



## FULL SCOPE AND SEQUENCE

# Second Step® Out-of-School Time

## Kindergarten-Grade 1

### Foundational Unit: Community Building

The goal of this unit is to build a positive community where all kids feel welcome, heard, and engaged.

To achieve this goal, kids learn to:

1. Follow community rules
2. Listen to others to learn about them
3. Pay attention

Activity Title	Objectives
<b>Topic 1: What Is Community?</b>	
<b>Activity 1</b> Let's Get Rolling	Kids recall the name of one other kid in the group and respond to the attention signal.
<b>Activity 2</b> Community Rules in Action	Kids say what it looks like and sounds like to follow the community rules.
<b>Activity 3</b> Art About Me	Kids create a self-portrait and name a way that they are the same and a way they are different from others.
<b>Topic 2: Building a Positive Community</b>	
<b>Activity 4</b> ABC Clap!	Kids name a way they're the same and a way they're different from others.
<b>Activity 5</b> Cross the Room	Kids say something they learned about someone.
<b>Activity 6</b> Build a Rainstorm	Kids pay attention by following the motions in a game and name a new thing they learned by paying attention.
<b>Topic 3: Getting to Know You</b>	
<b>Activity 7</b> Mix and Mingle	Kids use turn and talk to pay attention to what others say and name a thing they learned by paying attention to someone else.
<b>Activity 8</b> Simon Says, Talk!	Kids ask and answer questions to learn about each other and recall at least one thing they learned about their partner.

<b>Activity 9</b> Let's Play Pretend	Kids practice asking to join at least twice and practice inviting someone to join at least twice.
<b>Activity 10</b> Dance Party!	Kids ask to join a dance at least once and invite others to join a dance at least once.
<b>Topic 4: Show What You Know</b>	
<b>Activity 11</b> Farmyard Mix and Mingle	Kids use someone's name and ask questions to learn about them, name at least one of the community rules, and demonstrate what it looks like and sounds like to follow the community rules.
<b>Activity 12</b> Animal Dance Party	Kids use someone's name and ask questions to learn about them, name at least one of the community rules, and demonstrate what it looks like and sounds like to follow the community rules.

## Unit 1: Growth Mindset & Goal Setting

The goal of this unit is for kids to use strategies to work through distractions and challenging tasks and support one another.

To achieve this goal, kids learn to:

1. Notice distractions and use a strategy to pay attention and focus
2. Use strategies—self-talk, practice, and asking for help—to work through challenging tasks and handle mistakes
3. Support others during challenges by cheering each other on and offering help

Activity Title	Objectives
<b>Topic 1: Attention and Distraction</b>	
<b>Activity 1</b> Distraction Detectives	Kids name a thing that was distracting during the game.
<b>Activity 2</b> Distractions? Take Action!	Kids use self-talk to focus attention even when distractions occur.
<b>Activity 3</b> Pattern Master	Kids use a strategy to pay attention while playing a new game.
<b>Topic 2: Facing Challenges with Confidence</b>	
<b>Activity 4</b> Challenge Song 1	Kids name a challenging thing they've learned to do and sing the "Challenge Song."
<b>Activity 5</b> Tower Power!	Kids use a strategy to work through a challenging task.

Topic 3: Mistakes Are Okay	
<b>Activity 6</b> Challenge Song 2	Kids say how it feels to make mistakes.
<b>Activity 7</b> The Balancing Act	Kids name a mistake and name a positive thing to say after making a mistake.
<b>Activity 8</b> Simon Says, Draw!	Kids use a strategy to work through a challenging task and name a mistake.
Topic 4: Supporting Each Other	
<b>Activity 9</b> Dance, Dance, Dance!	Kids cheer someone on at least once while learning new dance moves.
<b>Activity 10</b> Team Sweep	Kids help each other at least once while playing a new game.
Topic 5: Show What You Know	
<b>Activity 11</b> Challenge Sing-Along	Kids use a strategy to pay attention while singing the "Challenge Song."
<b>Activity 12</b> Mini Obstacle Course	Kids use a strategy—self-talk, practice, asking for help—to work through a challenging task.

## Unit 2: Emotion Management

The goal of this unit is for kids to learn how to recognize and name emotions in themselves and others, and to use a calm-down strategy when prompted.

To achieve this goal, kids learn to:

1. Recognize clues in faces, bodies, and situations that can signal emotions
2. Calm down big feelings using a variety of strategies

Activity Title	Objectives
Topic 1: Everyday Emotions	
<b>Activity 1</b> Feelings Freeze	Kids show their understanding of the feelings happy, sad, and mad by doing an action or pose.
<b>Activity 2</b> Musical Feelings	Kids recognize that worry is a feeling and show they understand worry with an action or pose.
<b>Activity 3</b> Illustrated Feelings	Kids create a drawing that shows a time they felt happy, sad, mad, or worried.

Topic 2: Feelings Detectives	
<b>Activity 4</b> Looking for Clues	Kids use face and body clues to notice whether someone is happy or sad.
<b>Activity 5</b> Guess That Feeling Tag	Kids use face and body clues to notice whether someone is worried or mad.
<b>Activity 6</b> Big Feelings Mystery	Kids use clues about what's happening to notice how someone might be feeling.
Topic 3: Calm-Down Strategies	
<b>Activity 7</b> The Calm, Calm Place	Kids name actions that are calm and not calm.
<b>Activity 8</b> Slow Breathing Soup	Kids practice slow breathing as a way to calm down.
<b>Activity 9</b> Let's Talk!	Kids practice feeling calmer by talking about big feelings.
<b>Activity 10</b> Story Walk	Kids practice using slow breathing and talking about big feelings as calm-down strategies.
Topic 4: Show What You Know	
<b>Activity 11</b> Story Walk, the Return!	Kids use clues to guess how someone is feeling and name a strategy used to calm down.
<b>Activity 12</b> Complete the Picture	Kids draw clues that show how someone is feeling and practice calm-down strategies.

### Unit 3: Empathy & Kindness

The goal of this unit is for kids to identify and recall ways people are kind and to act kindly toward others.

To achieve this goal, kids learn to:

1. Identify ways they are kind and ways other people are kind
2. Offer kind acts to others
3. Perform kind acts for people in their community

Activity Title	Objectives
Topic 1: Kindness All Around	
<b>Activity 1</b> A Bowl Full of Kindness	Kids recall and act out at least one way to be kind.

**Activity 2**

Kind at Heart

Kids draw something kind they have done for someone.

**Activity 3**

Why Be Kind?

Kids say why people are kind to one another.

**Topic 2: What Kindness Is to Me****Activity 4**

If You Do Something Kind ...

Kids say at least one way being kind can help someone.

**Activity 5**

Let Kindness Shine

Kids say at least one kind act they like to receive from others.

**Activity 6**

My Kind of Kind Act

Kids act out at least two kind acts they like.

**Topic 3: Offering Kind Acts****Activity 7**

Choose Your Own Kindness

Kids offer kind acts to help someone else.

**Activity 8**

Acts of Kindness 1

Kids offer something kind in response to a situation.

**Activity 9**

Creative Kindness

Kids draw a picture that shows something kind to do in response to a story.

**Activity 10**

Kind Acts Freeze Tag

Kids offer kind acts to each other.

**Topic 4: Show What You Know****Activity 11**

Acts of Kindness 2

Kids offer a kind act in response to a situation.

**Activity 12**

Thank You!

Kids recall something kind that someone has done for them and make a thank-you card.

**Topic 5: Program Wrap-Up****Activity 13**

Program Review

Kids use and discuss program skills to help review what was learned.

# Grades 2-3

## Foundational Unit: Community Building

The goal of this unit is to build a community by creating norms, actively participating in activities, and learning about others.

To achieve this goal, kids learn to:

1. Pay attention to others and understand the value of norms
2. Actively participate in their community by sharing ideas, working together, and supporting others
3. Ask questions and pay attention to learn about other people in their community

Activity Title	Objectives
<b>Topic 1: Our Community</b>	
<b>Activity 1</b> Name Game	Kids recall the names and interests of other kids in the group.
<b>Activity 2</b> Fast Focus	Kids show ways to pay attention after noticing the attention signal, and explain why getting everyone's attention is important.
<b>Activity 3</b> We Are . . .	Kids create a list of ways they want their community to be and name behaviors that go with each item.
<b>Topic 2: Being a Part of Your Community</b>	
<b>Activity 4</b> Draw with Your Ears	Kids follow directions and explain how they pay attention.
<b>Activity 5</b> Group Juggle	Kids use attention skills to play a challenging group game.
<b>Activity 6</b> Group Greeting	Kids name ways to be part of a community and join in a group greeting by sharing ideas and working with others.
<b>Topic 3: Learning More About Each Other</b>	
<b>Activity 7</b> Cross the Room	Kids name things they have in common with other kids in the group.
<b>Activity 8</b> Colorful Questions	Kids ask questions to learn more about others.
<b>Activity 9</b> Art About Me	Kids make art that shows who they are, ask questions to learn more about others, and share something they learned about others in their community.
<b>Topic 4: Show What You Know—In Space!</b>	
<b>Activity 10</b> Mission 1: Fix the Fin	Kids use attention skills during a group challenge and recall group norms.

<p><b>Activity 11</b> Mission 2: Break the Code</p>	<p>Kids use attention skills during a group challenge and discussion, and recognize how working together helps communities.</p>
<p><b>Activity 12</b> Mission 3: Moonwalk</p>	<p>Kids use attention skills during a group challenge and ask questions to learn more about others.</p>

## Unit 1: Growth Mindset & Goal Setting

The goal of this unit is to develop a growth mindset using helpful thoughts, making small changes and trying again, and asking for support when needed.

To achieve this goal, kids learn to:

1. Use helpful thoughts, make small changes, and ask for help to overcome challenges
2. Recognize how attention, memory, and pause-and-think skills can help them learn new things
3. Understand that their skills improve with practice and effort and that they can share those skills with others in their community

Activity Title	Objectives
<b>Topic 1: Your Amazing Brain</b>	
<p><b>Activity 1</b> Group Juggle 2</p>	<p>Kids recall that skills can improve with practice and recognize that the brain is like a muscle that gets stronger with practice.</p>
<p><b>Activity 2</b> Oodles of Doodles</p>	<p>Kids recognize how practice helps improvement and identify how using pause-and-think, memory, and attention skills helps them improve other skills.</p>
<p><b>Activity 3</b> Memory Cards</p>	<p>Kids tell the group a way their brains learn from mistakes.</p>
<b>Topic 2: Challenge Your Thinking</b>	
<p><b>Activity 4</b> I Think ... I Can!</p>	<p>Kids name helpful thoughts and replace an unhelpful thought with a helpful one.</p>
<p><b>Activity 5</b> Flip the Thought</p>	<p>Kids change unhelpful thoughts into helpful ones using the word "yet" and say why it's important to change unhelpful thoughts into helpful ones.</p>
<b>Topic 3: Great Mistakes</b>	
<p><b>Activity 6</b> Recycle Ball</p>	<p>Kids use helpful thoughts, make small changes, and ask for help to complete a challenge.</p>
<p><b>Activity 7</b> Twirly-Bird</p>	<p>Kids ask for help and make small changes to complete a challenging task.</p>
<b>Topic 4: Supporting Others</b>	
<p><b>Activity 8</b> Color Mixer</p>	<p>Kids work together to create a piece of art and recognize that communities can do more when people combine their skills.</p>

<b>Activity 9</b> Paper Card Tower	Kids support others by working together and sharing ideas.
<b>Activity 10</b> Cat and Dog	Kids teach each other the steps to make origami animals.
<b>Topic 5: Show What You Know</b>	
<b>Activity 11</b> Try-athlon 1	Kids use strategies to help them through challenges and support others during challenges.
<b>Activity 12</b> Try-athlon 2	Kids use strategies to help them through challenges and support others during challenges.

## Unit 2: Emotion Management

The goal of this unit is to help kids identify and recognize emotions in themselves and others and manage strong emotions when needed.

To achieve this goal, kids learn to:

1. Identify feelings in themselves and others
2. Understand that all emotions are okay and give us information
3. Manage strong emotions using strategies

Activity Title	Objectives
<b>Topic 1: Identifying Emotions</b>	
<b>Activity 1</b> Emotions in Action	Kids name emotions in others using face, body, and context clues.
<b>Activity 2</b> Feeling Proud	Kids recall what "proud" means and name something they feel proud of.
<b>Activity 3</b> Feeling Disappointed	Kids recall helpful thoughts they can use when feeling disappointed.
<b>Topic 2: Understanding Emotions</b>	
<b>Activity 4</b> Reading Emotions	Kids discuss what information emotions can give them.
<b>Activity 5</b> Feeling Different Emotions	Kids recognize that people can feel different emotions in the same situations.
<b>Activity 6</b> Happy and ___?	Kids recognize that they can feel more than one emotion at a time.



### Topic 3: Calming Strong Emotions

**Activity 7**  
Show Stoppers Kids recognize feelings in the body and use slow breathing to calm down.

**Activity 8**  
Slow Counting Kids practice slow counting as a way to manage strong feelings.

**Activity 9**  
Take a Break Kids understand when and how to take a break to calm strong emotions.

**Activity 10**  
Really, Really Happy! Kids name strong emotions and name strategies for calming strong emotions.

### Topic 4: Show What You Know

**Activity 11**  
Freeze Frame! Kids guess emotions using face, body, and context clues.

**Activity 12**  
Mini Book, Big Emotions Kids name and show strategies that help calm down strong emotions.

## Unit 3: Empathy & Kindness

The goal of this unit is to help kids understand and recognize the value empathy and kindness bring to their community.

To achieve this goal, kids learn to:

1. Use point of view and asking questions to help them empathize with others
2. Name and demonstrate ways to be kind to others
3. Understand the impact empathy and kindness can have on others

#### Activity Title

#### Objectives

### Topic 1: Empathy

**Activity 1**  
Understanding Empathy Kids identify situations where people have empathy for others and recall the meaning of the word "empathy."

**Activity 2**  
Itsy Bitsy Scaredy Spider Kids think about situations from different points of view.

**Activity 3**  
But Why? Kids ask questions to help understand someone else's point of view.

### Topic 2: Kindness

**Activity 4**  
Handle with Care Kids recognize how kindness can affect others.

**Activity 5**

A Ton of Kindness

Kids name ways to show kindness to others.

**Activity 6**

My Kind of Kindness

Kids recognize that people like to be shown kindness in different ways.

**Topic 3: Empathy in Action**

**Activity 7**

Super Kind!

Kids draw a comic to recall a time they had empathy and showed kindness to others.

**Activity 8**

Thanks for Understanding

Kids make a thank-you card for someone who showed them empathy and kindness.

**Topic 4: Kindness in Our Community**

**Activity 9**

A Kind Surprise!

Kids do something kind for their community.

**Activity 10**

Stick with Kindness

Kids demonstrate and recognize different ways of being kind in their community.

**Topic 5: Show What You Know**

**Activity 11**

Empathy Project 1

Kids plan an act of kindness and recognize how they were able to empathize.

**Activity 12**

Empathy Project 2

Kids explain how their acts of kindness will help or support others based on each person's likes or needs.

**Topic 6: Program Wrap-Up**

**Activity 13**

Program Review

Kids use and talk about the skills they've learned in this program.

# Grades 4-5

## Foundational Unit: Community Building

The goal of this unit is to help kids get to know each other and set expectations for the group.

To achieve this goal, kids learn to:

1. Follow group norms
2. Participate in the activities
3. Work together with other kids

Activity Title	Objectives
<b>Topic 1: Getting to Know You</b>	
<b>Activity 1</b> Name Relay	Kids recall the names and interests of three kids in the group.
<b>Topic 2: Norms and Expectations</b>	
<b>Activity 2</b> We Are . . .	Kids develop and agree on a list of norms for the group and say what behaviors fit the norms.
<b>Activity 3</b> Keep It Up!	Kids decide on an attention signal for the group to use, and name and model at least one behavior that shows participation.
<b>Topic 3: Accepting Differences</b>	
<b>Activity 4</b> Cross the Circle	Kids name things they have in common with other kids.
<b>Activity 5</b> Art About Me	Kids say a fact they learned about another kid.
<b>Topic 4: Working Together</b>	
<b>Activity 6</b> Rock, Paper, Scissors Champion	Kids use encouraging phrases to support members of the group.
<b>Activity 7</b> Disagreement Island	Kids name respectful ways to disagree and discuss ideas respectfully.
<b>Topic 5: Communication</b>	
<b>Activity 8</b> Chain, Chain, Chain	Kids work together to complete a challenging task while following the group norms, and summarize how group members worked together to complete the challenging task.
<b>Activity 9</b> Community Connection	Kids ask at least one question to learn about someone else in the group and name at least one way to build relationships with others.

### Topic 6: Show What You Know

**Activity 10**

Community Project 1

Kids recall and demonstrate norms while working together, actively participate to help plan a community project, and solve disagreements while planning a group project.

**Activity 11**

Community Project 2

Kids recall and show norms while working together, actively participate in the community project, and solve disagreements while working on a group project.

**Activity 12**

Community Project 3

Kids say what members of a community can do to make a positive community.

## Unit 1: Growth Mindset & Goal Setting

The goal of this unit is to help kids learn and use strategies that can help them achieve their goals.

To achieve this goal, kids learn to:

1. Use strategies to overcome challenges, mistakes, and setbacks
2. Make and follow a plan to achieve a goal
3. Support each other as they work toward their goals

Activity Title	Objectives
<b>Topic 1: Challenges, Mistakes, and Setbacks</b>	
<b>Activity 1</b> The Floor Is Quicksand	Kids explain a difference between easy and challenging goals.
<b>Activity 2</b> Marker Swing	Kids design a plan for improvement based on mistakes they make in a game.
<b>Activity 3</b> Super Roadblocks	Kids name a roadblock they've encountered, and draw pictures showing a roadblock and how they could overcome it.
<b>Topic 2: Planning to Achieve Goals</b>	
<b>Activity 4</b> Mice in the Kitchen	Kids list two benefits of having a plan to reach a challenging goal.
<b>Activity 5</b> Keep It Moving	Kids create a plan to reach a goal and name a way to improve their plan.
<b>Activity 6</b> The Great Pet Store Heist	Kids make, test, and revise a plan to complete a challenging activity, and describe a change they made to their original plan to improve it.
<b>Activity 7</b> Marble Run	Kids make a plan to achieve a goal and change it if there are roadblocks, and explain how they overcame a roadblock.

### Topic 3: Supporting Each Other

**Activity 8**

Goal Catchers

Kids write eight supportive phrases or notes for another kid.

**Activity 9**

Secret Support

Kids name an example of support they gave or experienced during a challenge, and name a way they like to be supported during a challenge.

### Topic 4: Show What You Know

**Activity 10**

Paper Engineer 1

Kids use goal-setting skills—such as making a plan, learning from mistakes, and giving support—to complete a challenge, and name a way that their group used goal-setting skills to complete a challenge.

**Activity 11**

Paper Engineer 2

Kids use goal-setting skills—such as making a plan, learning from mistakes, and giving support—to complete a challenge, and name a way that their group used goal-setting skills to complete a challenge.

**Activity 12**

Reach Your Goal Bingo

Kids use goal-setting skills—such as making a plan, learning from mistakes, and giving support—to complete a challenge, and name a way that their group used goal-setting skills to complete a challenge.

## Unit 2: Emotion Management

The goal of this unit is to help kids know when their emotions are growing and manage strong emotions.

To achieve this goal, kids learn to:

1. Recognize when their emotions are getting stronger
2. Use strategies to manage their strong emotions
3. Rethink a situation that causes them to feel a strong, uncomfortable emotion

Activity Title	Objectives
<b>Topic 1: Recognizing Strong Emotions</b>	
<b>Activity 1</b> Riddle Race	Kids notice that strong emotions can make it hard to think clearly or make good decisions.
<b>Activity 2</b> Emotions Volcano	Kids talk about clues that their emotions are getting stronger.
<b>Activity 3</b> Emotions Map	Kids describe the size and strength of specific emotions.
<b>Activity 4</b> Name That Emotion	Kids describe situations where they usually feel strong emotions.

### Topic 2: Calming Strong Emotions

**Activity 5**

Emotion Motions

Kids name strategies they already use to calm strong emotions and create a list of calm-down strategies for the future.

**Activity 6**

Calm-Down Beads

Kids pick a strategy for calming strong emotions that they can use in a specific situation and make a keychain or bracelet to remind them of their favorite calm-down strategy.

### Topic 3: Rethinking a Situation

**Activity 7**

Rethink, Riley!

Kids learn about rethinking and, with help, say how a character in a story used rethinking to change her feelings about a situation.

**Activity 8**

Rethink the Rain Cloud

Kids work in groups to rethink situations.

**Activity 9**

Rethinking Bees

Kids say how they could rethink a situation that caused a strong, uncomfortable emotion.

### Topic 4: Show What You Know

**Activity 10**

Emotion Self-Portrait 1

Kids name a common situation where they usually feel a strong emotion.

**Activity 11**

Emotion Self-Portrait 2

Kids say how they would feel in a common situation where they usually feel strong emotions.

**Activity 12**

Emotion Self-Portrait 3

Kids name a strategy they can use to calm strong emotions in a specific situation.

## Unit 3: Empathy & Kindness

The goal of this unit is to help kids use empathy strategies to avoid unnecessary conflict and benefit their communities.

To achieve this goal, kids learn to:

1. Practice different empathy strategies
2. Act with empathy in a challenging situation
3. Identify how empathy can benefit a community

Activity Title	Objectives
<b>Topic 1: Empathy Strategies</b>	
<b>Activity 1</b> The Way I See It	Kids draw things that represent their point of view.
<b>Activity 2</b> Yes or No	Kids ask questions to build empathy for each other.

<b>Activity 3</b> Iceberg Art	Kids identify things they have in common with other kids and say how finding things they have in common with others can help them have empathy.
<b>Activity 4</b> Opinion Swap	Kids explain another kid's point of view and say how taking another kid's point of view helps them have empathy.
<b>Topic 2: Empathy in Action</b>	
<b>Activity 5</b> Texting Trouble	Kids use empathy strategies to avoid unnecessary conflict.
<b>Activity 6</b> Empathy Trashketball	Kids say how they could act with empathy in a difficult situation.
<b>Topic 3: Empathy in My Community</b>	
<b>Activity 7</b> Story Puzzle	Kids say how kind acts make their community better.
<b>Activity 8</b> Build Up Our Group	Kids say how kindness and empathy build up their community.
<b>Activity 9</b> Banana Madness!	Kids use empathy strategies to find out what someone is thinking and feeling and make a plan to help their community.
<b>Topic 4: Show What You Know</b>	
<b>Activity 10</b> Helping Our Community 1	Kids draw a situation from another person's point of view.
<b>Activity 11</b> Helping Our Community 2	Kids plan to make a positive change in their community.
<b>Activity 12</b> Helping Our Community 3	Kids present a plan to help their community.
<b>Topic 5: Program Wrap-Up</b>	
<b>Activity 13</b> Program Review	Kids use and talk about the skills they've learned in this program.