Grade 2

PAGE 1 OF 4

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

PRINCIPLES: GROWTH (G), UNDERSTANDING (U)

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	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
--	---	--	--	---	---	---	---------------------------------	---	--	-----------------------------------	---

Key Concepts												
Skills for Learning	Focus Attention	✓			✓		✓			✓		
	Listen with Attention	✓			✓		✓			✓		
	Use Self-Talk	✓		✓	✓		✓			✓		
	Be Assertive	✓	✓		✓		✓			✓		
	Remember Directions	✓			✓		✓			✓		
	Stay On Task	✓			✓		✓			✓		
	Ignore Distractions	✓			✓		✓			✓		
Empathy	Identify and Understand Their Own, Others' Feelings		✓	✓						✓		✓
	Build a Vocabulary of Feelings Words	✓	✓	✓						✓		✓
	Begin to Take Others' Perspectives		✓								✓	
	Listen to Others		✓								✓	
	Have Empathy	✓	✓								✓	
	Express Compassion											
Emotion Management	Understand Strong Feelings	✓	✓	✓			✓			✓		✓
	Recognize Strong Feelings	✓	✓	✓			✓			✓		✓
	Calm Strong Feelings Down	✓	✓	✓			✓			✓		
	Use the Ways to Calm Down	✓	✓	✓			✓			✓		
	Communication/Language Skills	✓	✓	✓			✓			✓		
Problem Solving	Calm Down Before Solving Problems	✓	✓	✓			✓					
	Describe the Problem	✓	✓				✓		✓			
	Think of Multiple Solutions to a Problem		✓			✓	✓	✓				
	Explore Consequences of Solutions to Problems		✓			✓	✓	✓				
	Pick the Best Solution to a Problem		✓			✓	✓	✓				
	Friendship Skills	✓	✓		✓	✓	✓	✓				✓
Executive-Function Skills	Flexible Attention	✓			✓		✓					
	Working Memory	✓			✓		✓					
	Inhibitory Control	✓	✓	✓	✓		✓					



# Alignment with Second Step SEL for Kindergarten-Grade 2

PAGE 2 OF 4

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

PRINCIPLES: UNDERSTANDING (U) (CONT.), INTERACTION (I)

Key Concepts		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	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
Skills for Learning	Focus Attention	✓								✓			
	Listen with Attention									✓			
	Use Self-Talk	✓	✓							✓			
	Be Assertive		✓		✓								✓
	Remember Directions							✓		✓			
	Stay On Task						✓			✓			
	Ignore Distractions									✓			
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓						✓	✓		✓
	Build a Vocabulary of Feelings Words	✓	✓										✓
	Begin to Take Others' Perspectives						✓				✓	✓	✓
	Listen to Others						✓			✓	✓	✓	✓
	Have Empathy						✓			✓	✓	✓	✓
	Express Compassion												✓
Emotion Management	Understand Strong Feelings	✓	✓	✓								✓	
	Recognize Strong Feelings	✓	✓	✓								✓	
	Calm Strong Feelings Down		✓	✓	✓	✓						✓	
	Use the Ways to Calm Down		✓	✓	✓	✓						✓	
	Communication/Language Skills		✓		✓	✓						✓	✓
Problem Solving	Calm Down Before Solving Problems		✓									✓	
	Describe the Problem		✓									✓	
	Think of Multiple Solutions to a Problem		✓		✓	✓						✓	
	Explore Consequences of Solutions to Problems		✓		✓	✓						✓	
	Pick the Best Solution to a Problem		✓		✓	✓						✓	
	Friendship Skills		✓	✓	✓						✓	✓	✓
Executive-Function Skills	Flexible Attention									✓			
	Working Memory									✓			
	Inhibitory Control									✓		✓	



# Alignment with Second Step SEL for Kindergarten-Grade 2

PAGE 3 OF 4

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

PRINCIPLES: INTERACTION (I) (CONT.), DECISIONS (D)

	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 Ask for help from peers in socially acceptable ways	I-10 Recognize when another needs help and offer assistance	I-11 Recognize safe and responsible touch	I-12 Determine how to seek assistance from peers and/or adults to resolve conflict, when appropriate	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 steps necessary to accomplish personal responsibilities at home and at school
--	--	--	-----------------------------	--	---	---	---	--	--	---	--	--

Key Concepts														
Skills for Learning	Focus Attention				✓	✓	✓					✓		✓
	Listen with Attention				✓	✓	✓					✓		✓
	Use Self-Talk				✓	✓	✓					✓		✓
	Be Assertive	✓	✓	✓	✓	✓	✓			✓		✓		✓
	Remember Directions				✓	✓	✓					✓		✓
	Stay On Task				✓	✓	✓					✓		✓
	Ignore Distractions				✓	✓						✓		✓
Empathy	Identify and Understand Their Own, Others' Feelings				✓	✓	✓							
	Build a Vocabulary of Feelings Words				✓	✓	✓							
	Begin to Take Others' Perspectives	✓	✓		✓	✓	✓					✓		
	Listen to Others	✓	✓		✓	✓	✓					✓		
	Have Empathy	✓	✓		✓	✓	✓					✓		
	Express Compassion	✓					✓							
Emotion Management	Understand Strong Feelings	✓			✓	✓				✓		✓		
	Recognize Strong Feelings	✓			✓	✓				✓		✓		
	Calm Strong Feelings Down	✓			✓	✓				✓		✓		
	Use the Ways to Calm Down	✓			✓	✓				✓		✓		
	Communication/Language Skills	✓			✓	✓				✓		✓		
Problem Solving	Calm Down Before Solving Problems	✓			✓	✓				✓		✓		
	Describe the Problem				✓	✓				✓		✓		
	Think of Multiple Solutions to a Problem				✓	✓				✓		✓		
	Explore Consequences of Solutions to Problems				✓	✓	✓			✓		✓	✓	
	Pick the Best Solution to a Problem				✓	✓	✓			✓		✓	✓	
	Friendship Skills	✓	✓		✓	✓	✓		✓		✓		✓	✓
Executive-Function Skills	Flexible Attention													
	Working Memory													
	Inhibitory Control				✓	✓						✓		



# Alignment with Second Step SEL for Kindergarten-Grade 2

PAGE 4 OF 4

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

PRINCIPLES: DECISIONS (D) (CONT.), EMPATHY (E)

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	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
--	----------------------------------	--	--	---	---	---	---	---	---	--

Key Concepts													
Skills for Learning	Focus Attention				✓	✓					✓		
	Listen with Attention				✓	✓					✓		
	Use Self-Talk				✓						✓		
	Be Assertive				✓				✓			✓	
	Remember Directions				✓								
	Stay On Task				✓								
	Ignore Distractions				✓						✓		
Empathy	Identify and Understand Their Own, Others' Feelings					✓							
	Build a Vocabulary of Feelings Words					✓							
	Begin to Take Others' Perspectives					✓	✓	✓				✓	
	Listen to Others					✓		✓					
	Have Empathy					✓	✓	✓				✓	
	Express Compassion							✓					
Emotion Management	Understand Strong Feelings				✓			✓					
	Recognize Strong Feelings				✓			✓					
	Calm Strong Feelings Down				✓								
	Use the Ways to Calm Down				✓								
	Communication/Language Skills							✓				✓	
Problem Solving	Calm Down Before Solving Problems				✓								
	Describe the Problem	✓			✓								
	Think of Multiple Solutions to a Problem	✓			✓								
	Explore Consequences of Solutions to Problems	✓			✓								
	Pick the Best Solution to a Problem	✓			✓								
	Friendship Skills	✓			✓					✓			
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control				✓								



**Grade 3**



# Alignment with Second Step SEL for Grade 3

PAGE 1 OF 5

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

PRINCIPLES: GROWTH (G), UNDERSTANDING (U)

Key Concepts		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	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
Skills for Learning	Focus Attention						✓				✓		
	Listen with Attention						✓				✓		
	Use Self-Talk				✓		✓				✓	✓	
	Be Assertive						✓				✓	✓	
	Remember Directions						✓				✓		
	Stay On Task						✓				✓		
	Ignore Distractions						✓				✓		
Empathy	Identify and Understand Their Own, Others' Feelings			✓		✓	✓					✓	
	Build a Vocabulary of Feelings Words			✓			✓					✓	
	Begin to Take Others' Perspectives					✓	✓				✓		
	Listen to Others					✓	✓				✓		
	Have Empathy					✓	✓				✓		
	Express Compassion												
Emotion Management	Understand Strong Feelings			✓		✓	✓				✓	✓	
	Recognize Strong Feelings			✓		✓	✓				✓	✓	
	Calm Strong Feelings Down				✓		✓	✓			✓		
	Use the Ways to Calm Down				✓		✓	✓			✓		
	Communication/Language Skills				✓		✓	✓			✓	✓	
Problem Solving	Calm Down Before Solving Problems				✓		✓	✓	✓				
	Describe the Problem	✓		✓			✓	✓	✓				
	Think of Multiple Solutions to a Problem	✓					✓	✓	✓				
	Explore Consequences of Solutions to Problems	✓				✓	✓	✓	✓				
	Pick the Best Solution to a Problem	✓					✓	✓	✓				
	Friendship Skills						✓						
Executive-Function Skills	Flexible Attention						✓				✓		
	Working Memory						✓				✓		
	Inhibitory Control						✓				✓		





# Alignment with Second Step SEL for Grade 3

PAGE 2 OF 5

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

PRINCIPLES: UNDERSTANDING (U) (CONT.), INTERACTION (I)

Key Concepts		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; prevent and cope with stress or difficult situations in a positive manner	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
Skills for Learning	Focus Attention			✓			✓	✓	✓				
	Listen with Attention						✓	✓	✓				
	Use Self-Talk			✓	✓				✓				
	Be Assertive			✓	✓				✓		✓	✓	✓
	Remember Directions								✓				
	Stay On Task								✓				
	Ignore Distractions								✓				
Empathy	Identify and Understand Their Own, Others' Feelings			✓			✓	✓	✓	✓	✓	✓	✓
	Build a Vocabulary of Feelings Words			✓			✓	✓	✓	✓	✓	✓	✓
	Begin to Take Others' Perspectives						✓	✓	✓	✓	✓	✓	✓
	Listen to Others						✓	✓	✓	✓	✓	✓	✓
	Have Empathy						✓	✓	✓	✓	✓	✓	✓
	Express Compassion												✓
Emotion Management	Understand Strong Feelings			✓					✓	✓	✓	✓	
	Recognize Strong Feelings			✓					✓	✓	✓	✓	
	Calm Strong Feelings Down			✓	✓				✓	✓	✓	✓	
	Use the Ways to Calm Down			✓	✓				✓	✓	✓	✓	
	Communication/Language Skills			✓			✓	✓	✓	✓	✓	✓	
Problem Solving	Calm Down Before Solving Problems			✓	✓				✓				
	Describe the Problem						✓		✓				
	Think of Multiple Solutions to a Problem						✓		✓				
	Explore Consequences of Solutions to Problems								✓				
	Pick the Best Solution to a Problem								✓				
	Friendship Skills						✓	✓	✓	✓	✓	✓	✓
Executive-Function Skills	Flexible Attention								✓				
	Working Memory								✓				
	Inhibitory Control								✓	✓	✓	✓	



# Alignment with Second Step SEL for Grade 3

PAGE 3 OF 5

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

PRINCIPLES: INTERACTION (I) (CONT.), DECISIONS (D)

Key Concepts		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	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 Recognize how and when to ask for help	D-6 Describe the reasons for my decision	D-7 Understand the individual roles and responsibilities in the classroom and in school, and how they are important	D-8 Identify and describe a problem
Skills for Learning	Focus Attention				✓								✓
	Listen with Attention				✓								✓
	Use Self-Talk				✓								✓
	Be Assertive		✓		✓								✓
	Remember Directions												✓
	Stay On Task												✓
	Ignore Distractions												✓
Empathy	Identify and Understand Their Own, Others' Feelings		✓	✓	✓								
	Build a Vocabulary of Feelings Words		✓		✓								
	Begin to Take Others' Perspectives		✓	✓	✓								
	Listen to Others		✓		✓								
	Have Empathy		✓	✓	✓								
	Express Compassion												
Emotion Management	Understand Strong Feelings		✓		✓								
	Recognize Strong Feelings		✓		✓								
	Calm Strong Feelings Down				✓								
	Use the Ways to Calm Down				✓								
	Communication/Language Skills				✓								
Problem Solving	Calm Down Before Solving Problems				✓								
	Describe the Problem	✓	✓		✓								✓
	Think of Multiple Solutions to a Problem		✓		✓	✓	✓			✓			
	Explore Consequences of Solutions to Problems		✓		✓	✓	✓			✓			
	Pick the Best Solution to a Problem				✓						✓		
	Friendship Skills		✓	✓	✓								
Executive-Function Skills	Flexible Attention				✓								
	Working Memory				✓								
	Inhibitory Control				✓								



**Alignment with  
Second Step SEL for  
Grade 3**

PAGE 4 OF 5

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

PRINCIPLES: DECISIONS (D) (CONT.), EMPATHY (E)

Key Concepts		D-9 Identify a desired outcome to the problem	D-10 Generate possible solutions to the problem and analyze the pros and cons of each solution	D-11 Select and implement the best solution	D-12 Analyze the outcome of the solution	D-13 Accept outcomes for decisions and choices made	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 on others
Skills for Learning	Focus Attention							✓	✓		✓		
	Listen with Attention							✓	✓		✓		
	Use Self-Talk							✓			✓		
	Be Assertive									✓	✓		
	Remember Directions										✓		
	Stay On Task										✓		
	Ignore Distractions										✓		
Empathy	Identify and Understand Their Own, Others' Feelings						✓	✓	✓	✓	✓	✓	
	Build a Vocabulary of Feelings Words						✓	✓	✓	✓	✓	✓	
	Begin to Take Others' Perspectives						✓		✓	✓	✓	✓	
	Listen to Others						✓		✓	✓	✓	✓	
	Have Empathy						✓		✓	✓	✓	✓	
	Express Compassion								✓				
Emotion Management	Understand Strong Feelings						✓	✓		✓	✓	✓	
	Recognize Strong Feelings						✓	✓		✓	✓	✓	
	Calm Strong Feelings Down									✓	✓	✓	
	Use the Ways to Calm Down										✓	✓	
	Communication/Language Skills									✓	✓	✓	
Problem Solving	Calm Down Before Solving Problems										✓	✓	
	Describe the Problem						✓			✓	✓	✓	
	Think of Multiple Solutions to a Problem	✓								✓	✓	✓	
	Explore Consequences of Solutions to Problems		✓							✓	✓	✓	
	Pick the Best Solution to a Problem			✓							✓	✓	
	Friendship Skills								✓	✓	✓	✓	
Executive-Function Skills	Flexible Attention												
	Working Memory												
	Inhibitory Control										✓		



# Alignment with Second Step SEL for Grade 3

PAGE 5 OF 5

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

PRINCIPLE: EMPATHY (E) (CONT.)

E-8 Work collaboratively with others, including those who are different from 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
---	--	---	---	---

Key Concepts						
Skills for Learning	Focus Attention	✓				
	Listen with Attention	✓				
	Use Self-Talk	✓				
	Be Assertive	✓				
	Remember Directions	✓				
	Stay On Task	✓				
	Ignore Distractions	✓				
Empathy	Identify and Understand Their Own, Others' Feelings	✓				✓
	Build a Vocabulary of Feelings Words	✓				✓
	Begin to Take Others' Perspectives	✓	✓	✓		✓
	Listen to Others	✓				✓
	Have Empathy	✓	✓	✓		✓
	Express Compassion					✓
Emotion Management	Understand Strong Feelings	✓				
	Recognize Strong Feelings	✓				
	Calm Strong Feelings Down	✓				
	Use the Ways to Calm Down	✓				
	Communication/Language Skills	✓				
Problem Solving	Calm Down Before Solving Problems	✓				
	Describe the Problem	✓				
	Think of Multiple Solutions to a Problem	✓				
	Explore Consequences of Solutions to Problems	✓				
	Pick the Best Solution to a Problem	✓				
	Friendship Skills	✓	✓	✓		✓
Executive-Function Skills	Flexible Attention					
	Working Memory					
	Inhibitory Control					



**Grades 4-5**



# Alignment with Second Step SEL for Grades 4-5

PAGE 1 OF 5

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

PRINCIPLES: GROWTH (G), UNDERSTANDING (U)

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	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
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Key Concepts															
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings			✓	✓	✓	✓					✓	✓		
	Take Others' Perspectives					✓	✓					✓			
	Listen with Attention					✓	✓					✓			
	Assertiveness Skills	✓					✓					✓	✓		
	Friendship Skills	✓					✓	✓							
	Empathy Skills						✓	✓							
	Express Compassion														
Emotion Management	Recognize How Strong Feelings Affect Brain and Body			✓	✓	✓	✓						✓		
	Focus Attention			✓	✓		✓					✓	✓		
	Calm Strong Feelings Down Using Steps				✓		✓					✓			
	Use Calming-Down Strategies				✓		✓					✓			
	Manage Strong Feelings				✓		✓					✓			
	Practice Assertive Communication Skills	✓						✓					✓	✓	
	Use Positive Self-Talk				✓			✓					✓		
Problem Solving	Calm Down Before Solving Problems				✓		✓	✓	✓						
	State a Problem Using Non-Blaming Language			✓			✓	✓	✓						
	Think of Multiple Solutions to a Problem	✓						✓	✓	✓					
	Explore Consequences of Solutions to Problems							✓	✓	✓					
	Pick the Best Solution to a Problem							✓	✓	✓					
	Make a Plan							✓	✓	✓					
Apply Problem-Solving Steps to Age-Typical Problems	✓			✓	✓		✓		✓						



# Alignment with Second Step SEL for Grades 4-5

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

PRINCIPLES: UNDERSTANDING (U) (CONT.), INTERACTION (I)

Key Concepts		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; prevent and cope with stress or difficult situations in a positive manner	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
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings			✓	✓		✓	✓	✓	✓	✓		✓
	Take Others' Perspectives						✓	✓	✓	✓	✓		✓
	Listen with Attention						✓	✓	✓		✓		✓
	Assertiveness Skills							✓	✓	✓	✓	✓	✓
	Friendship Skills						✓	✓	✓	✓	✓		✓
	Empathy Skills						✓	✓	✓	✓	✓		✓
	Express Compassion									✓			✓
Emotion Management	Recognize How Strong Feelings Affect Brain and Body			✓	✓			✓	✓	✓	✓		
	Focus Attention				✓				✓	✓	✓		
	Calm Strong Feelings Down Using Steps			✓	✓				✓	✓	✓		
	Use Calming-Down Strategies				✓				✓	✓	✓		
	Manage Strong Feelings			✓	✓				✓	✓	✓		
	Practice Assertive Communication Skills				✓			✓	✓	✓	✓	✓	
	Use Positive Self-Talk				✓				✓	✓	✓		
Problem Solving	Calm Down Before Solving Problems			✓	✓				✓			✓	
	State a Problem Using Non-Blaming Language								✓			✓	
	Think of Multiple Solutions to a Problem								✓			✓	
	Explore Consequences of Solutions to Problems								✓			✓	
	Pick the Best Solution to a Problem								✓			✓	
	Make a Plan								✓			✓	
Apply Problem-Solving Steps to Age-Typical Problems			✓	✓				✓			✓		



**Alignment with  
Second Step SEL for  
Grades 4-5**

PAGE 3 OF 5

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

PRINCIPLES: INTERACTION (I) (CONT.), DECISIONS (D)

Key Concepts		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	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 Recognize how and when to ask for help	D-6 Describe the reasons for my decision	D-7 Understand the individual roles and responsibilities in the classroom and in school, and how they are important	D-8 Identify and describe a problem
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings				✓								
	Take Others' Perspectives				✓								
	Listen with Attention				✓								
	Assertiveness Skills				✓					✓			
	Friendship Skills				✓								
	Empathy Skills				✓								
	Express Compassion												
Emotion Management	Recognize How Strong Feelings Affect Brain and Body												
	Focus Attention				✓								
	Calm Strong Feelings Down Using Steps				✓								
	Use Calming-Down Strategies				✓								
	Manage Strong Feelings				✓								
	Practice Assertive Communication Skills				✓					✓			
	Use Positive Self-Talk												
Problem Solving	Calm Down Before Solving Problems				✓								
	State a Problem Using Non-Blaming Language	✓			✓		✓						✓
	Think of Multiple Solutions to a Problem		✓		✓	✓	✓			✓			
	Explore Consequences of Solutions to Problems				✓	✓	✓			✓			
	Pick the Best Solution to a Problem				✓						✓		
	Make a Plan				✓						✓		
Apply Problem-Solving Steps to Age-Typical Problems				✓						✓		✓	





# Alignment with Second Step SEL for Grades 4-5

PAGE 4 OF 5

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

PRINCIPLES: DECISIONS (D) (CONT.), EMPATHY (E)

	D-9 Identify a desired outcome to the problem	D-10 Generate possible solutions to the problem and analyze the pros and cons of each solution	D-11 Select and implement the best solution	D-12 Analyze the outcome of the solution	D-13 Accept outcomes for decisions and choices made	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 on others
--	---	--	---	--	---	--	--	--	---	---	--	--

Key Concepts														
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings						✓			✓	✓	✓	✓	
	Take Others' Perspectives									✓	✓	✓	✓	
	Listen with Attention							✓		✓		✓		
	Assertiveness Skills											✓	✓	
	Friendship Skills											✓	✓	✓
	Empathy Skills							✓	✓	✓	✓	✓	✓	
	Express Compassion										✓			
Emotion Management	Recognize How Strong Feelings Affect Brain and Body						✓					✓	✓	
	Focus Attention											✓	✓	
	Calm Strong Feelings Down Using Steps											✓	✓	
	Use Calming-Down Strategies											✓	✓	
	Manage Strong Feelings											✓	✓	
	Practice Assertive Communication Skills											✓	✓	
	Use Positive Self-Talk											✓	✓	
Problem Solving	Calm Down Before Solving Problems											✓	✓	
	State a Problem Using Non-Blaming Language											✓	✓	
	Think of Multiple Solutions to a Problem	✓	✓									✓	✓	
	Explore Consequences of Solutions to Problems		✓									✓	✓	✓
	Pick the Best Solution to a Problem			✓								✓	✓	✓
	Make a Plan			✓	✓	✓						✓	✓	✓
Apply Problem-Solving Steps to Age-Typical Problems	✓	✓	✓	✓	✓						✓	✓	✓	



**Alignment with  
Second Step SEL for  
Grades 4-5**

PAGE 5 OF 5

**Arkansas G.U.I.D.E.  
for Life Principles**  
PRINCIPLE: EMPATHY (E) (CONT.)

E-8 Work collaboratively with others, including those who are different from 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
---	--	---	---	---

Key Concepts						
Empathy and Skills for Learning	Identify and Understand Their Own, Others' Feelings	✓				✓
	Take Others' Perspectives	✓	✓	✓		✓
	Listen with Attention	✓				✓
	Assertiveness Skills	✓				✓
	Friendship Skills	✓	✓	✓		✓
	Empathy Skills	✓	✓	✓		✓
	Express Compassion					✓
Emotion Management	Recognize How Strong Feelings Affect Brain and Body	✓				✓
	Focus Attention	✓				✓
	Calm Strong Feelings Down Using Steps	✓				✓
	Use Calming-Down Strategies	✓				✓
	Manage Strong Feelings	✓				✓
	Practice Assertive Communication Skills	✓				✓
	Use Positive Self-Talk	✓				✓
Problem Solving	Calm Down Before Solving Problems	✓				✓
	State a Problem Using Non-Blaming Language	✓				✓
	Think of Multiple Solutions to a Problem	✓				✓
	Explore Consequences of Solutions to Problems	✓				✓
	Pick the Best Solution to a Problem	✓				✓
	Make a Plan	✓				✓
Apply Problem-Solving Steps to Age-Typical Problems	✓				✓	



**Grades 6-8**



# Alignment with Second Step SEL for Grades 6-8

PAGE 1 OF 6

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

PRINCIPLES: GROWTH (G), UNDERSTANDING (U)

Key Concepts		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	U-1 Demonstrate responsibility for personal hygiene
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change						✓		✓	✓	✓	✓	
	Setting and Achieving Goals								✓	✓		✓	
	Planning Ahead for Difficult Situations			✓				✓	✓	✓	✓	✓	
	Identifying Personal Values	✓	✓	✓				✓					
	Using Personal Values to Make Good Decisions		✓	✓			✓	✓					
	Making Friends and Strengthening Friendships		✓							✓			
	Recognizing Negative Relationships												
	The Role of Emotions			✓	✓	✓							
	Handling Unhelpful Thoughts and Strong Emotions			✓	✓	✓							
	Calming-Down Strategies			✓	✓								
	Recognizing Different Perspectives						✓						
	Recognizing and Avoiding Serious Conflicts		✓	✓	✓	✓		✓		✓			
	Resolving Serious Conflicts		✓		✓			✓		✓			
	Repairing Relationships		✓		✓					✓			
	Helping Prevent Bullying and Harassment		✓		✓								



# Alignment with Second Step SEL for Grades 6-8

PAGE 2 OF 6

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

PRINCIPLE: UNDERSTANDING (U) (CONT.)

Key Concepts		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	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
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change		✓		✓	✓	✓						
	Setting and Achieving Goals		✓			✓	✓		✓				
	Planning Ahead for Difficult Situations		✓		✓	✓	✓		✓				
	Identifying Personal Values		✓			✓	✓	✓					
	Using Personal Values to Make Good Decisions		✓			✓	✓	✓	✓				
	Making Friends and Strengthening Friendships					✓	✓		✓				
	Recognizing Negative Relationships					✓	✓		✓				
	The Role of Emotions							✓		✓	✓	✓	✓
	Handling Unhelpful Thoughts and Strong Emotions					✓	✓	✓	✓	✓	✓	✓	✓
	Calming-Down Strategies					✓	✓	✓			✓	✓	✓
	Recognizing Different Perspectives					✓							
	Recognizing and Avoiding Serious Conflicts				✓	✓	✓	✓	✓	✓	✓		
	Resolving Serious Conflicts				✓	✓	✓	✓	✓	✓	✓		
	Repairing Relationships				✓	✓	✓	✓	✓	✓	✓		
	Helping Prevent Bullying and Harassment				✓	✓	✓						



**Alignment with  
Second Step SEL for  
Grades 6–8**

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

PRINCIPLES: UNDERSTANDING (U) (CONT.), INTERACTION (I)

Key Concepts		U-14 Demonstrate responsible social media use	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	
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change													
	Setting and Achieving Goals													
	Planning Ahead for Difficult Situations	✓		✓	✓					✓	✓			
	Identifying Personal Values	✓		✓	✓	✓				✓	✓	✓		
	Using Personal Values to Make Good Decisions	✓		✓	✓	✓				✓	✓	✓		
	Making Friends and Strengthening Friendships	✓			✓							✓		
	Recognizing Negative Relationships					✓							✓	
	The Role of Emotions			✓									✓	
	Handling Unhelpful Thoughts and Strong Emotions			✓									✓	
	Calming-Down Strategies			✓									✓	
	Recognizing Different Perspectives		✓	✓									✓	
	Recognizing and Avoiding Serious Conflicts			✓	✓			✓	✓	✓	✓	✓	✓	✓
	Resolving Serious Conflicts				✓			✓	✓	✓	✓	✓	✓	✓
	Repairing Relationships								✓	✓	✓	✓	✓	✓
	Helping Prevent Bullying and Harassment				✓	✓		✓	✓	✓	✓		✓	✓



**Alignment with  
Second Step SEL for  
Grades 6-8**

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

PRINCIPLE: DECISIONS (D)

Key Concepts		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	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
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change				✓								
	Setting and Achieving Goals		✓										
	Planning Ahead for Difficult Situations		✓		✓		✓	✓	✓	✓	✓	✓	✓
	Identifying Personal Values		✓										
	Using Personal Values to Make Good Decisions		✓				✓	✓	✓	✓	✓	✓	✓
	Making Friends and Strengthening Friendships								✓				
	Recognizing Negative Relationships												
	The Role of Emotions												
	Handling Unhelpful Thoughts and Strong Emotions								✓				
	Calming-Down Strategies								✓				
	Recognizing Different Perspectives												
	Recognizing and Avoiding Serious Conflicts					✓		✓	✓	✓	✓	✓	✓
	Resolving Serious Conflicts					✓		✓	✓	✓	✓	✓	✓
	Repairing Relationships					✓		✓	✓	✓	✓	✓	✓
	Helping Prevent Bullying and Harassment					✓		✓	✓	✓	✓	✓	✓



**Alignment with  
Second Step SEL for  
Grades 6-8**

PAGE 5 OF 6

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

PRINCIPLES: DECISIONS (D) (CONT.), EMPATHY (E)

Key Concepts		D-13 A accept responsibility for my personal decisions, including consequences	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
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change					✓							
	Setting and Achieving Goals					✓							
	Planning Ahead for Difficult Situations					✓							
	Identifying Personal Values					✓	✓						
	Using Personal Values to Make Good Decisions					✓	✓						
	Making Friends and Strengthening Friendships					✓	✓		✓	✓			
	Recognizing Negative Relationships					✓	✓		✓				
	The Role of Emotions		✓			✓							
	Handling Unhelpful Thoughts and Strong Emotions				✓	✓	✓						
	Calming-Down Strategies				✓	✓	✓						
	Recognizing Different Perspectives		✓	✓	✓	✓	✓	✓					✓
	Recognizing and Avoiding Serious Conflicts		✓		✓	✓	✓						✓
	Resolving Serious Conflicts		✓		✓	✓	✓						
	Repairing Relationships	✓				✓	✓			✓			
	Helping Prevent Bullying and Harassment					✓	✓		✓	✓	✓	✓	





**Alignment with  
Second Step SEL for  
Grades 6-8**

PAGE 6 OF 6

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

PRINCIPLE: EMPATHY (E) (CONT.)

E-12 Practice strategies for accepting similarities and differences, and work together to problem solve using group strategies

E-13 Compromise and work effectively within groups

**Key Concepts**

Key Concepts			
Second Step: Key Concepts	Growth Mindset: Your Brain Can Grow and Change		
	Setting and Achieving Goals		
	Planning Ahead for Difficult Situations	✓	✓
	Identifying Personal Values		✓
	Using Personal Values to Make Good Decisions		✓
	Making Friends and Strengthening Friendships		✓
	Recognizing Negative Relationships		
	The Role of Emotions		✓
	Handling Unhelpful Thoughts and Strong Emotions		✓
	Calming-Down Strategies		✓
	Recognizing Different Perspectives	✓	✓
	Recognizing and Avoiding Serious Conflicts	✓	✓
	Resolving Serious Conflicts	✓	
	Repairing Relationships		
	Helping Prevent Bullying and Harassment	✓	



Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By developing Second Step's research-based SEL curriculum for Preschool through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at [SecondStep.org](https://SecondStep.org) or call us at 800-634-4449, ext. 1.