

SCOPE AND SEQUENCE

Social-Emotional Learning for Kindergarten-Grade 5

Kindergarten

	Lesson Concepts	Objectives—Students will be able to
UNIT 1: SKILLS FOR LEARNING		
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
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
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
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
5 Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> 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

Lesson Concepts

Objectives—Students will be able to

UNIT 2: EMPATHY

6
Feelings

- 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.

- Name *happy* and *sad* 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

7
More Feelings

- Situational clues can help identify others' feelings.

- Name *interested* and *afraid/scared* 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

8
Identifying Anger

- It's natural to feel angry, but feeling angry is uncomfortable.
- It's not okay to be mean or hurt others.
- *Empathy* means feeling and understanding what someone else feels.

- Name *angry* when presented with physical and situational clues
- Identify that anger is an uncomfortable feeling
- Identify a variety of feelings displayed in response to scenarios

9
Same or Different?

- People can have different feelings about the same situation.
- It's okay for people to have different feelings about the same thing.

- Compare physical and emotional similarities and differences between two students depicted in a story
- Identify same and different feelings in response to scenarios

10
Accidents

- An *accident* 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.

- 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

11
Caring and Helping

- *Compassion* 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.

- 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

UNIT 3: EMOTION MANAGEMENT

12
We Feel Feelings in Our Bodies

- You can use physical clues in your body to identify your feelings.
- All your feelings are natural.
- It's important to talk to a grown-up when you feel worried.

- Identify physical clues for feeling worried
- Identify a grown-up to talk to when they feel worried

Lesson Concepts

Objectives—Students will be able to

<p>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>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>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>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're 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>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>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

UNIT 4: PROBLEM SOLVING

<p>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>20 Inviting to Play</p>	<ul style="list-style-type: none"> • When you see other kids being left out of play, it's 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

Lesson Concepts

Objectives—Students will be able to

<p>21 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"> • 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>22 Having Fun with Our 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>23 Handling Having Things Taken Away</p>	<ul style="list-style-type: none"> • It's 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's 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
<p>24 Handling Name-Calling</p>	<ul style="list-style-type: none"> • It's 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>25 Reviewing Second Step Skills</p>	<ul style="list-style-type: none"> • You've all learned a lot of new skills. • You can notice how much you've 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

Lesson Concepts	Objectives—Students will be able to
UNIT 1: SKILLS FOR LEARNING	
<p>1</p> <p>Learning to Listen</p>	<ul style="list-style-type: none"> • Following Listening Rules helps everyone learn. • Your brain gets smarter every time it works hard.
<p>2</p> <p>Focusing Attention</p>	<ul style="list-style-type: none"> • Name and demonstrate the Listening Rules • Apply attention, memory, and inhibitory control skills in a brain-building game • Name and demonstrate the Listening Rules • Demonstrate attention skills in the context of a game • State typical classroom verbal cues that request student attention
<p>3</p> <p>Following Directions</p>	<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. • Demonstrate listening and following directions within the context of a game
<p>4</p> <p>Self-Talk for Learning</p>	<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. • Demonstrate self-talk strategies for remembering directions
<p>5</p> <p>Being Assertive</p>	<ul style="list-style-type: none"> • Being <i>assertive</i> 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. • 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
UNIT 2: EMPATHY	
<p>6</p> <p>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. • Name feelings when presented with physical clues
<p>7</p> <p>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. • Name feelings when presented with physical clues • Name feelings when presented with environmental and situational clues

Lesson Concepts

Objectives—Students will be able to

<p>8 Similarities and Differences</p>	<ul style="list-style-type: none"> • People can have different feelings about the same situation. • It's 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>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>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's 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>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

UNIT 3: EMOTION MANAGEMENT

<p>12 Identifying Our Own 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>13 Strong Feelings</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>14 Calming Down Anger</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're 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>15 Self-Talk for Calming Down</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

Lesson Concepts

Objectives—Students will be able to

16
Managing Worry

- Counting is one of the effective Ways to Calm Down.
- The Ways to Calm Down can help students manage worry.
- Talking to a grown-up helps when you're worried.

- 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

UNIT 4: PROBLEM SOLVING

17
Solving Problems, Part 1

- 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.

- Use words to describe problems presented in scenarios
- Generate multiple solutions to problems presented in scenarios

18
Solving Problems, Part 2

- 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.

- Predict consequences using an if-then model
- Select a reasonable solution to a problem

19
Fair Ways to Play

- Sharing, trading, and taking turns are fair ways to play.
- *Sharing* means playing together with a toy.

- 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

20
Inviting to Join In

- It's 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.

- Apply the Problem-Solving Steps
- Demonstrate how to invite someone to play in response to scenarios

21
Handling Name-Calling

- It's 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.

- Demonstrate assertive responses to name-calling
- Identify adults to tell if name-calling doesn't stop

22
Reviewing Second Step Skills

- You've all learned a lot of new skills.
- You can notice how much you've learned.

- 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

Lesson Concepts	Objectives—Students will be able to	
UNIT 1: SKILLS FOR LEARNING		
<p>1 Being Respectful</p>	<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
<p>2 Focusing Attention and Listening</p>	<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
<p>3 Using Self-Talk</p>	<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
<p>4 Being Assertive</p>	<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		
<p>5 Identifying Feelings</p>	<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
<p>6 Learning More About Feelings</p>	<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
<p>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

Lesson Concepts

Objectives—Students will be able to

<p>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>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 compassion. 	<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>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

UNIT 3: EMOTION MANAGEMENT

<p>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>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>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>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

Lesson Concepts

Objectives—Students will be able to

**15
Managing
Anger**

- 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.

- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios

**16
Finishing
Tasks**

- 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.

- 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

UNIT 4: PROBLEM SOLVING

**17
Solving
Problems,
Part 1**

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Saying the problem without blame is respectful.

- Recall the first Problem-Solving Step
- Identify and say a problem in response to scenarios

**18
Solving
Problems,
Part 2**

- Following steps can help you solve problems.
- Solutions to problems must be safe and respectful.

- 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

**19
Taking
Responsi-
bility**

- 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.

- 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

**20
Responding
to Playground
Exclusion**

- 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.

- Recall the Problem-Solving Steps
- Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally

**21
Playing
Fairly on the
Playground**

- 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.

- Recall the Problem-Solving Steps
- Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games

Lesson Concepts

Objectives—Students will be able to

22

**Reviewing
Second Step
Skills**

• Using Second Step skills can help you be a better learner and get along with others.

- Recall Second Step skills learned
- Identify Second Step skills in a story
- Relate personal examples of skill use

Grade 3

Lesson Concepts

Objectives—Students will be able to

UNIT 1: SKILLS FOR LEARNING

Lesson Concepts	Lesson Concepts	Objectives—Students will be able to
<p>1</p> <p>Being Respectful Learners</p>	<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.
<p>2</p> <p>Using Self-Talk</p>	<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
<p>3</p> <p>Being Assertive</p>	<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
<p>4</p> <p>Planning to Learn</p>	<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

<p>5</p> <p>Identifying Others' Feelings</p>	<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.
<p>6</p> <p>Understanding Perspectives</p>	<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
<p>7</p> <p>Conflicting Feelings</p>	<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 Concepts

Objectives—Students will be able to

<p>8</p> <p>Accepting Differences</p>	<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
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<p>9</p> <p>Showing Compassion</p>	<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
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<p>10</p> <p>Making Friends</p>	<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
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UNIT 3: EMOTION MANAGEMENT

<p>11</p> <p>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 label their own feelings
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<p>12</p> <p>Managing Test Anxiety</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 using the first two Calming-Down Steps in response to scenarios
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<p>13</p> <p>Handling Accusations</p>	<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
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<p>14</p> <p>Managing Disappointment</p>	<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
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Lesson Concepts

Objectives—Students will be able to

**15
Managing Anger**

- 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.

- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios

**16
Managing Hurt Feelings**

- 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.

- 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

**17
Solving Problems, Part 1**

- Calming down helps you think so you can solve problems.
- Following steps can help you solve problems.
- Saying the problem without blame is respectful.

- Recall the first Problem-Solving Step
- Identify and state a problem in response to scenarios
- Identify blaming language in response to scenarios

**18
Solving Problems, Part 2**

- Following steps can help you solve problems.
- Solutions to problems must be safe and respectful.
- Solutions can have positive or negative consequences.

- 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

**19
Solving Classroom Problems**

- 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.

- 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

**20
Solving Peer-Exclusion Problems**

- 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.

- 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

**21
Dealing with Negative Peer Pressure**

- 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.

- 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

**22
Reviewing Second Step Skills**

- Using Second Step skills can help you be a better learner and get along with others.

- Recall Second Step skills learned
- Identify Second Step skills in a story
- Relate personal examples of skill use

Grade 4

Lesson Concepts	Objectives—Students will be able to	
UNIT 1: EMPATHY AND SKILLS FOR LEARNING		
<p>1</p> <p>Empathy and Respect</p>	<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 <i>respect</i> • Define <i>empathy</i>
<p>2</p> <p>Listening with Attention</p>	<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
<p>3</p> <p>Being Assertive</p>	<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
<p>4</p> <p>Respecting Similarities and Differences</p>	<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
<p>5</p> <p>Understanding Complex Feelings</p>	<ul style="list-style-type: none"> • It's 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
<p>6</p> <p>Understanding Different Perspectives</p>	<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
<p>7</p> <p>Conversation and Compliments</p>	<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
<p>8</p> <p>Joining In</p>	<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 Concepts

Objectives—Students will be able to

9
Showing Compassion

- *Compassion* means saying kind words or doing something helpful to show you care about how another person feels.
- Having empathy helps you show compassion.

- Demonstrate expressing concern or showing compassion for someone

UNIT 2: EMOTION MANAGEMENT

10
Introducing Emotion Management

- When you feel strong feelings, it's hard to think clearly.
- Unmanaged, strong emotions can lead to negative behavior and consequences.

- Describe what triggers their own strong emotions
- Describe what happens in their brains and bodies when they experience strong emotions

11
Managing Strong Feelings

- Staying in control of your emotions and actions helps you get along better with others and be successful at school.

- Demonstrate the ability to interrupt escalating emotions
- Determine a personal "signal"
- Identify and name strong feelings as they occur

12
Calming Down Anger

- Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.

- Identify situations in which they might need to calm down
- Demonstrate the technique for deep, centered breathing
- Identify and demonstrate other Ways to Calm Down (counting, using positive self-talk)

13
Managing Anxiety

- Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.

- Identify situations that cause anxiety
- Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges

14
Avoiding Jumping to Conclusions

- Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.

- Identify emotion-management strategies
- Demonstrate assertiveness skills
- Identify and demonstrate positive self-talk statements

15
Handling Put-Downs

- Calming down helps you handle put-downs and avoid making conflicts escalate.

- 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

16
Solving Problems, Part 1

- Following steps can help you solve problems.
- Saying the problem without blame is respectful.
- Solving problems helps you be successful at school.

- Recall the S: Say the problem step of the Problem-Solving Steps
- State a problem without blaming anyone

Lesson Concepts	Objectives—Students will be able to
<p>17</p> <p>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>18</p> <p>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>19</p> <p>Solving Playground Problems</p> <ul style="list-style-type: none"> • You're better able to resolve playground conflicts when you're 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>20</p> <p>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
<p>21</p> <p>Dealing with Peer Pressure</p> <ul style="list-style-type: none"> • It's okay to say no to others, and it's 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>22</p> <p>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 5

Lesson Concepts	Objectives—Students will be able to
UNIT 1: EMPATHY AND SKILLS FOR LEARNING	
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 <i>respect</i> • Define <i>empathy</i>
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
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
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
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
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>
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
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

Lesson Concepts

Objectives—Students will be able to

UNIT 2: EMOTION MANAGEMENT

<p>9</p> <p>Introducing Emotion Management</p>	<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
<p>10</p> <p>Calming Down</p>	<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)
<p>11</p> <p>Managing Anxiety</p>	<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
<p>12</p> <p>Managing Frustration</p>	<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
<p>13</p> <p>Resisting Revenge</p>	<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
<p>14</p> <p>Handling Put-Downs</p>	<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
<p>15</p> <p>Avoiding Assumptions</p>	<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

<p>16</p> <p>Solving Problems, Part 1</p>	<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
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Lesson Concepts	Objectives—Students will be able to
<p>17</p> <p>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>18</p> <p>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>19</p> <p>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>20</p> <p>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>21</p> <p>Dealing with Peer Pressure</p> <ul style="list-style-type: none"> • It's okay to say no to others, and it's 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>22</p> <p>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