About Second Step® Programs

Second Step Early Learning and the Second Step Elementary and Second Step Middle School digital programs are research-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors. 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. Weekly Themes and 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 CDC HECAT Mental and Emotional Health Curriculum

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 Centers for Disease Control and Prevention (CDC) Health Education Curriculum Analysis Tool (HECAT) Mental and Emotional Health Curriculum healthy behavior outcomes. Boxes are checked to indicate that the Second Step programs meet a given CDC healthy behavior outcome 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 healthy behavior outcome through discussion, writing, drawing, or other related activities.

2. There are opportunities for teachers to gather evidence of student learning in relation to the healthy behavior outcomes.

References:
### Key Skills and Concepts

<table>
<thead>
<tr>
<th>Early Learning</th>
<th>CDC HECAT: Mental and Emotional Health Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Step® Early Learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills for Learning</th>
<th>Empathy</th>
<th>Emotion Management</th>
<th>Friendship Skills</th>
<th>Problem-Solving</th>
<th>Executive-Function Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus attention and get better in time</td>
<td>Listen with attention</td>
<td>Use self-talk</td>
<td>Remember directions</td>
<td>Stay on task</td>
<td>Ignore distractions</td>
</tr>
<tr>
<td>EMPATHY: Identify and understand their own and other's feelings</td>
<td>Empathy towards others' perspective</td>
<td>Listen to others</td>
<td>Have empathy</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>MANAGING FEELING WORDS: Build a vocabulary of feeling words</td>
<td>Express compassion</td>
<td>Understand strong feelings</td>
<td>Recognize strong feelings</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>PROBLEM-SOLVING: Calm strong feelings down</td>
<td>Use the Calming-Down Steps</td>
<td>Communication and language skills</td>
<td>_</td>
<td>_</td>
<td>_</td>
</tr>
<tr>
<td>EXECUTIVE-FUNCTION SKILLS: Focus attention and get better in time</td>
<td>Listen with attention</td>
<td>Use self-talk</td>
<td>Be assertive</td>
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### Healthy Behavior Outcomes

- **HBO 1.** Express feelings in a healthy way.
- **HBO 2.** Engage in activities that are mentally and emotionally healthy.
- **HBO 3.** Manage interpersonal conflict in healthy ways.
- **HBO 4.** Prevent and manage emotional stress and anxiety in healthy ways.
- **HBO 5.** Use self-control and impulse-control strategies to promote health.
- **HBO 6.** Get help for troublesome thoughts, feelings, or actions for oneself and others.
- **HBO 7.** Show acceptance of difference in others.
- **HBO 8.** Establish and maintain healthy relationships.
- **HBO 9.** Practice habits that promote mental and emotional well-being.
## Brain Builders (Executive-Function Skills)

<table>
<thead>
<tr>
<th>Unit 1: Growth Mindset &amp; Goal-Setting</th>
<th>Unit 2: Emotion Management</th>
<th>Unit 3: Empathy &amp; Kindness</th>
<th>Unit 4: Problem-Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Identify and name one's own emotions</td>
<td>Recognize and identify emotions in others</td>
<td>Manage strong emotions to feel calm before solving problems</td>
</tr>
<tr>
<td>Working memory</td>
<td>Recognize and identify emotions in others</td>
<td>Recognize strong emotions</td>
<td>Manage strong emotions to feel calm before solving problems</td>
</tr>
<tr>
<td>Inhibitory control</td>
<td>Recognize strong emotions</td>
<td>Manage strong emotions to feel calm before solving problems</td>
<td>Manage strong emotions to feel calm before solving problems</td>
</tr>
<tr>
<td>Focus attention and ignore distractions</td>
<td>Recognize strong emotions</td>
<td>Manage strong emotions to feel calm before solving problems</td>
<td>Manage strong emotions to feel calm before solving problems</td>
</tr>
<tr>
<td>Perceive potential for challenging work</td>
<td>Manage strong emotions to feel calm before solving problems</td>
<td>Manage strong emotions to feel calm before solving problems</td>
<td>マネージメント</td>
</tr>
<tr>
<td>Recognize unhelpful thoughts and replace with helpful thoughts</td>
<td>Manage strong emotions to feel calm before solving problems</td>
<td>Manage strong emotions to feel calm before solving problems</td>
<td>Manage strong emotions to feel calm before solving problems</td>
</tr>
<tr>
<td>Recognize that skills improve with practice and effort</td>
<td>Manage strong emotions to feel calm before solving problems</td>
<td>Manage strong emotions to feel calm before solving problems</td>
<td>Manage strong emotions to feel calm before solving problems</td>
</tr>
</tbody>
</table>

### Attention

- Focus attention and ignore distractions
- Perceive potential for challenging work
- Recognize unhelpful thoughts and replace with helpful thoughts
- Recognize that skills improve with practice and effort

### Working Memory

- Focus attention and ignore distractions
- Perceive potential for challenging work
- Recognize unhelpful thoughts and replace with helpful thoughts
- Recognize that skills improve with practice and effort

### Inhibitory Control

- Focus attention and ignore distractions
- Perceive potential for challenging work
- Recognize unhelpful thoughts and replace with helpful thoughts
- Recognize that skills improve with practice and effort

### Focus Attention and Ignore Distractions

- Focus attention and ignore distractions
- Perceive potential for challenging work
- Recognize unhelpful thoughts and replace with helpful thoughts
- Recognize that skills improve with practice and effort

### Perceive Potential for Challenging Work

- Focus attention and ignore distractions
- Perceive potential for challenging work
- Recognize unhelpful thoughts and replace with helpful thoughts
- Recognize that skills improve with practice and effort

### Recognize Unhelpful Thoughts and Replace with Helpful Thoughts

- Focus attention and ignore distractions
- Perceive potential for challenging work
- Recognize unhelpful thoughts and replace with helpful thoughts
- Recognize that skills improve with practice and effort

### Recognize That Skills Improve with Practice and Effort

- Focus attention and ignore distractions
- Perceive potential for challenging work
- Recognize unhelpful thoughts and replace with helpful thoughts
- Recognize that skills improve with practice and effort

### Key Skills and Concepts

- **Attention**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Working Memory**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Inhibitory Control**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

### Unit 1: Growth Mindset & Goal-Setting

- **Attention**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Working Memory**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Inhibitory Control**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

### Unit 2: Emotion Management

- **Attention**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Working Memory**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Inhibitory Control**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

### Unit 3: Empathy & Kindness

- **Attention**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Working Memory**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Inhibitory Control**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

### Unit 4: Problem-Solving

- **Attention**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Working Memory**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

- **Inhibitory Control**
  - Focus attention and ignore distractions
  - Perceive potential for challenging work
  - Recognize unhelpful thoughts and replace with helpful thoughts
  - Recognize that skills improve with practice and effort

### HBO 1. Express feelings in a healthy way.

- ✔
  - Manage interpersonal conflict in healthy ways.
  - Establish and maintain healthy relationships.
  - Practice habits that promote mental and emotional well-being.

### HBO 2. Engage in activities that are mentally and emotionally healthy.

- ✔
  - Manage interpersonal conflict in healthy ways.
  - Establish and maintain healthy relationships.
  - Practice habits that promote mental and emotional well-being.

### HBO 3. Manage interpersonal conflict in healthy ways.

- ✔
  - Establish and maintain healthy relationships.
  - Practice habits that promote mental and emotional well-being.

### HBO 4. Prevent and manage emotional stress and anxiety in healthy ways.

- ✔
  - Establish and maintain healthy relationships.
  - Practice habits that promote mental and emotional well-being.

### HBO 5. Use self-control and impulse-control strategies to promote health.

- ✔
  - Establish and maintain healthy relationships.
  - Practice habits that promote mental and emotional well-being.

### HBO 6. Get help for troublesome thoughts, feelings, or actions for oneself and others.

- ✔
  - Establish and maintain healthy relationships.
  - Practice habits that promote mental and emotional well-being.

### HBO 7. Show acceptance of difference in others.

- ✔
  - Establish and maintain healthy relationships.
  - Practice habits that promote mental and emotional well-being.

### HBO 8. Establish and maintain healthy relationships.

- ✔
  - Practice habits that promote mental and emotional well-being.

### HBO 9. Practice habits that promote mental and emotional well-being.

- ✔
  - Practice habits that promote mental and emotional well-being.
<table>
<thead>
<tr>
<th>Brain Builders (Executive-Function Skills)</th>
<th>Unit 1: Growth Mindset &amp; Goal-Setting</th>
<th>Unit 2: Emotion Management</th>
<th>Unit 3: Empathy &amp; Kindness</th>
<th>Unit 4: Problem-Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Understand that the brain can grow and change.</td>
<td>Identify and label similar emotions with different intensity levels.</td>
<td>Explain the importance of being calm before problem-solving.</td>
<td>Identify when, where, and with whom they think it would be best to work on the problem.</td>
</tr>
<tr>
<td>Working memory</td>
<td>Recognize that strong emotions make it hard to think clearly.</td>
<td>Recognize that empathy and perspective-taking can help them get along with others.</td>
<td>Explain the importance of speaking up for oneself even during a problem.</td>
<td>Identify when, where, and with whom they think it would be best to work on the problem.</td>
</tr>
<tr>
<td>Inhibitory control</td>
<td>Reflect on how skills improve with practice, effort, help from others, and trying a new way.</td>
<td>Recognize that empathy and perspective-taking can help them get along with others.</td>
<td>Share the problem without blaming and from all points of view.</td>
<td>Identify when, where, and with whom they think it would be best to work on the problem.</td>
</tr>
<tr>
<td>Cognitive flexibility</td>
<td>Set goals.</td>
<td>Apply perspective-taking strategies to empathize with others.</td>
<td>Generate solutions to take all points of view into consideration.</td>
<td>Identify when, where, and with whom they think it would be best to work on the problem.</td>
</tr>
<tr>
<td></td>
<td>Make plans.</td>
<td>Apply perspective-taking strategies to make their community a better place.</td>
<td>Envision possible outcomes of solutions to a problem and what each person could do at all points of view.</td>
<td>Identify when, where, and with whom they think it would be best to work on the problem.</td>
</tr>
<tr>
<td></td>
<td>Monitor progress toward goals.</td>
<td>Explain the importance of being calm before problem-solving.</td>
<td>Plan a solution that is safe, respectful, and that can be evaluated in the future</td>
<td>Identify when, where, and with whom they think it would be best to work on the problem.</td>
</tr>
<tr>
<td></td>
<td>Reflect on how skills improve with practice, effort, help from others, and trying a new way.</td>
<td>Recognize that empathy and perspective-taking can help them get along with others.</td>
<td>Star the problem without blaming and from all points of view.</td>
<td>Identify when, where, and with whom they think it would be best to work on the problem.</td>
</tr>
</tbody>
</table>

**Key Skills and Concepts**

### Attention
- Working memory
- Inhibitory control
- Cognitive flexibility

### Brain Builders (Executive-Function Skills)
- Reflect on how skills improve with practice, effort, help from others, and trying a new way.
- Set goals.
- Make plans.
- Monitor progress toward goals.
- Reflect on how skills improve with practice, effort, help from others, and trying a new way.

### Unit 1: Growth Mindset & Goal-Setting
- Understand that the brain can grow and change.
- Recognize that strong emotions make it hard to think clearly.
- Reflect on how skills improve with practice, effort, help from others, and trying a new way.

### Unit 2: Emotion Management
- Recognize that empathy and perspective-taking can help them get along with others.
- Apply perspective-taking strategies to empathize with others.
- Explain the importance of being calm before problem-solving.

### Unit 3: Empathy & Kindness
- Recognize that empathy and perspective-taking can help them get along with others.
- Apply perspective-taking strategies to make their community a better place.
- Generate solutions to take all points of view into consideration.

### Unit 4: Problem-Solving
- Plan a solution that is safe, respectful, and that can be evaluated in the future.
- Star the problem without blaming and from all points of view.
- Envision possible outcomes of solutions to a problem and what each person could do at all points of view.

### Healthy Behavior Outcomes

1. HBO 1. Express feelings in a healthy way.
2. HBO 2. Engage in activities that are mentally and emotionally healthy.
5. HBO 5. Use self-control and impulse-control strategies to promote health.
6. HBO 6. Get help for troublesome thoughts, feelings, or actions for oneself and others.
7. HBO 7. Show acceptance of difference in others.
8. HBO 8. Establish and maintain healthy relationships.
### Grades 6-8

**CDC HECAT: Mental and Emotional Health Curriculum**

Second Step® Middle School Digital Program

<table>
<thead>
<tr>
<th>Key Skills and Concepts</th>
<th>Unit 1: Mindsets &amp; Goals</th>
<th>Unit 2: Recognizing Bullying &amp; Harassment</th>
<th>Unit 3: Thoughts, Emotions &amp; Decisions</th>
<th>Unit 4: Managing Relationships &amp; Social Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize that social challenges are common and get better in time</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Understand the brain can grow and change</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Set personal goals and create plans to achieve them</td>
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<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Determine how to adjust and persist after making a mistake</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Apply personal strengths to develop an interest or get better at something new</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Recognize common types of bullying and harassment</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Understand the negative impacts of bullying and harassment</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Determine the best upstander strategy for a situation</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Understand and apply strategies to resolve conflict in positive ways</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Recognize the signs of stress and anxiety</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Apply stress- and emotion-management strategies</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Recognize how conflicts escalate</td>
<td>✔️</td>
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<tr>
<td>Describe the different perspectives of the people involved in a conflict</td>
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<td>✔️</td>
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<tr>
<td>Apply the four-step conflict resolution process</td>
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<td>Identify ways to make amends</td>
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<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Recognize the signs of healthy and unhealthy relationships</td>
<td>✔️</td>
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<td>✔️</td>
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</tbody>
</table>

#### Healthy Behavior Outcomes

| HBO 1. Express feelings in a healthy way. | ✔️ | ✔️ | ✔️ | ✔️ |
| HBO 2. Engage in activities that are mentally and emotionally healthy. | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ |
| HBO 5. Use self-control and impulse-control strategies to promote health. | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ |
| HBO 6. Get help for troublesome thoughts, feelings, or actions for oneself and others. | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ |
| HBO 7. Show acceptance of difference in others. | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ |
| HBO 8. Establish and maintain healthy relationships. | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ |
| HBO 9. Practice habits that promote mental and emotional well-being. | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ | ✔️ |