



FULL SCOPE AND SEQUENCE

Social-Emotional Learning for Early Learning-Grade 8

Early Learning

Unit 1: Skills for Learning

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Week 1 Welcoming	<ul style="list-style-type: none"> There are many ways to welcome someone new to class Welcoming someone is a way to show you care Welcoming helps other children feel they belong to the class 	<ul style="list-style-type: none"> Make a friendly greeting Say their names Demonstrate showing someone new around the classroom
Week 2 Listening	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn 	<ul style="list-style-type: none"> Demonstrate new Listening Rules in a group
Week 3 Focusing Attention	<ul style="list-style-type: none"> Focusing attention uses your eyes, ears, and brain Practice helps you get better at focusing your attention 	<ul style="list-style-type: none"> Demonstrate focusing attention during a game
Week 4 Self-Talk	<ul style="list-style-type: none"> Self-talk is talking to yourself in a quiet voice or inside your head Self-talk helps you focus and pay attention 	<ul style="list-style-type: none"> Demonstrate self-talk strategies while playing a game
Week 5 Following Direction	<ul style="list-style-type: none"> Listening and following directions help you learn Repeating directions helps you remember them 	<ul style="list-style-type: none"> Demonstrate listening and following directions while doing activities
Week 6 Asking for What You Need or Want	<ul style="list-style-type: none"> To ask for what you need or want, face the person you are asking and use a respectful voice 	<ul style="list-style-type: none"> Demonstrate asking for what they need or want during skill-practice activities

Unit 2: Empathy

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Week 7 Identifying Feelings</p>	<ul style="list-style-type: none"> You can look at people's faces and bodies for clues to help you tell how they feel 	<ul style="list-style-type: none"> Identify the feelings <i>happy</i> and <i>sad</i> when presented with physical (face or body) clues Tell about a time when they felt happy or sad
<p>Week 8 More Feelings</p>	<ul style="list-style-type: none"> Focusing attention on what is happening, or the situation, can help you tell how someone is feeling 	<ul style="list-style-type: none"> Name the feelings <i>surprised</i> and <i>scared</i> when presented with physical and situational clues Identify how others feel in response to scenarios
<p>Week 9 Identifying Anger</p>	<ul style="list-style-type: none"> Everyone feels angry sometimes It is not okay to be mean or hurt others when you feel angry 	<ul style="list-style-type: none"> Identify the feeling <i>mad/angry</i> when presented with physical clues Tell others about a time when they felt angry
<p>Week 10 Same or Different Feelings</p>	<ul style="list-style-type: none"> People can have different feelings about the same thing It is okay for people to have different feelings about the same thing 	<ul style="list-style-type: none"> Compare what is the same and what is different about two objects Identify whether they feel the same as or different from others in response to scenarios
<p>Week 11 Accidents</p>	<ul style="list-style-type: none"> An <i>accident</i> is when you do something you didn't mean to do When you do something by accident, it's important to say it was an accident so others don't think you did it on purpose 	<ul style="list-style-type: none"> Identify when something happens by accident Demonstrate saying, "I didn't mean to. It was an accident. Are you okay?" in response to scenarios
<p>Week 12 Caring and Helping</p>	<ul style="list-style-type: none"> When you feel empathy for someone, you can show them you care You can show you care by saying something kind or doing something helpful 	<ul style="list-style-type: none"> Demonstrate saying something kind in response to scenarios Demonstrate helping behaviors during an activity

Early Learning

Unit 3: Emotion Management

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Week 13 We Feel Feelings in Our Bodies</p>	<ul style="list-style-type: none"> • Clues in your body help you identify your feelings • Some feelings are comfortable; others are uncomfortable • It is important to talk to a grown-up when you feel worried 	<ul style="list-style-type: none"> • Identify worry as an uncomfortable feeling • Identify a grown-up to talk to when they feel worried
<p>Week 14 Strong Feelings</p>	<ul style="list-style-type: none"> • Sometimes your feelings can be strong. Strong feelings need to be managed • Putting your hands on your tummy and saying "stop" are ways to begin to calm down 	<ul style="list-style-type: none"> • Recognize and name when they or others are feeling frustrated • Demonstrate putting their hands on their tummies and saying "stop"
<p>Week 15 Naming Feelings</p>	<ul style="list-style-type: none"> • Naming your feeling can help you calm down • It helps to talk to a grown-up when you feel scared or sad 	<ul style="list-style-type: none"> • Name their feelings in response to scenarios • Demonstrate how to calm down in response to scenarios
<p>Week 16 Managing Disappointment</p>	<ul style="list-style-type: none"> • When you don't get what you want, you can feel disappointed • Belly breathing calms down strong feelings • Belly breathing pushes the belly out when you breathe in 	<ul style="list-style-type: none"> • Demonstrate belly breathing • Demonstrate the Calming-Down Steps in response to scenarios
<p>Week 17 Managing Anger</p>	<ul style="list-style-type: none"> • Feeling angry is natural, but hurtful, mean behaviors are not okay • Your body lets you know when you're angry • Learning to relax calms you down 	<ul style="list-style-type: none"> • Demonstrate relaxing their bodies • Tell the difference between ways to behave when angry that are okay and those that are not okay
<p>Week 18 Managing Waiting</p>	<ul style="list-style-type: none"> • Calming down can help you manage feeling excited while you're waiting • Counting also helps you wait 	<ul style="list-style-type: none"> • Demonstrate waiting in a game • Demonstrate counting to help with waiting

Unit 4: Friendship Skills and Problem-Solving

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Week 19 Fair Ways to Play</p>	<ul style="list-style-type: none"> • Clues in your body help you identify your feelings • Some feelings are comfortable; others are uncomfortable • It is important to talk to a grown-up when you feel worried 	<ul style="list-style-type: none"> • Identify worry as an uncomfortable feeling • Identify a grown-up to talk to when they feel worried
<p>Week 20 Having Fun with Friends</p>	<ul style="list-style-type: none"> • Sometimes your feelings can be strong. Strong feelings need to be managed • Putting your hands on your tummy and saying "stop" are ways to begin to calm down 	<ul style="list-style-type: none"> • Recognize and name when they or others are feeling frustrated • Demonstrate putting their hands on their tummies and saying "stop"
<p>Week 21 Inviting to Play</p>	<ul style="list-style-type: none"> • Naming your feeling can help you calm down • It helps to talk to a grown-up when you feel scared or sad 	<ul style="list-style-type: none"> • Name their feelings in response to scenarios • Demonstrate how to calm down in response to scenarios
<p>Week 22 Joining In with Play</p>	<ul style="list-style-type: none"> • When you don't get what you want, you can feel disappointed • Belly breathing calms down strong feelings • Belly breathing pushes the belly out when you breathe in 	<ul style="list-style-type: none"> • Demonstrate belly breathing • Demonstrate the Calming-Down Steps in response to scenarios
<p>Week 23 Saying the Problem</p>	<ul style="list-style-type: none"> • Feeling angry is natural, but hurtful, mean behaviors are not okay • Your body lets you know when you're angry • Learning to relax calms you down 	<ul style="list-style-type: none"> • Demonstrate relaxing their bodies • Tell the difference between ways to behave when angry that are okay and those that are not okay
<p>Week 24 Thinking of Solutions</p>	<ul style="list-style-type: none"> • Calming down can help you manage feeling excited while you're waiting • Counting also helps you wait 	<ul style="list-style-type: none"> • Demonstrate waiting in a game • Demonstrate counting to help with waiting
<p>Week 25 Speaking Assertively</p>	<ul style="list-style-type: none"> • If someone treats you in unsafe or mean ways, speaking up assertively is a respectful way to deal with it 	<ul style="list-style-type: none"> • Demonstrate speaking up assertively in response to scenarios

Unit 5: Transitioning to Kindergarten

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Week 26 Learning in Kindergarten</p>	<ul style="list-style-type: none"> The Listening Rules and Skills for Learning will help you be a better learner in kindergarten 	<ul style="list-style-type: none"> Demonstrate the Listening Rules Demonstrate focusing attention, listening, and using self-talk during an activity
<p>Week 27 Riding the Kindergarten Bus</p>	<ul style="list-style-type: none"> Looking at people's faces and bodies and noticing what is happening help you tell how people are feeling. People can have different feelings about the same thing Using the Calming-Down Steps helps you calm down strong feelings 	<ul style="list-style-type: none"> Identify the feelings learned in the Second Step® program when presented with facial clues Demonstrate the Calming-Down Steps in response to scenarios
<p>Week 28 Making New Friends in Kindergarten</p>	<ul style="list-style-type: none"> Playing together, trading, and taking turns are fair and fun ways to play Inviting others to play and asking to join in are ways to make friends in kindergarten 	<ul style="list-style-type: none"> Demonstrate the Fair Ways to Play Demonstrate inviting others to play and asking to join in play

Kindergarten

Unit 1: Skills for Learning

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 1 Learning to Listen	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn Our brains get smarter every time we use them 	<ul style="list-style-type: none"> Name and demonstrate the rules for listening in a group
Lesson 2 Focusing Attention	<ul style="list-style-type: none"> Focusing attention involves using eyes, ears, and brain You can focus your attention just by thinking about it, and the more you do it, the better you get at it Using self-talk helps you focus attention 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game
Lesson 3 Following Directions	<ul style="list-style-type: none"> Listening and following directions are important Skills for Learning Repeating directions helps you remember them Following directions involves your eyes, ears, and brain 	<ul style="list-style-type: none"> Demonstrate listening and following directions within the context of a game
Lesson 4 Self-Talk for Staying on Task	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head Self-talk helps you focus and maintain attention 	<ul style="list-style-type: none"> Demonstrate self-talk for remembering directions in the context of a drawing game
Lesson 5 Being Assertive	<ul style="list-style-type: none"> Being assertive involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words) Assertive communication is the best way to ask for help 	<ul style="list-style-type: none"> Demonstrate being assertive in response to scenarios

Kindergarten

Unit 2: Empathy

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 6 Fair Ways to Play</p>	<ul style="list-style-type: none"> If you can name your own feelings, it will help you figure out how other people feel All feelings are natural. Some feelings are comfortable, and some are uncomfortable Physical clues can help you identify others' feelings 	<ul style="list-style-type: none"> Name <i>happy</i> and <i>sad</i> when presented with physical clues Identify that happy is a comfortable feeling and sad is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios
<p>Lesson 7 Having Fun with Friends</p>	<ul style="list-style-type: none"> Situational clues can help identify others' feelings 	<ul style="list-style-type: none"> Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues Identify that interested is a comfortable feeling and scared an uncomfortable one Identify a variety of feelings displayed in response to scenarios
<p>Lesson 8 Inviting to Play</p>	<ul style="list-style-type: none"> It is natural to feel angry, but feeling angry is uncomfortable It is not okay to be mean or hurt others <i>Empathy</i> means feeling and understanding what someone else feels 	<ul style="list-style-type: none"> Name <i>angry</i> when presented with physical and situational clues Identify that anger is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios
<p>Lesson 9 Joining In with Play</p>	<ul style="list-style-type: none"> People can have different feelings about the same situation It is okay for people to have different feelings about the same thing 	<ul style="list-style-type: none"> Compare physical and emotional similarities and differences between two students depicted in a story Identify same and different feelings in response to scenarios
<p>Lesson 10 Accidents</p>	<ul style="list-style-type: none"> An <i>accident</i> is when you do something you didn't mean to do When you cause an accident, it's important to say so, so others won't think you did it on purpose 	<ul style="list-style-type: none"> Identify what to say when they do something by accident Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios
<p>Lesson 11 Caring and Helping</p>	<ul style="list-style-type: none"> <i>Compassion</i> means caring about how someone else feels When you feel empathy for someone, compassion is a good way to show it You can show you care by saying or doing something kind 	<ul style="list-style-type: none"> Identify that listening is one way to show you care Identify that helping is another way to show you care Demonstrate caring and helping behaviors in response to scenarios

Kindergarten

Unit 3: Emotion Management

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 12 We Feel Feelings in Our Bodies</p>	<ul style="list-style-type: none"> You can use physical clues in your body to identify your feelings All your feelings are natural It is important to talk to a grown-up when you feel worried 	<ul style="list-style-type: none"> Identify physical clues for feeling worried Identify a grown-up to talk to when they feel worried
<p>Lesson 13 Managing Frustration</p>	<ul style="list-style-type: none"> Feelings vary in strength Feelings that are strong need to be managed Saying "Stop" and naming your feelings are ways to begin to calm down 	<ul style="list-style-type: none"> Identify "Stop" and "Name your feeling" as ways to begin to calm down Demonstrate saying "Stop" and naming feelings in response to scenarios
<p>Lesson 14 Calming Down Strong Feelings</p>	<ul style="list-style-type: none"> Belly breathing calms down strong feelings Belly breathing pushes the belly out when you breathe in 	<ul style="list-style-type: none"> Demonstrate belly breathing Identify and demonstrate the Calming-Down Steps
<p>Lesson 15 Handling Waiting</p>	<ul style="list-style-type: none"> The Calming-Down Steps can help you manage feeling excited or impatient while waiting Finding quiet things to do that won't distract others also helps you wait 	<ul style="list-style-type: none"> Identify the Calming-Down Steps Apply the Calming-Down Steps while waiting in a game situation
<p>Lesson 16 Managing Anger</p>	<ul style="list-style-type: none"> Feeling angry is natural. Hurtful, mean behaviors are not okay Your body lets you know when you are angry Learning to relax calms you down 	<ul style="list-style-type: none"> Name physical signs of anger Apply the Calming-Down Steps in a game situation
<p>Lesson 17 Managing Disappointment</p>	<ul style="list-style-type: none"> When you don't get what you want, you can feel disappointed Strong disappointment can lead to feeling sad or angry 	<ul style="list-style-type: none"> Identify the feeling of disappointment Demonstrate calming-down skills when they feel disappointed
<p>Lesson 18 Handling Being Knocked Down</p>	<ul style="list-style-type: none"> When you get hurt, it's important to calm down before you do anything else You need to ask for more information and not assume that the action was on purpose 	<ul style="list-style-type: none"> Demonstrate calming down in response to scenarios Demonstrate telling the other person they feel hurt and asking what happened Demonstrate apologizing and saying it was an accident

Kindergarten

Unit 4: Problem-Solving

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 19 Solving Problems</p>	<ul style="list-style-type: none"> You need to calm down before you solve a problem The first step in solving problems is to use words to describe the problem The second step in solving problems is to think of lots of solutions 	<ul style="list-style-type: none"> Use words to describe problems presented in scenarios Generate multiple solutions to problems presented in scenarios
<p>Lesson 20 Inviting to Play</p>	<ul style="list-style-type: none"> When you see other kids being left out of play, it is important to notice and have empathy for them Inviting others to play is a caring thing to do Playing with others is a way to get to know them 	<ul style="list-style-type: none"> Demonstrate inviting someone to play in response to scenarios
<p>Lesson 21 Fair Ways to Play</p>	<ul style="list-style-type: none"> Sharing, trading, and taking turns are fair ways to play Sharing means playing together with a toy 	<ul style="list-style-type: none"> Identify a problem in response to a scenario Generate solutions in response to a scenario Name <i>sharing, trading, and taking turns</i> as fair solutions when two students want to play with the same thing
<p>Lesson 22 Having Fun with Friends</p>	<ul style="list-style-type: none"> When children play in fair ways, everyone has fun Other children sometimes have different wants or preferences Choosing to have fun with others rather than get your own way helps you be friends 	<ul style="list-style-type: none"> Demonstrate the Problem-Solving Steps with a problem in the lesson
<p>Lesson 23 Handling Having Things Taken Away</p>	<ul style="list-style-type: none"> It is important to calm down first before solving problems If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it It is not okay to grab things away from others 	<ul style="list-style-type: none"> Identify a problem in response to scenarios Generate solutions in response to scenarios Demonstrate assertive communication in response to scenarios

Kindergarten

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 24 Handling Name-Calling</p>	<ul style="list-style-type: none"> • It is not okay to call people names that hurt their feelings • If someone calls you a name, you can ignore the person or respond assertively • If the person doesn't stop calling you names, you should tell a grown-up 	<ul style="list-style-type: none"> • Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings • Identify an adult to tell if they cannot stop the name-calling
<p>Lesson 25 Reviewing Second Step® Skills</p>	<ul style="list-style-type: none"> • You have all learned a lot of new skills • You can notice how much you have learned 	<ul style="list-style-type: none"> • Recall and demonstrate the Listening Rules • Demonstrate how to calm down • Recall the Fair Ways to Play

Grade 1

Unit 1: Skills for Learning

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 1 Learning to Listen	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn Your brain gets smarter every time it works hard 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Apply attention, memory, and inhibitory control skills in a brain-building game
Lesson 2 Focusing Attention	<ul style="list-style-type: none"> Focusing attention involves using your eyes, ears, and brain The more you practice focusing your attention, the better you get at it Using self-talk helps focus attention 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game State typical classroom verbal cues that request student attention
Lesson 3 Following Directions	<ul style="list-style-type: none"> Listening and following directions are important Skills for Learning Repeating directions helps you remember them Following directions involves using your eyes, ears, and brain 	<ul style="list-style-type: none"> Demonstrate listening and following directions within the context of a game
Lesson 4 Self-Talk for Learning	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head Self-talk helps you focus and maintain attention 	<ul style="list-style-type: none"> Demonstrate self-talk strategies for remembering directions
Lesson 5 Being Assertive	<ul style="list-style-type: none"> Being assertive involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words) Assertive communication is the best way to ask for help 	<ul style="list-style-type: none"> Distinguish an assertive request from a passive or aggressive one Identify assertive posture and tone of voice Demonstrate assertive communication skills in response to scenarios

Grade 1

Unit 2: Empathy

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 6 Identifying Feelings</p>	<ul style="list-style-type: none"> Identifying your own feelings helps you know how others feel Everyone experiences strong feelings sometimes Some feelings are comfortable, and some are uncomfortable Physical clues can help identify others' feelings 	<ul style="list-style-type: none"> Name feelings when presented with physical clues
<p>Lesson 7 Looking for More Clues</p>	<ul style="list-style-type: none"> Situational clues can help you identify others' feelings Understanding how others feel improves relationships 	<ul style="list-style-type: none"> Name feelings when presented with physical clues Name feelings when presented with environmental and situational clues
<p>Lesson 8 Similarities and Differences</p>	<ul style="list-style-type: none"> People can have different feelings about the same situation It is okay for people to have different feelings about the same thing 	<ul style="list-style-type: none"> Compare physical and emotional similarities and differences between two children Demonstrate that people can have different feelings about the same situation
<p>Lesson 9 Feelings Change</p>	<ul style="list-style-type: none"> People may have different feelings about the same situation at different times Feelings may change over time Being inviting and welcoming can change people's feelings 	<ul style="list-style-type: none"> Demonstrate welcoming and inviting behaviors
<p>Lesson 10 Accidents</p>	<ul style="list-style-type: none"> An <i>accident</i> is when you do something you didn't mean to do It is important to accept responsibility for an accident to prevent others from assuming it was intentional 	<ul style="list-style-type: none"> Know what the word <i>accident</i> means Know what to say when they do something by accident Predict how others might feel as a result of their own or others' actions
<p>Lesson 11 Showing Care and Concern</p>	<ul style="list-style-type: none"> <i>Compassion</i> is empathy in action People feel better when others show them care and concern 	<ul style="list-style-type: none"> Recall that listening, saying kind words, and helping are three ways to show caring Demonstrate caring and helping in response to scenarios

Grade 1

Unit 3: Emotion Management

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 12 Identifying Feelings</p>	<ul style="list-style-type: none"> You identify your own feelings by physical clues in your body All feelings are natural 	<ul style="list-style-type: none"> Identify physical clues in their bodies that help them identify their feelings Identify grown-ups to talk to about feelings
<p>Lesson 13 Looking for More Clues</p>	<ul style="list-style-type: none"> Feelings vary in strength Strong feelings need to be managed Saying “stop” and naming your feeling are ways to begin to calm down 	<ul style="list-style-type: none"> Recognize situations and physical body cues that signal strong feelings Demonstrate two Calming-Down Steps to manage strong feelings
<p>Lesson 14 Similarities and Differences</p>	<ul style="list-style-type: none"> Belly breathing calms down strong feelings Belly breathing pushes the belly out when you breathe in Being mean or hurting others when you are angry is not okay 	<ul style="list-style-type: none"> Explain physical and situational clues to feeling angry Demonstrate the proper belly breathing technique Use a three-step process to calm down: Say “stop,” name your feeling, and do belly breathing
<p>Lesson 15 Feelings Change</p>	<ul style="list-style-type: none"> Positive self-talk is an effective strategy for calming down strong emotions 	<ul style="list-style-type: none"> Recognize situations that require the use of calming-down strategies Use positive self-talk to calm down
<p>Lesson 16 Accidents</p>	<ul style="list-style-type: none"> Counting is an effective Way to Calm Down The Ways to Calm Down can help students manage worry Talking to a grown-up helps when you are worried 	<ul style="list-style-type: none"> Recognize situations that require the use of calming-down skills Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk Identify grown-ups to talk to when feeling worried

Grade 1

Unit 4: Problem-Solving

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 17 Solving Problems, Part 1</p>	<ul style="list-style-type: none"> You need to calm down before you solve a problem The first step in solving a problem is to use words to describe the problem The second step in solving a problem is to think of lots of solutions 	<ul style="list-style-type: none"> Use words to describe problems presented in scenarios Generate multiple solutions to problems presented in scenarios
<p>Lesson 18 Solving Problems, Part 2</p>	<ul style="list-style-type: none"> Part of problem-solving is thinking about consequences The final step of problem-solving is to pick the best solution Solving problems is a way to get along better with others 	<ul style="list-style-type: none"> Predict consequences using an if-then model Select a reasonable solution to a problem
<p>Lesson 19 Fair Ways to Play</p>	<ul style="list-style-type: none"> Sharing, trading, and taking turns are fair ways to play <i>Sharing</i> means playing together with a toy 	<ul style="list-style-type: none"> Define and differentiate sharing, trading, and taking turns Identify and state the problem in a given situation Generate possible solutions to a problem situation Demonstrate the Fair Ways to Play
<p>Lesson 20 Inviting to Join In</p>	<ul style="list-style-type: none"> It is important to notice and have empathy for children who are left out of play Inviting others to play is the right thing to do Playing with others is a way to get to know them better 	<ul style="list-style-type: none"> Apply the Problem-Solving Steps Demonstrate how to invite someone to play in response to scenarios
<p>Lesson 21 Handling Name-Calling</p>	<ul style="list-style-type: none"> It is not okay to call people names that hurt their feelings If someone calls you a name, you can ignore the person or speak assertively If the person doesn't stop calling you names, you should tell a grown-up 	<ul style="list-style-type: none"> Demonstrate assertive responses to name-calling Identify adults to tell if name-calling doesn't stop
<p>Lesson 22 Reviewing Second Step® Skills</p>	<ul style="list-style-type: none"> You have all learned a lot of new skills You can notice how much you have learned 	<ul style="list-style-type: none"> Recall skills on all the posters Demonstrate the Listening Rules Demonstrate the Calming-Down Steps Name one concept or skill they learned in their Second Step lessons

Grade 2

Unit 1: Skills for Learning

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 1 Being Respectful	<ul style="list-style-type: none"> Thinking about how others want to be treated and treating them that way helps you be respectful Being respectful helps you be a better learner 	<ul style="list-style-type: none"> Identify respectful behavior in themselves and others Determine respectful responses to scenarios
Lesson 2 Focusing Attention and Listening	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner Focusing your attention and listening are ways to show respect 	<ul style="list-style-type: none"> Identify examples of focusing attention Identify examples of listening Apply focusing-attention and listening skills in the context of a game and in response to scenarios
Lesson 3 Using Self-Talk	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head Self-talk helps you focus, stay on task, and handle distractions 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate using self-talk in response to scenarios
Lesson 4 Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> means asking for what you want or need in a calm and firm voice Being assertive is a respectful way to get what you want or need 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios Determine which adult to ask assertively for help in response to scenarios

Unit 2: Empathy

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 5 Identifying Feelings	<ul style="list-style-type: none"> Clues in faces, bodies, and situations help you notice and understand how people are feeling Everyone feels a wide variety of emotions Some feelings are comfortable, and others are uncomfortable 	<ul style="list-style-type: none"> Name a variety of feelings Distinguish between comfortable and uncomfortable feelings Use physical, verbal, and situational clues to determine what others are feeling
Lesson 6 Learning More About Feelings	<ul style="list-style-type: none"> People can have different feelings about the same situation People's feelings can change <i>Empathy</i> is feeling or understanding what someone else is feeling 	<ul style="list-style-type: none"> Use physical, verbal, and situational clues to determine what others are feeling Label their own feelings as the same as or different from others' feelings

Grade 2

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 7 Feeling Confident</p>	<ul style="list-style-type: none"> Practicing helps you build your confidence Feeling confident helps you do your best and makes you proud Noticing how others feel and understanding that their feelings can change helps you have empathy 	<ul style="list-style-type: none"> Identify physical and situational clues that indicate the feeling of confidence Detect when their own and others' feelings change
<p>Lesson 8 Respecting Different Preferences</p>	<ul style="list-style-type: none"> Having empathy helps you notice when others have different preferences from yours Respecting others' preferences helps you get along better with them 	<ul style="list-style-type: none"> Determine what others are feeling using physical, verbal, and situational clues Label their own preferences as the same as or different from others' preferences
<p>Lesson 9 Showing Compassion</p>	<ul style="list-style-type: none"> Noticing and understanding what someone is feeling helps you have empathy When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help Showing care and concern is called showing <i>compassion</i> 	<ul style="list-style-type: none"> Determine what others are feeling using physical, verbal, and situational clues Identify ways to show compassion for others in response to scenarios
<p>Lesson 10 Predicting Feelings</p>	<ul style="list-style-type: none"> Accidents happen If something happens to you by accident, think about how it could have been an accident and find out more information If you do something by accident, think about how the other person feels, apologize, and offer to help 	<ul style="list-style-type: none"> Predict others' feelings in response to scenarios Offer possible reasons for others' actions and feelings in response to scenarios

Grade 2

Unit 3: Emotion Management

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 11 Introducing Emotion Management</p>	<ul style="list-style-type: none"> When you feel strong feelings, it's hard to think clearly Focusing attention on your body gives you clues about how you're feeling Thinking about your feelings helps the thinking part of your brain get back in control 	<ul style="list-style-type: none"> Identify physical clues that can help them name their own feelings
<p>Lesson 12 Managing Embarrassment</p>	<ul style="list-style-type: none"> Using a stop signal and naming your feeling are the first two Calming-Down Steps 	<ul style="list-style-type: none"> Identify the first two Calming-Down Steps Demonstrate first two Calming-Down Steps in response to scenarios
<p>Lesson 13 Handling Making Mistakes</p>	<ul style="list-style-type: none"> Everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down Making mistakes helps you learn, because mistakes show you what you need to practice more You can use belly breathing to calm down 	<ul style="list-style-type: none"> Demonstrate correct belly-breathing technique Use belly breathing to calm down in response to scenarios
<p>Lesson 14 Managing Anxious Feelings</p>	<ul style="list-style-type: none"> Negative self-talk can make strong feelings even stronger When you feel really worried and anxious about something, calming down helps Using positive self-talk can help you calm down 	<ul style="list-style-type: none"> Generate positive self-talk they can use to calm down in response to scenarios Use positive self-talk to calm down in response to scenarios
<p>Lesson 15 Managing Anger</p>	<ul style="list-style-type: none"> Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay It's important to calm down angry feelings so you don't do something hurtful Being assertive is a respectful way to get what you want or need 	<ul style="list-style-type: none"> Use counting to calm down in response to scenarios Use assertive communication skills to get what they want or need in response to scenarios
<p>Lesson 16 Finishing Tasks</p>	<ul style="list-style-type: none"> Calming down helps you stay focused and on task at school Using positive self-talk helps you stay focused and on task so you can be a better learner 	<ul style="list-style-type: none"> Identify situations that require the use of the Calming-Down Steps Demonstrate using the Calming-Down Steps in response to scenarios Use positive self-talk to stay focused and on task in response to scenarios

Grade 2

Unit 4: Problem-Solving

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 17 Solving Problems, Part 1</p>	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems • Following steps can help you solve problems • Saying the problem without blame is respectful 	<ul style="list-style-type: none"> • Recall the first Problem-Solving Step • Identify and say a problem in response to scenarios
<p>Lesson 18 Solving Problems, Part 2</p>	<ul style="list-style-type: none"> • Following steps can help you solve problems • Solutions to problems must be safe and respectful 	<ul style="list-style-type: none"> • Recall the first two Problem-Solving Steps • Generate several solutions for a given problem in response to scenarios • Determine if solutions are safe and respectful
<p>Lesson 19 Taking Responsibility</p>	<ul style="list-style-type: none"> • Following steps can help you solve problems • When you hurt someone's feelings, it's important to take responsibility • Taking responsibility means admitting what you did, apologizing, and offering to make amends 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Apply the Problem-Solving Steps to scenarios about conflicts with friends • Demonstrate accepting responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios
<p>Lesson 20 Responding to Playground Exclusion</p>	<ul style="list-style-type: none"> • Following steps can help you solve problems • Being left out is a problem • Inviting someone who is being left out to play is the respectful, compassionate thing to do 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally
<p>Lesson 21 Playing Fairly on the Playground</p>	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems • Following steps can help you solve problems • When you can't agree on rules for a game, it's a problem • Finding a respectful way to agree on rules helps you get along better with others 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games
<p>Lesson 22 Reviewing Second Step® Skills</p>	<ul style="list-style-type: none"> • Using Second Step skills can help you be a better learner and get along with others 	<ul style="list-style-type: none"> • Recall Second Step skills learned • Identify Second Step skills in a story • Relate personal examples of skill use

Grade 3

Unit 1: Skills for Learning

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 1 Being Respectful Learners	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner Focusing your attention and listening show respect 	<ul style="list-style-type: none"> Apply focusing-attention and listening skills in response to scenarios
Lesson 2 Focusing Attention	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head Self-talk can help you focus, stay on task, and handle distractions 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate the use of self-talk in response to scenarios
Lesson 3 Following Directions	<ul style="list-style-type: none"> Being <i>assertive</i> means asking for what you want or need in a calm and firm voice Being assertive is a respectful way to get what you want or need 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios
Lesson 4 Self-Talk for Learning	<ul style="list-style-type: none"> Making a plan can help you be a better learner A plan is good if the order makes sense, it's simple, and you can do it 	<ul style="list-style-type: none"> Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria Create a simple, three-step plan that meets the Good Plan Checklist criteria

Unit 2: Empathy

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 5 Identifying Others' Feelings	<ul style="list-style-type: none"> Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling People can have different feelings about the same situation All feelings are natural 	<ul style="list-style-type: none"> Name a variety of feelings Determine others' feelings using physical, verbal, and situational clues Label their own feelings as the same as or different from others' feelings
Lesson 6 Understanding Perspectives	<ul style="list-style-type: none"> People can have different feelings about the same situation, and their feelings can change <i>Empathy</i> is feeling or understanding what someone else is feeling Thinking about others' perspectives helps you have empathy for them 	<ul style="list-style-type: none"> Identify others' feelings using physical, verbal, and situational clues Determine whether others' feelings have changed, in response to scenarios

Grade 3

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 7 Conflicting Feelings	<ul style="list-style-type: none"> You can have conflicting feelings about a situation Having empathy helps you notice when others' feelings are the same as or different from yours 	<ul style="list-style-type: none"> Identify two conflicting feelings a person could have in response to scenarios Explain possible reasons for someone's conflicting feelings in response to scenarios
Lesson 8 Accepting Differences	<ul style="list-style-type: none"> Having empathy helps you understand and accept how others are the same as or different from you Accepting and appreciating others' differences is respectful 	<ul style="list-style-type: none"> Name similarities and differences between people Predict how others will feel when teased for being different
Lesson 9 Showing Compassion	<ul style="list-style-type: none"> Focusing attention on and listening to others can help you have empathy and show compassion You can say kind words or do helpful things to show your compassion 	<ul style="list-style-type: none"> Demonstrate focusing-attention and listening skills in response to scenarios Identify ways to show compassion for others in response to scenarios Express appreciation for another person's concern in response to scenarios
Lesson 10 Making Friends	<ul style="list-style-type: none"> Focusing attention and listening to others help you make conversation Making conversation helps you make friends and get along better with others 	<ul style="list-style-type: none"> Demonstrate focusing-attention and listening skills in the context of a game Initiate, continue, and end a conversation in a friendly way in the context of a game

Unit 3: Emotion Management

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 11 Introducing Emotion Management	<ul style="list-style-type: none"> When you feel strong feelings, it's hard to think clearly Focusing attention on your body gives you clues about how you're feeling Thinking about your feelings helps the thinking part of your brain get back in control 	<ul style="list-style-type: none"> Identify physical clues that can help them label their own feelings
Lesson 12 Managing Test Anxiety	<ul style="list-style-type: none"> Using a stop signal and naming your feeling are the first two Calming-Down Steps 	<ul style="list-style-type: none"> Identify the first two Calming-Down Steps Demonstrate using the first two Calming-Down Steps in response to scenarios

Grade 3

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 13 Handling Accusations	<ul style="list-style-type: none"> You can use belly breathing to calm down Calming down helps you handle accusations calmly and thoughtfully It's important to take responsibility when you've made a mistake 	<ul style="list-style-type: none"> Demonstrate correct belly-breathing technique Use belly breathing to calm down in response to scenarios Demonstrate steps for handling accusations in response to scenarios
Lesson 14 Managing Disappointment	<ul style="list-style-type: none"> Negative self-talk can make strong feelings even stronger You can calm down by using positive self-talk Setting a new goal and making a plan to achieve it are positive ways to handle disappointment 	<ul style="list-style-type: none"> Generate positive self-talk they can use to calm down in response to scenarios Make a simple three-step plan to achieve a goal in response to scenarios
Lesson 15 Managing Anger	<ul style="list-style-type: none"> Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay It's important to calm down angry feelings so you don't do something hurtful Being assertive is a respectful way to get what you want or need 	<ul style="list-style-type: none"> Use counting to calm down in response to scenarios Use assertive communication skills to get what they want or need in response to scenarios
Lesson 16 Managing Hurt Feelings	<ul style="list-style-type: none"> Calming down when your feelings have been hurt can help you avoid jumping to conclusions Thinking of other explanations and getting more information can help you avoid jumping to conclusions 	<ul style="list-style-type: none"> Identify situations that require using strategies for calming down Demonstrate using strategies for calming down Generate alternative explanations in response to scenarios

Unit 4: Problem-Solving

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 17 Solving Problems, Part 1	<ul style="list-style-type: none"> Calming down helps you think so you can solve problems Following steps can help you solve problems Saying the problem without blame is respectful 	<ul style="list-style-type: none"> Recall the first Problem-Solving Step Identify and state a problem in response to scenarios Identify blaming language in response to scenarios

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 18 Solving Problems, Part 2</p>	<ul style="list-style-type: none"> • Following steps can help you solve problems • Solutions to problems must be safe and respectful • Solutions can have positive or negative consequences 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Propose several solutions for a given problem in response to scenarios • Determine if solutions are safe and respectful • Explore positive and negative consequences of solutions
<p>Lesson 19 Solving Classroom Problems</p>	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems • Following steps can help you solve problems • Getting along with others helps you be a better learner at school 	<ul style="list-style-type: none"> • Apply the Calming-Down Steps to an emotional situation in response to a scenario • Recall the Problem-Solving Steps • Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario
<p>Lesson 20 Solving Peer-Exclusion Problems</p>	<ul style="list-style-type: none"> • Following steps can help you solve problems • Being assertive is a safe and respectful solution to problems like being excluded • Excluding others is not nice or respectful 	<ul style="list-style-type: none"> • Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios • Demonstrate assertive communication skills in response to scenarios
<p>Lesson 21 Dealing with Negative Peer Pressure</p>	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems • Following steps can help you solve problems • Being assertive can help you resist negative peer pressure 	<ul style="list-style-type: none"> • Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios • Demonstrate assertive communication in response to scenarios
<p>Lesson 22 Reviewing Second Step® Skills</p>	<ul style="list-style-type: none"> • Using Second Step skills can help you be a better learner and get along with others 	<ul style="list-style-type: none"> • Recall Second Step skills learned • Identify Second Step skills in a story • Relate personal examples of skill use

Grade 4

Unit 1: Skills for Learning

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 1 Empathy and Respect	<ul style="list-style-type: none"> The Second Step® program helps you succeed at school Having respect and empathy helps you get along with others 	<ul style="list-style-type: none"> Define respect Define empathy
Lesson 2 Listening with Attention	<ul style="list-style-type: none"> Listening with attention helps you learn, work with others, and make friends 	<ul style="list-style-type: none"> Demonstrate listening-with-attention skills
Lesson 3 Being Assertive	<ul style="list-style-type: none"> Being assertive means asking for what you want or need in a calm, firm, respectful voice Being assertive helps you be successful in a variety of social and academic situations 	<ul style="list-style-type: none"> Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners
Lesson 4 Respecting Similarities and Differences	<ul style="list-style-type: none"> People can have similar or different feelings about the same situation Being able to notice and then understand others' feelings is an important part of empathy 	<ul style="list-style-type: none"> Identify clues that help them recognize other people's feelings Identify similarities and differences between how two people feel
Lesson 5 Understanding Complex Feelings	<ul style="list-style-type: none"> It is possible to have more than one feeling at the same time Being able to understand that others might have complex feelings is an important part of empathy 	<ul style="list-style-type: none"> Identify multiple feelings in a given scenario Give possible reasons for multiple feelings
Lesson 6 Understanding Different Perspectives	<ul style="list-style-type: none"> People can have different perspectives about other people, places, and situations Perspective taking is a central component of empathy 	<ul style="list-style-type: none"> Identify differing perspectives in given scenarios Generate prosocial responses to scenarios in which different perspectives could cause a conflict
Lesson 7 Conversation and Compliments	<ul style="list-style-type: none"> Having successful conversations with peers helps you make and build friendships Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going 	<ul style="list-style-type: none"> Identify components of a successful conversation Demonstrate giving and receiving a compliment

Grade 4

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 8 Joining In	<ul style="list-style-type: none"> Being assertive can help you join and invite others to join a group 	<ul style="list-style-type: none"> Identify skills for joining a group Demonstrate skills for joining a group
Lesson 9 Showing Compassion	<ul style="list-style-type: none"> <i>Compassion</i> means saying kind words or doing something helpful to show you care about how another person feels Having empathy helps you show compassion 	<ul style="list-style-type: none"> Demonstrate expressing concern or showing compassion for someone

Unit 2: Emotion Management

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 10 Introducing Emotion Management	<ul style="list-style-type: none"> When you feel strong feelings, it's hard to think clearly Unmanaged, strong emotions can lead to negative behavior and consequences 	<ul style="list-style-type: none"> Describe what triggers their own strong emotions Describe what happens in their brains and bodies when they experience strong emotions
Lesson 11 Managing Strong Feelings	<ul style="list-style-type: none"> Staying in control of your emotions and actions helps you get along better with others and be successful at school 	<ul style="list-style-type: none"> Demonstrate the ability to interrupt escalating emotions Determine a personal "signal" Identify and name strong feelings as they occur
Lesson 12 Calming Down Anger	<ul style="list-style-type: none"> Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences 	<ul style="list-style-type: none"> Identify situations in which they might need to calm down Demonstrate the technique for deep, centered breathing Identify and demonstrate other Calming-Down Strategies (counting, using positive self-talk)
Lesson 13 Managing Anxiety	<ul style="list-style-type: none"> Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations 	<ul style="list-style-type: none"> Identify situations that cause anxiety Apply what they've learned about calming down to anxiety- provoking scenarios, including academic challenges
Lesson 14 Avoiding Jumping to Conclusions	<ul style="list-style-type: none"> Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions 	<ul style="list-style-type: none"> Identify emotion-management strategies Demonstrate assertiveness skills Identify and demonstrate positive self-talk statements

Grade 4

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 15 Handling Put-Downs</p>	<ul style="list-style-type: none"> Calming down helps you handle put-downs and avoid making conflicts escalate 	<ul style="list-style-type: none"> Identify strategies for handling put-downs Demonstrate what they've learned about strategies for calming down Demonstrate assertive responses to put-downs

Unit 3: Problem-Solving

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 16 Solving Problems, Part 1</p>	<ul style="list-style-type: none"> Following steps can help you solve problems Saying the problem without blame is respectful Solving problems helps you be successful at school 	<ul style="list-style-type: none"> Recall the S: Say the problem step of the Problem-Solving Steps State a problem without blaming anyone
<p>Lesson 17 Solving Problems, Part 2</p>	<ul style="list-style-type: none"> Solving problems helps you be successful at school 	<ul style="list-style-type: none"> Generate safe and respectful solutions to a problem Identify consequences of potential solutions Select an appropriate solution to a problem
<p>Lesson 18 Making a Plan</p>	<ul style="list-style-type: none"> Some solutions to problems are complicated and need a plan Plans help you break down a big task into smaller, more manageable parts 	<ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem
<p>Lesson 19 Solving Playground Problems</p>	<ul style="list-style-type: none"> You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps 	<ul style="list-style-type: none"> Identify common playground conflicts Demonstrate using the Problem-Solving Steps to handle playground conflicts
<p>Lesson 20 Taking Responsibility for Your Actions</p>	<ul style="list-style-type: none"> Taking responsibility for your actions is the respectful thing to do 	<ul style="list-style-type: none"> Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged Demonstrate acknowledging mistakes Demonstrate making an apology and offering to make amends

Grade 4

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 21 Dealing with Peer Pressure	<ul style="list-style-type: none"> It is okay to say no to others, and it is okay for them to say no to you Negative emotions like guilt and remorse can be reasons not to go along with peer pressure 	<ul style="list-style-type: none"> Demonstrate using Assertiveness Skills to resist peer pressure Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
Lesson 22 Reviewing Second Step® Skills	<ul style="list-style-type: none"> The skills and concepts learned in the Second Step program can help you succeed in school 	<ul style="list-style-type: none"> Identify Second Step skills and concepts being used in scenarios students might encounter at school Include Second Step skills in a written script about solving a problem

Grade 5

Unit 1: Empathy and Skills for Learning

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 1 Empathy and Respect	<ul style="list-style-type: none"> The Second Step program helps you succeed at school Having respect and empathy helps you get along with others 	<ul style="list-style-type: none"> Define respect Define empathy
Lesson 2 Listening with Attention	<ul style="list-style-type: none"> Listening with attention helps you learn, work with others, and make friends 	<ul style="list-style-type: none"> Demonstrate listening-with-attention skills
Lesson 3 Being Assertive	<ul style="list-style-type: none"> Being assertive means asking for what you want or need in a calm, firm, respectful voice Being assertive helps you be successful in a variety of social and academic situations 	<ul style="list-style-type: none"> Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners
Lesson 4 Predicting Feelings	<ul style="list-style-type: none"> Being able to predict how what you do or say might make other people feel is respectful and will help you get along better with others 	<ul style="list-style-type: none"> Predict how others might feel as a result of their or another's actions State the cause and effects of a given action
Lesson 5 Taking Others' Perspectives	<ul style="list-style-type: none"> Others may have different perspectives Being able to recognize someone else's perspective helps you get along with others 	<ul style="list-style-type: none"> Demonstrate the ability to take someone else's perspective

Grade 5

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 6 Accepting Differences	<ul style="list-style-type: none"> Accepting differences and finding similarities can create mutual respect and friendship 	<ul style="list-style-type: none"> Identify similarities and differences between two people Define <i>prejudice</i>
Lesson 7 Disagreeing Respectfully	<ul style="list-style-type: none"> Disagreeing respectfully involves using Assertiveness Skills Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts 	<ul style="list-style-type: none"> Distinguish between respectful and disrespectful ways to disagree Communicate their own perspectives Demonstrate skills for disagreeing respectfully
Lesson 8 Responding with Compassion	<ul style="list-style-type: none"> <i>Compassion</i> is saying kind words or doing something to show you care about how another person feels Showing compassion for others is the respectful, kind thing to do Having empathy helps you show compassion 	<ul style="list-style-type: none"> Demonstrate knowledge of how to respond with compassion

Unit 2: Emotion Management

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 9 Solving Problems, Part 1	<ul style="list-style-type: none"> When you have strong, unmanaged emotions, it can lead to negative behavior and consequences 	<ul style="list-style-type: none"> Describe what happens in their brains and bodies when they experience strong emotions Identify a personal signal Identify and name strong feelings
Lesson 10 Solving Problems, Part 2	<ul style="list-style-type: none"> Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences 	<ul style="list-style-type: none"> Identify situations in which they might need to calm down Learn the technique for deep, centered breathing Identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break)
Lesson 11 Making a Plan	<ul style="list-style-type: none"> Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations 	<ul style="list-style-type: none"> Identify social situations that can cause anxiety Apply what they've learned about calming down in scenarios causing social anxiety

Grade 5

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 12 Managing Frustration	<ul style="list-style-type: none"> Frustration can get in the way of learning Managing frustration reduces the chance of doing something you may regret later 	<ul style="list-style-type: none"> Identify physical signs of frustration Demonstrate reducing frustration by using the Calming-Down Steps
Lesson 13 Resisting Revenge	<ul style="list-style-type: none"> Getting revenge can make problems worse 	<ul style="list-style-type: none"> Identify consequences of revenge Generate alternatives for seeking revenge Demonstrate using the Calming-Down Steps
Lesson 14 Handling Put-Downs	<ul style="list-style-type: none"> Calming down helps you handle put-downs and avoid escalating conflicts 	<ul style="list-style-type: none"> Identify strategies for handling put-downs Demonstrate what they've learned about the Calming-Down Steps Demonstrate assertive responses to put-downs
Lesson 15 Avoiding Assumptions	<ul style="list-style-type: none"> Calming down strong emotions helps you think clearly about a situation and make better decisions 	<ul style="list-style-type: none"> Identify emotion-management strategies Demonstrate Assertiveness Skills Identify and use positive self-talk statements to avoid making assumptions

Unit 3: Problem-Solving

Lesson Title	Weekly Concepts	Objectives Students will be able to:
Lesson 16 Solving Problems, Part 1	<ul style="list-style-type: none"> Solving problems helps you be successful at school 	<ul style="list-style-type: none"> Recall the S: Say the problem step of the Problem-Solving Steps State a problem without blaming anyone
Lesson 17 Solving Problems, Part 2	<ul style="list-style-type: none"> Solving problems helps you be successful at school 	<ul style="list-style-type: none"> Generate safe and respectful solutions to a problem Identify consequences of potential solutions Select an appropriate solution to a problem
Lesson 18 Making a Plan	<ul style="list-style-type: none"> Some solutions to problems are complicated and need a plan Plans help you break down a big task into smaller, more manageable parts 	<ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem

Grade 5

Lesson Title	Weekly Concepts	Objectives Students will be able to:
<p>Lesson 19 Seeking Help</p>	<ul style="list-style-type: none"> Seeking help from a trusted adult is sometimes the best solution 	<ul style="list-style-type: none"> State the Problem-Solving Steps Demonstrate using assertiveness skills when seeking help
<p>Lesson 20 Dealing with Gossip</p>	<ul style="list-style-type: none"> Malicious gossip is hurtful and not respectful to others 	<ul style="list-style-type: none"> Identify why some gossip is harmful Generate ideas for refusing or avoiding harmful gossip Demonstrate using the Problem-Solving Steps to deal with gossip
<p>Lesson 21 Dealing with Peer Pressure</p>	<ul style="list-style-type: none"> It is okay to say no to others, and it is okay for them to say no to you Negative emotions like guilt and remorse can be reasons not to go along with peer pressure 	<ul style="list-style-type: none"> Demonstrate using assertiveness skills to resist peer pressure Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
<p>Lesson 22 Reviewing Second Step® Skills</p>	<ul style="list-style-type: none"> The skills and concepts learned in the Second Step program can help you succeed in school 	<ul style="list-style-type: none"> Identify Second Step skills and concepts being used in scenarios students might encounter at school Include Second Step skills in a written script about solving a problem

Grade 6

Unit 1: Mindsets & Goals

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.

Program Themes: Academic Success, Belonging, Growth Mindset, Helping Others, Planning Ahead, Resilience

CASEL Core Competencies: Responsible Decision-Making, Self-Awareness, Self-Management

Lesson Title	Objectives Students will be able to:
Lesson 1A Starting Middle School	Describe challenges they might face as they start middle school and identify resources where they can get help.
Lesson 1B Helping New Students	Use empathy skills to identify ways they can help new students feel welcome and comfortable at school.
Lesson 2 How to Grow Your Brain	Describe what happens in their brains when they try something new and how their brains change with experience and practice.
Lesson 3 Trying New Strategies	Name new strategies they can try when they're having trouble learning something new.
Lesson 4 Making Goals Specific	Write a specific goal.
Lesson 5 Breaking Down Your Goals	Break a big, long-term goal down into smaller, short-term goals.
Lesson 6 Monitoring Your Progress	Set progress markers for their goal, determine when their goal has been achieved, and determine if they need to try a new strategy to reach their goal.
Lesson 7 Bringing It All Together	Create an action plan for achieving a goal.

Grade 6

Unit 2: Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

Program Themes: Bullying and Harassment, Conflicts, Helping Others

CASEL Core Competencies: Relationship Skills, Responsible Decision-Making, Social Awareness

Lesson Title	Objectives Students will be able to:
Lesson 8 Common Types of Bullying	Describe the three most common types of in-person bullying (physical, relational, and verbal).
Lesson 9 Recognizing Bullying	Describe the effects of being bullied and recognize the difference between bullying and joking around.
Lesson 10 Responding to Cyberbullying	Describe what cyberbullying is and its effects and identify strategies for responding to cyberbullying.
Lesson 11 How to Be an Upstander	Explain how to use three upstander strategies.
Lesson 12 Standing Up and Staying Safe	Describe the challenges of being an upstander and choose appropriate strategies for responding to bullying while staying safe.
Lesson 13 Raising Awareness About Bullying	Apply their knowledge from the unit to promote awareness about bullying prevention at school.

Unit 3: Thoughts, Emotions, & Decisions

Students learn how to recognize strong emotions and unhelpful thoughts, and apply strategies to manage their emotions and reduce stress.

Program Themes: Conflicts, Resilience, Staying Calm, Thoughts and Emotions

CASEL Core Competencies: Relationship Skills, Responsible Decision-Making, Self-Awareness, Self-Management, Social Awareness

Lesson Title	Objectives Students will be able to:
Lesson 14 What Emotions Tell You	Describe why emotions matter in their lives.
Lesson 15 Emotions and Your Brain	Describe what happens in their brains when they feel a strong emotion.
Lesson 16 How Emotions Affect Your Decisions	Describe how strong emotions can influence the decisions they make.

Grade 6

Lesson Title	Objectives Students will be able to:
Lesson 17 Managing Your Emotions	Demonstrate and evaluate strategies for managing their emotions.
Lesson 18 What Works Best for You?	Determine the emotion-management strategies that work best for them and choose the best strategy to use in a situation, given the context.
Lesson 19 Raising Awareness About Managing Emotions	Apply their knowledge from the unit to promote awareness about emotion-management strategies at school.

Unit 4: Managing Relationships & Social Conflict

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

Program Themes: Conflicts, Growth Mindset, Perspective-Taking, Relationships, Values

CASEL Core Competencies: Relationship Skills, Responsible Decision-Making, Self-Awareness, Self-Management, Social Awareness

Lesson Title	Objectives Students will be able to:
Lesson 20 We're Changing	Describe the changes they've gone through in the past, the change(s) they're currently going through, and how those changes affect their relationships.
Lesson 21 Why Conflicts Escalate	Identify actions that escalate conflicts and determine ways to prevent conflicts from becoming more serious.
Lesson 22 Considering Multiple Perspectives	Examine a social conflict from multiple perspectives so they can resolve minor conflicts.
Lesson 23 Respectful Communication	Demonstrate how to use respectful, non-defensive language to prevent conflicts from getting worse.
Lesson 24 Resolving Challenging Conflicts	Identify and evaluate various solutions to a conflict in order to find the best solution.
Lesson 25 Making Amends	Demonstrate how to make amends in meaningful and restorative ways.
Lesson 26 Conflict Solvers	Demonstrate resolving a social conflict.

Grade 7

Unit 1: Mindsets & Goals

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.

Program Themes: Academic Success, Growth Mindset, Helping Others, Planning Ahead, Resilience, Starting Right

CASEL Core Competencies: Self-Awareness, Self-Management

Lesson Title	Objectives Students will be able to:
<p>Lesson 1A Starting Middle School</p>	<p>Describe challenges they might face as they start middle school and identify resources where they can get help.</p>
<p>Lesson 1B Helping New Students</p>	<p>Use empathy skills to identify why some students feel nervous when they're starting middle school and ways they can help new students feel welcome and comfortable at school.</p>
<p>Lesson 2 Creating New Pathways in Your Brain</p>	<p>Explain how the brain grows new neural pathways and grow new neural pathways in their brains by practicing something difficult.</p>
<p>Lesson 3 Learning from Mistakes and Failure</p>	<p>Analyze simple and complex scenarios to determine what they can learn from making mistakes.</p>
<p>Lesson 4 Identifying Roadblocks</p>	<p>Distinguish between internal and external roadblocks.</p>
<p>Lesson 5 Overcoming Roadblocks 1</p>	<p>Think of and select appropriate strategies as part of If-Then Plans for overcoming roadblocks.</p>
<p>Lesson 6 Overcoming Roadblocks 2</p>	<p>Create an If-Then Plan to anticipate and get past a roadblock that could prevent them from achieving a goal.</p>
<p>Lesson 7 Advice on Roadblocks</p>	<p>Give advice to a sixth-grade student who's trying to learn something new and feels like giving up.</p>

Grade 7

Unit 2: Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

Program Themes: Bullying and Harassment, Conflicts, Helping Others, Relationships

CASEL Core Competencies: Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 8 What Is Harassment?	Define harassment in their own words and distinguish between bullying and harassment.
Lesson 9 What Is Sexual Harassment?	Recognize and define sexual harassment and explain the difference between flirting and sexual harassment.
Lesson 10 The Effects of Sexual Harassment	Describe the effects of sexual harassment and identify sexual harassment support resources available at school.
Lesson 11 Gender-Based Harassment	Recognize gender-based harassment and the effects it can have on someone, as well as how stereotypes about gender contribute to gender-based harassment.
Lesson 12 Our Rights and Responsibilities	Describe their right to be protected from harassment at school, as well as the responsibilities they and their school have to create a harassment-free environment.
Lesson 13 Preventing Harassment	Describe their rights and responsibilities regarding harassment and the consequences of engaging in harassment to their peers.

Unit 3: Thoughts, Emotions, & Decisions

Students learn how to recognize strong emotions and unhelpful thoughts, and apply strategies to manage their emotions and reduce stress.

Program Themes: Conflicts, Resilience, Staying Calm, Thoughts and Emotions

CASEL Core Competencies: Relationship Skills, Responsible Decision-Making, Self-Awareness, Self-Management, Social Awareness

Lesson Title	Objectives Students will be able to:
Lesson 14 Emotions Matter	Explain the importance of emotions and describe how emotions can affect their thoughts and decisions.
Lesson 15 Feel, Think, Do	Explain how thoughts and emotions are connected and can affect their decisions.
Lesson 16 Unhelpful Thoughts	Distinguish helpful thoughts from unhelpful thoughts and analyze how unhelpful thoughts can negatively affect the decisions they make.

Grade 7

Lesson Title	Objectives Students will be able to:
Lesson 17 Reframing Unhelpful Thoughts	Explain how to interrupt and reframe unhelpful thoughts.
Lesson 18 Practicing Positive Self-Talk	Practice using positive self-talk to reframe unhelpful thoughts.
Lesson 19 Making Better Decisions	Demonstrate how strong emotions can prompt unhelpful thoughts and model strategies for managing their emotions and reframing unhelpful thoughts.

Unit 4: Managing Relationships & Social Conflict

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

Program Themes: Conflicts, Perspective-Taking, Planning Ahead, Relationships

CASEL Core Competencies: Relationship Skills, Responsible Decision-Making, Self-Management, Social Awareness

Lesson Title	Objectives Students will be able to:
Lesson 20 What Makes a Conflict Escalate?	Identify common reasons why social conflicts escalate from minor to major.
Lesson 21 Keeping Your Cool in a Conflict	Describe how using emotion-management strategies can prevent the escalation of a conflict.
Lesson 22 Conflicts and Perspectives	Explain how to listen to and consider someone else's perspective during a conflict.
Lesson 23 Resolving Conflict Part 1	Describe the perspectives of everyone involved in a conflict in a nonjudgmental way.
Lesson 24 Resolving Conflict Part 2	Consider possible solutions and their consequences in order to find the best solution for resolving a conflict.
Lesson 25 Taking Responsibility for Your Actions	Explain what to do to take responsibility for their actions and make things as right as possible.
Lesson 26 Tips for Resolving Conflicts	Identify the key elements of resolving conflicts successfully.

Grade 8

Unit 1: Mindsets & Goals

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.

Program Themes: Academic Success, Belonging, Growth Mindset, Planning Ahead, Resilience

CASEL Core Competencies: Self-Awareness, Self-Management

Lesson Title	Objectives Students will be able to:
Lesson 1 Welcome!	Describe how the Second Step® program can help them navigate physical, social, and emotional changes in adolescence.
Lesson 2 Who Am I? My Identity	Name unique and important aspects of their identities.
Lesson 3 My Interests and Strengths	Describe how they used their personal strengths to develop an interest, skill, or ability.
Lesson 4 Harnessing My Strengths	Explain how to use their strengths to get better at something new.
Lesson 5 Pursuing My Interests	Describe ways to increase positive factors and decrease the effects of negative factors while pursuing an interest or goal.
Lesson 6 My Future Self	Describe important aspects of their future identities.
Lesson 7 My Path Forward	Identify strengths and skills they already have and explain how they can use them to develop their interests.

Unit 2: Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

Program Themes: Bullying and Harassment, Conflicts, Helping Others

CASEL Core Competencies: Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 8 Understanding Bullying	Recognize that most people believe bullying is harmful behavior, despite its prevalence in school culture.

Grade 8

Lesson Title	Objectives Students will be able to:
Lesson 9 Social Factors that Contribute to Bullying	Recognize how social factors contribute to bullying and harassment.
Lesson 10 Environmental Factors that Contribute to Bullying	Identify environmental factors that contribute to bullying and harassment.
Lesson 11 Speak Up and Start a Movement	Explain how to use strategies to disrupt factors that contribute to bullying and harassment.
Lesson 12 Be Inclusive and Change Policies	Explain how to use additional strategies to disrupt factors that contribute to bullying and harassment.
Lesson 13 Stand Up for Change!	Apply their knowledge from the unit to create a plan for disrupting factors that contribute to bullying and harassment at school.

Unit 3: Thoughts, Emotions, & Decisions

Students learn how to recognize strong emotions and unhelpful thoughts, and apply strategies to manage their emotions and reduce stress.

Program Themes: Resilience, Staying Calm, Thoughts and Emotions

CASEL Core Competencies: Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 14 Understanding Stress and Anxiety	Recognize how stress and anxiety affect their emotions, thoughts, and bodies.
Lesson 15 Where Does Stress Come From?	Categorize common sources of stress and explain the difference between controllable and uncontrollable stressors.
Lesson 16 Can Stress Help You Grow?	Reframe certain types of stress as opportunities for growth.
Lesson 17 Strategies for Managing Stress	Demonstrate how to choose strategies for managing stress.
Lesson 18 Changing Strategies and Getting Help	Analyze stressful situations, decide if they need to change strategies or get outside help to manage their stress, and identify people who can help them when they feel their stress is unmanageable.
Lesson 19 My Stress-Management Plan	Create an individual plan for managing their stress.

Grade 8

Unit 4: Managing Relationships & Social Conflict

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

Program Themes: Conflicts, Perspective-Taking, Relationships, Values

CASEL Core Competencies: Relationship Skills, Responsible Decision-Making, Self-Management, Social Awareness

Lesson Title	Objectives Students will be able to:
Lesson 20 My Values	Identify their core values and how their behaviors demonstrate these values.
Lesson 21 Values and Relationships	Describe the connection between their values and healthy behaviors in relationships.
Lesson 22 Recognizing Others' Perspectives	Analyze conflicts from multiple perspectives to help prevent them from escalating.
Lesson 23 Finding the Best Solution	Generate and evaluate solutions to conflicts that are mutually acceptable to everyone affected.
Lesson 24 Making Things Right	Identify a variety of ways for making amends to restore a relationship that's been damaged.
Lesson 25 Unhealthy Relationships	Distinguish between healthy and unhealthy relationships.
Lesson 26 Guide to Healthy Relationships	Describe the importance of choosing healthy relationships, tell if a relationship is healthy, and recognize and manage unhealthy relationships.
Lesson 27 High School Challenges	Identify challenges many students face starting high school and people they can go to for help with these challenges.