

SCOPE AND SEQUENCE

Social-Emotional Learning for Early Learning–Grade 8

Early Learning

UNIT 1: Skills for Learning

	Weekly Concepts	Objectives—Children will be able to
Week 1 Welcoming	<p>There are many ways to welcome someone new to class</p> <p>Welcoming someone is a way to show you care</p> <p>Welcoming helps other children feel they belong to the class</p>	<p>Make a friendly greeting</p> <p>Say their names</p> <p>Demonstrate showing someone new around the classroom</p>
Week 2 Listening	<p>Following Listening Rules helps everyone learn</p>	<p>Demonstrate new Listening Rules in a group</p>
Week 3 Focusing Attention	<p>Focusing attention uses your eyes, ears, and brain</p> <p>Practice helps you get better at focusing your attention</p>	<p>Demonstrate focusing attention during a game</p>
Week 4 Self-Talk	<p>Self-talk is talking to yourself in a quiet voice or inside your head</p> <p>Self-talk helps you focus and pay attention</p>	<p>Demonstrate self-talk strategies while playing a game</p>
Week 5 Following Directions	<p>Listening and following directions help you learn</p> <p>Repeating directions helps you remember them</p>	<p>Demonstrate listening and following directions while doing activities</p>
Week 6 Asking for What You Need or Want	<p>To ask for what you need or want, face the person you are asking and use a respectful voice</p>	<p>Demonstrate asking for what they need or want during skill-practice activities</p>

UNIT 2: Empathy

	Weekly Concepts	Objectives—Children will be able to
Week 7 Identifying Feelings	You can look at people's faces and bodies for clues to help you tell how they feel	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
Week 8 More Feelings	Focusing attention on what is happening, or the situation, can help you tell how someone is feeling	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
Week 9 Identifying Anger	Everyone feels angry sometimes It is not okay to be mean or hurt others when you feel angry	Identify the feeling <i>mad/angry</i> when presented with physical clues Tell others about a time when they felt angry
Week 10 Same or Different Feelings	People can have different feelings about the same thing It is okay for people to have different feelings about the same thing	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
Week 11 Accidents	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	Identify when something happens by accident Demonstrate saying, "I didn't mean to. It was an accident. Are you okay?" in response to scenarios
Week 12 Caring and Helping	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	Demonstrate saying something kind in response to scenarios Demonstrate helping behaviors during an activity

UNIT 3: Emotion Management

	Weekly Concepts	Objectives—Children will be able to
Week 13 We Feel Feelings in Our Bodies	<p>Clues in your body help you identify your feelings</p> <p>Some feelings are comfortable; others are uncomfortable</p> <p>It is important to talk to a grown-up when you feel worried</p>	<p>Identify worry as an uncomfortable feeling</p> <p>Identify a grown-up to talk to when they feel worried</p>
Week 14 Strong Feelings	<p>Sometimes your feelings can be strong. Strong feelings need to be managed.</p> <p>Putting your hands on your tummy and saying "stop" are ways to begin to calm down</p>	<p>Recognize and name when they or others are feeling frustrated</p> <p>Demonstrate putting their hands on their tummies and saying "stop"</p>
Week 15 Naming Feelings	<p>Naming your feeling can help you calm down</p> <p>It helps to talk to a grown-up when you feel scared or sad</p>	<p>Name their feelings in response to scenarios</p> <p>Demonstrate how to calm down in response to scenarios</p>
Week 16 Managing Disappointment	<p>When you don't get what you want, you can feel disappointed</p> <p>Belly breathing calms down strong feelings</p> <p>Belly breathing pushes the belly out when you breathe in</p>	<p>Demonstrate belly breathing</p> <p>Demonstrate the Calming-Down Steps in response to scenarios</p>
Week 17 Managing Anger	<p>Feeling angry is natural, but hurtful, mean behaviors are not okay</p> <p>Your body lets you know when you're angry</p> <p>Learning to relax calms you down</p>	<p>Demonstrate relaxing their bodies</p> <p>Tell the difference between ways to behave when angry that are okay and those that are not okay</p>
Week 18 Managing Waiting	<p>Calming down can help you manage feeling excited while you're waiting</p> <p>Counting also helps you wait</p>	<p>Demonstrate waiting in a game</p> <p>Demonstrate counting to help with waiting</p>

UNIT 4: Friendship Skills and Problem Solving

Weekly Concepts

Objectives—Children will be able to

Week 19
Fair Ways to Play

Playing together, trading, and taking turns are fair and fun ways to play

Demonstrate asking to play together, trade, or take turns when playing with another child

Demonstrate using Fair Ways to Play in everyday situations

Week 20
Having Fun with Friends

When you play in fair ways, everyone has fun
Other children sometimes have different wants or likes than you do
Choosing to have fun with others rather than to get your own way helps you be friends

Identify how they feel when other children do or do not play in fair ways

Name ways they have fun with their friends

Week 21
Inviting to Play

Inviting others to play is a way to make friends
Inviting others to play helps everyone feel part of the classroom

Demonstrate how to use inviting language

Demonstrate inviting others to play during a game

Week 22
Joining In with Play

Noticing what other children are playing and offering ideas for play helps you join in

Come up with lots of ideas for play

Identify positive ways to join in

Week 23
Saying the Problem

You need to calm down before you solve a problem
The first Problem-Solving Step is to use words to say the problem

Demonstrate calming down and saying the problem

Use words to describe problems presented in scenarios

Week 24
Thinking of Solutions

The second Problem-Solving Step is to think of lots of solutions

Think of lots of solutions to a problem

Week 25
Speaking Assertively

If someone treats you in unsafe or mean ways, speaking up assertively is a respectful way to deal with it

Demonstrate speaking up assertively in response to scenarios

UNIT 5: Transitioning to Kindergarten

	Weekly Concepts	Objectives—Children will be able to
<p>Week 26 Learning in Kindergarten</p>	<p>The Listening Rules and Skills for Learning will help you be a better learner in kindergarten</p>	<p>Demonstrate the Listening Rules</p> <p>Demonstrate focusing attention, listening, and using self-talk during an activity</p>
<p>Week 27 Riding the Kindergarten Bus</p>	<p>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.</p> <p>Using the Calming-Down Steps helps you calm down strong feelings</p>	<p>Identify the feelings learned in the Second Step program when presented with facial clues</p> <p>Demonstrate the Calming-Down Steps in response to scenarios</p>
<p>Week 28 Making New Friends in Kindergarten</p>	<p>Playing together, trading, and taking turns are fair and fun ways to play</p> <p>Inviting others to play and asking to join in are ways to make friends in kindergarten</p>	<p>Demonstrate the Fair Ways to Play</p> <p>Demonstrate inviting others to play and asking to join in play</p>

Kindergarten

UNIT 1: Skills for Learning

	Lesson Concepts	Objectives—Students will be able to
Lesson 1 Learning to Listen	<p>Following Listening Rules helps everyone learn</p> <p>Our brains get smarter every time we use them</p>	<p>Name and demonstrate the rules for listening in a group</p>
Lesson 2 Focusing Attention	<p>Focusing attention involves using eyes, ears, and brain</p> <p>You can focus your attention just by thinking about it, and the more you do it, the better you get at it</p> <p>Using self-talk helps you focus attention</p>	<p>Name and demonstrate the Listening Rules</p> <p>Demonstrate attention skills in the context of a game</p>
Lesson 3 Following Directions	<p>Listening and following directions are important Skills for Learning</p> <p>Repeating directions helps you remember them</p> <p>Following directions involves your eyes, ears, and brain</p>	<p>Demonstrate listening and following directions within the context of a game</p>
Lesson 4 Self-Talk for Staying on Task	<p><i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head</p> <p>Self-talk helps you focus and maintain attention</p>	<p>Demonstrate self-talk for remembering directions in the context of a drawing game</p>
Lesson 5 Being Assertive	<p>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)</p> <p>Assertive communication is the best way to ask for help</p>	<p>Demonstrate being assertive in response to scenarios</p>

UNIT 2: Empathy

Lesson Concepts	Objectives—Students will be able to
<p>Lesson 6 Feelings</p> <p>If you can name your own feelings, it will help you figure out how other people feel</p> <p>All feelings are natural. Some feelings are comfortable, and some are uncomfortable.</p> <p>Physical clues can help you identify others' feelings</p>	<p>Name <i>happy</i> and <i>sad</i> when presented with physical clues</p> <p>Identify that happy is a comfortable feeling and sad is an uncomfortable feeling</p> <p>Identify a variety of feelings displayed in response to scenarios</p>
<p>Lesson 7 More Feelings</p> <p>Situational clues can help identify others' feelings</p>	<p>Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues</p> <p>Identify that interested is a comfortable feeling and scared an uncomfortable one</p> <p>Identify a variety of feelings displayed in response to scenarios</p>
<p>Lesson 8 Identifying Anger</p> <p>It is natural to feel angry, but feeling angry is uncomfortable</p> <p>It is not okay to be mean or hurt others</p> <p><i>Empathy</i> means feeling and understanding what someone else feels</p>	<p>Name <i>angry</i> when presented with physical and situational clues</p> <p>Identify that anger is an uncomfortable feeling</p> <p>Identify a variety of feelings displayed in response to scenarios</p>
<p>Lesson 9 Same or Different?</p> <p>People can have different feelings about the same situation</p> <p>It is okay for people to have different feelings about the same thing</p>	<p>Compare physical and emotional similarities and differences between two students depicted in a story</p> <p>Identify same and different feelings in response to scenarios</p>
<p>Lesson 10 Accidents</p> <p>An <i>accident</i> is when you do something you didn't mean to do</p> <p>When you cause an accident, it's important to say so, so others won't think you did it on purpose</p>	<p>Identify what to say when they do something by accident</p> <p>Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios</p>
<p>Lesson 11 Caring and Helping</p> <p><i>Compassion</i> means caring about how someone else feels</p> <p>When you feel empathy for someone, compassion is a good way to show it</p> <p>You can show you care by saying or doing something kind</p>	<p>Identify that listening is one way to show you care</p> <p>Identify that helping is another way to show you care</p> <p>Demonstrate caring and helping behaviors in response to scenarios</p>

UNIT 3: Emotion Management

	Lesson Concepts	Objectives—Students will be able to
Lesson 12 We Feel Feelings in Our Bodies	<p>You can use physical clues in your body to identify your feelings</p> <p>All your feelings are natural</p> <p>It is important to talk to a grown-up when you feel worried</p>	<p>Identify physical clues for feeling worried</p> <p>Identify a grown-up to talk to when they feel worried</p>
Lesson 13 Managing Frustration	<p>Feelings vary in strength</p> <p>Feelings that are strong need to be managed</p> <p>Saying “stop” and naming your feelings are ways to begin to calm down</p>	<p>Identify “Stop” and “Name your feeling” as ways to begin to calm down</p> <p>Demonstrate saying “stop” and naming feelings in response to scenarios</p>
Lesson 14 Calming Down Strong Feelings	<p>Belly breathing calms down strong feelings</p> <p>Belly breathing pushes the belly out when you breathe in</p>	<p>Demonstrate belly breathing</p> <p>Identify and demonstrate the Calming-Down Steps</p>
Lesson 15 Handling Waiting	<p>The Calming-Down Steps can help you manage feeling excited or impatient while waiting</p> <p>Finding quiet things to do that won’t distract others also helps you wait</p>	<p>Identify the Calming-Down Steps</p> <p>Apply the Calming-Down Steps while waiting in a game situation</p>
Lesson 16 Managing Anger	<p>Feeling angry is natural. Hurtful, mean behaviors are not okay.</p> <p>Your body lets you know when you are angry</p> <p>Learning to relax calms you down</p>	<p>Name physical signs of anger</p> <p>Apply the Calming-Down Steps in a game situation</p>
Lesson 17 Managing Disappointment	<p>When you don’t get what you want, you can feel disappointed</p> <p>Strong disappointment can lead to feeling sad or angry</p>	<p>Identify the feeling of disappointment</p> <p>Demonstrate calming-down skills when they feel disappointed</p>
Lesson 18 Handling Being Knocked Down	<p>When you get hurt, it’s important to calm down before you do anything else</p> <p>You need to ask for more information and not assume that the action was on purpose</p>	<p>Demonstrate calming down in response to scenarios</p> <p>Demonstrate telling the other person they feel hurt and asking what happened</p> <p>Demonstrate apologizing and saying it was an accident</p>

UNIT 4: Problem Solving

	Lesson Concepts	Objectives—Students will be able to
Lesson 19 Solving Problems	<p>You need to calm down before you solve a problem</p> <p>The first step in solving problems is to use words to describe the problem</p> <p>The second step in solving problems is to think of lots of solutions</p>	<p>Use words to describe problems presented in scenarios</p> <p>Generate multiple solutions to problems presented in scenarios</p>
Lesson 20 Inviting to Play	<p>When you see other kids being left out of play, it is important to notice and have empathy for them</p> <p>Inviting others to play is a caring thing to do</p> <p>Playing with others is a way to get to know them</p>	<p>Demonstrate inviting someone to play in response to scenarios</p>
Lesson 21 Fair Ways to Play	<p>Sharing, trading, and taking turns are fair ways to play</p> <p>Sharing means playing together with a toy</p>	<p>Identify a problem in response to a scenario</p> <p>Generate solutions in response to a scenario</p> <p>Name <i>sharing</i>, <i>trading</i>, and <i>taking turns</i> as fair solutions when two students want to play with the same thing</p>
Lesson 22 Having Fun with Our Friends	<p>When children play in fair ways, everyone has fun</p> <p>Other children sometimes have different wants or preferences</p> <p>Choosing to have fun with others rather than get your own way helps you be friends</p>	<p>Demonstrate the Problem-Solving Steps with a problem in the lesson</p>
Lesson 23 Handling Having Things Taken Away	<p>It is important to calm down first before solving problems</p> <p>If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it</p> <p>It is not okay to grab things away from others</p>	<p>Identify a problem in response to scenarios</p> <p>Generate solutions in response to scenarios</p> <p>Demonstrate assertive communication in response to scenarios</p>
Lesson 24 Handling Name-Calling	<p>It is not okay to call people names that hurt their feelings</p> <p>If someone calls you a name, you can ignore the person or respond assertively</p> <p>If the person doesn't stop calling you names, you should tell a grown-up</p>	<p>Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings</p> <p>Identify an adult to tell if they cannot stop the name-calling</p>
Lesson 25 Reviewing Second Step Skills	<p>You have all learned a lot of new skills</p> <p>You can notice how much you have learned</p>	<p>Recall and demonstrate the Listening Rules</p> <p>Demonstrate how to calm down</p> <p>Recall the Fair Ways to Play</p>

Grade 1

UNIT 1: Skills for Learning

	Lesson Concepts	Objectives—Students will be able to
Lesson 1 Learning to Listen	<p>Following Listening Rules helps everyone learn</p> <p>Your brain gets smarter every time it works hard</p>	<p>Name and demonstrate the Listening Rules</p> <p>Apply attention, memory, and inhibitory control skills in a brain-building game</p>
Lesson 2 Focusing Attention	<p>Focusing attention involves using your eyes, ears, and brain</p> <p>The more you practice focusing your attention, the better you get at it</p> <p>Using self-talk helps focus attention</p>	<p>Name and demonstrate the Listening Rules</p> <p>Demonstrate attention skills in the context of a game</p> <p>State typical classroom verbal cues that request student attention</p>
Lesson 3 Following Directions	<p>Listening and following directions are important Skills for Learning</p> <p>Repeating directions helps you remember them</p> <p>Following directions involves using your eyes, ears, and brain</p>	<p>Demonstrate listening and following directions within the context of a game</p>
Lesson 4 Self-Talk for Learning	<p><i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head</p> <p>Self-talk helps you focus and maintain attention</p>	<p>Demonstrate self-talk strategies for remembering directions</p>
Lesson 5 Being Assertive	<p>Being assertive involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words)</p> <p>Assertive communication is the best way to ask for help</p>	<p>Distinguish an assertive request from a passive or aggressive one</p> <p>Identify assertive posture and tone of voice</p> <p>Demonstrate assertive communication skills in response to scenarios</p>

UNIT 2: Empathy

	Lesson Concepts	Objectives—Students will be able to
<p>Lesson 6 Identifying Feelings</p>	<p>Identifying your own feelings helps you know how others feel</p> <p>Everyone experiences strong feelings sometimes</p> <p>Some feelings are comfortable, and some are uncomfortable</p> <p>Physical clues can help identify others' feelings</p>	<p>Name feelings when presented with physical clues</p>
<p>Lesson 7 Looking for More Clues</p>	<p>Situational clues can help you identify others' feelings</p> <p>Understanding how others feel improves relationships</p>	<p>Name feelings when presented with physical clues</p> <p>Name feelings when presented with environmental and situational clues</p>
<p>Lesson 8 Similarities and Differences</p>	<p>People can have different feelings about the same situation</p> <p>It is okay for people to have different feelings about the same thing</p>	<p>Compare physical and emotional similarities and differences between two children</p> <p>Demonstrate that people can have different feelings about the same situation</p>
<p>Lesson 9 Feelings Change</p>	<p>People may have different feelings about the same situation at different times</p> <p>Feelings may change over time</p> <p>Being inviting and welcoming can change people's feelings</p>	<p>Demonstrate welcoming and inviting behaviors</p>
<p>Lesson 10 Accidents</p>	<p>An <i>accident</i> is when you do something you didn't mean to do</p> <p>It is important to accept responsibility for an accident to prevent others from assuming it was intentional</p>	<p>Know what the word <i>accident</i> means</p> <p>Know what to say when they do something by accident</p> <p>Predict how others might feel as a result of their own or others' actions</p>
<p>Lesson 11 Showing Care and Concern</p>	<p><i>Compassion</i> is empathy in action</p> <p>People feel better when others show them care and concern</p>	<p>Recall that listening, saying kind words, and helping are three ways to show caring</p> <p>Demonstrate caring and helping in response to scenarios</p>

UNIT 3: Emotion Management

	Lesson Concepts	Objectives—Students will be able to
Lesson 12 Identifying Our Own Feelings	<p>You identify your own feelings by physical clues in your body</p> <p>All feelings are natural</p>	<p>Identify physical clues in their bodies that help them identify their feelings</p> <p>Identify grown-ups to talk to about feelings</p>
Lesson 13 Strong Feelings	<p>Feelings vary in strength</p> <p>Strong feelings need to be managed</p> <p>Saying “stop” and naming your feeling are ways to begin to calm down</p>	<p>Recognize situations and physical body cues that signal strong feelings</p> <p>Demonstrate two Calming-Down Steps to manage strong feelings</p>
Lesson 14 Calming Down Anger	<p>Belly breathing calms down strong feelings</p> <p>Belly breathing pushes the belly out when you breathe in</p> <p>Being mean or hurting others when you are angry is not okay</p>	<p>Explain physical and situational clues to feeling angry</p> <p>Demonstrate the proper belly breathing technique</p> <p>Use a three-step process to calm down: Say “stop,” name your feeling, and do belly breathing</p>
Lesson 15 Self-Talk for Calming Down	<p>Positive self-talk is an effective strategy for calming down strong emotions</p>	<p>Recognize situations that require the use of calming-down strategies</p> <p>Use positive self-talk to calm down</p>
Lesson 16 Managing Worry	<p>Counting is an effective Way to Calm Down</p> <p>The Ways to Calm Down can help students manage worry</p> <p>Talking to a grown-up helps when you are worried</p>	<p>Recognize situations that require the use of calming-down skills</p> <p>Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk</p> <p>Identify grown-ups to talk to when feeling worried</p>

UNIT 4: Problem Solving

	Lesson Concepts	Objectives—Students will be able to
Lesson 17 Solving Problems, Part 1	<p>You need to calm down before you solve a problem</p> <p>The first step in solving a problem is to use words to describe the problem</p> <p>The second step in solving a problem is to think of lots of solutions</p>	<p>Use words to describe problems presented in scenarios</p> <p>Generate multiple solutions to problems presented in scenarios</p>
Lesson 18 Solving Problems, Part 2	<p>Part of problem solving is thinking about consequences</p> <p>The final step of problem solving is to pick the best solution</p> <p>Solving problems is a way to get along better with others</p>	<p>Predict consequences using an if-then model</p> <p>Select a reasonable solution to a problem</p>
Lesson 19 Fair Ways to Play	<p>Sharing, trading, and taking turns are fair ways to play</p> <p><i>Sharing</i> means playing together with a toy</p>	<p>Define and differentiate sharing, trading, and taking turns</p> <p>Identify and state the problem in a given situation</p> <p>Generate possible solutions to a problem situation</p> <p>Demonstrate the Fair Ways to Play</p>
Lesson 20 Inviting to Join In	<p>It is important to notice and have empathy for children who are left out of play</p> <p>Inviting others to play is the right thing to do</p> <p>Playing with others is a way to get to know them better</p>	<p>Apply the Problem-Solving Steps</p> <p>Demonstrate how to invite someone to play in response to scenarios</p>
Lesson 21 Handling Name-Calling	<p>It is not okay to call people names that hurt their feelings</p> <p>If someone calls you a name, you can ignore the person or speak assertively</p> <p>If the person doesn't stop calling you names, you should tell a grown-up</p>	<p>Demonstrate assertive responses to name-calling</p> <p>Identify adults to tell if name-calling doesn't stop</p>
Lesson 22 Reviewing Second Step Skills	<p>You have all learned a lot of new skills</p> <p>You can notice how much you have learned</p>	<p>Recall skills on all the posters</p> <p>Demonstrate the Listening Rules</p> <p>Demonstrate the Calming-Down Steps</p> <p>Name one concept or skill they learned in their Second Step lessons</p>

Grade 2

UNIT 1: Skills for Learning

	Lesson Concepts	Objectives—Students will be able to
Lesson 1 Being Respectful	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	Identify respectful behavior in themselves and others Determine respectful responses to scenarios
Lesson 2 Focusing Attention and Listening	Focusing your attention and listening help you be a better learner Focusing your attention and listening are ways to show respect	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	<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	Identify classroom distractions Demonstrate using self-talk in response to scenarios
Lesson 4 Being Assertive	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	Demonstrate assertive communication skills in response to scenarios Determine which adult to ask assertively for help in response to scenarios

UNIT 2: Empathy

	Lesson Concepts	Objectives—Students will be able to
Lesson 5 Identifying Feelings	<p>Clues in faces, bodies, and situations help you notice and understand how people are feeling</p> <p>Everyone feels a wide variety of emotions</p> <p>Some feelings are comfortable, and others are uncomfortable</p>	<p>Name a variety of feelings</p> <p>Distinguish between comfortable and uncomfortable feelings</p> <p>Use physical, verbal, and situational clues to determine what others are feeling</p>
Lesson 6 Learning More About Feelings	<p>People can have different feelings about the same situation</p> <p>People's feelings can change</p> <p><i>Empathy</i> is feeling or understanding what someone else is feeling</p>	<p>Use physical, verbal, and situational clues to determine what others are feeling</p> <p>Label their own feelings as the same as or different from others' feelings</p>
Lesson 7 Feeling Confident	<p>Practicing helps you build your confidence</p> <p>Feeling confident helps you do your best and makes you proud</p> <p>Noticing how others feel and understanding that their feelings can change helps you have empathy</p>	<p>Identify physical and situational clues that indicate the feeling of confidence</p> <p>Detect when their own and others' feelings change</p>
Lesson 8 Respecting Different Preferences	<p>Having empathy helps you notice when others have different preferences from yours</p> <p>Respecting others' preferences helps you get along better with them</p>	<p>Determine what others are feeling using physical, verbal, and situational clues</p> <p>Label their own preferences as the same as or different from others' preferences</p>
Lesson 9 Showing Compassion	<p>Noticing and understanding what someone is feeling helps you have empathy</p> <p>When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help</p> <p>Showing care and concern is called showing <i>compassion</i></p>	<p>Determine what others are feeling using physical, verbal, and situational clues</p> <p>Identify ways to show compassion for others in response to scenarios</p>
Lesson 10 Predicting Feelings	<p>Accidents happen</p> <p>If something happens to you by accident, think about how it could have been an accident and find out more information</p> <p>If you do something by accident, think about how the other person feels, apologize, and offer to help</p>	<p>Predict others' feelings in response to scenarios</p> <p>Offer possible reasons for others' actions and feelings in response to scenarios</p>

UNIT 3: Emotion Management

	Lesson Concepts	Objectives—Students will be able to
<p>Lesson 11 Introducing Emotion Management</p>	<p>When you feel strong feelings, it's hard to think clearly</p> <p>Focusing attention on your body gives you clues about how you're feeling</p> <p>Thinking about your feelings helps the thinking part of your brain get back in control</p>	<p>Identify physical clues that can help them name their own feelings</p>
<p>Lesson 12 Managing Embarrassment</p>	<p>Using a stop signal and naming your feeling are the first two Calming-Down Steps</p>	<p>Identify the first two Calming-Down Steps</p> <p>Demonstrate first two Calming-Down Steps in response to scenarios</p>
<p>Lesson 13 Handling Making Mistakes</p>	<p>Everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down</p> <p>Making mistakes helps you learn, because mistakes show you what you need to practice more</p> <p>You can use belly breathing to calm down</p>	<p>Demonstrate correct belly-breathing technique</p> <p>Use belly breathing to calm down in response to scenarios</p>
<p>Lesson 14 Managing Anxious Feelings</p>	<p>Negative self-talk can make strong feelings even stronger</p> <p>When you feel really worried and anxious about something, calming down helps</p> <p>Using positive self-talk can help you calm down</p>	<p>Generate positive self-talk they can use to calm down in response to scenarios</p> <p>Use positive self-talk to calm down in response to scenarios</p>
<p>Lesson 15 Managing Anger</p>	<p>Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay</p> <p>It's important to calm down angry feelings so you don't do something hurtful</p> <p>Being assertive is a respectful way to get what you want or need</p>	<p>Use counting to calm down in response to scenarios</p> <p>Use assertive communication skills to get what they want or need in response to scenarios</p>
<p>Lesson 16 Finishing Tasks</p>	<p>Calming down helps you stay focused and on task at school</p> <p>Using positive self-talk helps you stay focused and on task so you can be a better learner</p>	<p>Identify situations that require the use of the Calming-Down Steps</p> <p>Demonstrate using the Calming-Down Steps in response to scenarios</p> <p>Use positive self-talk to stay focused and on task in response to scenarios</p>

UNIT 4: Problem Solving

	Lesson Concepts	Objectives—Students will be able to
Lesson 17 Solving Problems, Part 1	<p>Calming down helps you think so you can solve problems</p> <p>Following steps can help you solve problems</p> <p>Saying the problem without blame is respectful</p>	<p>Recall the first Problem-Solving Step</p> <p>Identify and say a problem in response to scenarios</p>
Lesson 18 Solving Problems, Part 2	<p>Following steps can help you solve problems</p> <p>Solutions to problems must be safe and respectful</p>	<p>Recall the first two Problem-Solving Steps</p> <p>Generate several solutions for a given problem in response to scenarios</p> <p>Determine if solutions are safe and respectful</p>
Lesson 19 Taking Responsibility	<p>Following steps can help you solve problems</p> <p>When you hurt someone’s feelings, it’s important to take responsibility</p> <p>Taking responsibility means admitting what you did, apologizing, and offering to make amends</p>	<p>Recall the Problem-Solving Steps</p> <p>Apply the Problem-Solving Steps to scenarios about conflicts with friends</p> <p>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>Following steps can help you solve problems</p> <p>Being left out is a problem</p> <p>Inviting someone who is being left out to play is the respectful, compassionate thing to do</p>	<p>Recall the Problem-Solving Steps</p> <p>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>Calming down helps you think so you can solve problems</p> <p>Following steps can help you solve problems</p> <p>When you can’t agree on rules for a game, it’s a problem</p> <p>Finding a respectful way to agree on rules helps you get along better with others</p>	<p>Recall the Problem-Solving Steps</p> <p>Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games</p>
Lesson 22 Reviewing Second Step Skills	<p>Using Second Step skills can help you be a better learner and get along with others</p>	<p>Recall Second Step skills learned</p> <p>Identify Second Step skills in a story</p> <p>Relate personal examples of skill use</p>

Grade 3

UNIT 1: Skills for Learning

	Lesson Concepts	Objectives—Students will be able to
Lesson 1 Being Respectful Learners	Focusing your attention and listening help you be a better learner Focusing your attention and listening show respect	Apply focusing-attention and listening skills in response to scenarios
Lesson 2 Using Self-Talk	<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	Identify classroom distractions Demonstrate the use of self-talk in response to scenarios
Lesson 3 Being Assertive	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	Demonstrate assertive communication skills in response to scenarios
Lesson 4 Planning to Learn	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	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 Concepts

Objectives—Students will be able to

Lesson 5
Identifying
Others’
Feelings

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

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

People can have different feelings about the same situation, and their feelings can change

Empathy is feeling or understanding what someone else is feeling

Thinking about others’ perspectives helps you have empathy for them

Identify others’ feelings using physical, verbal, and situational clues

Determine whether others’ feelings have changed, in response to scenarios

Lesson 7
Conflicting
Feelings

You can have conflicting feelings about a situation

Having empathy helps you notice when others’ feelings are the same as or different from yours

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

Having empathy helps you understand and accept how others are the same as or different from you

Accepting and appreciating others’ differences is respectful

Name similarities and differences between people

Predict how others will feel when teased for being different

Lesson 9
Showing
Compassion

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

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

Focusing attention and listening to others help you make conversation

Making conversation helps you make friends and get along better with others

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 Concepts

Objectives—Students will be able to

Lesson 11
Introducing
Emotion
Management

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

Identify physical clues that can help them label their own feelings

Lesson 12
Managing Test
Anxiety

Using a stop signal and naming your feeling are the first two Calming-Down Steps

Identify the first two Calming-Down Steps

Demonstrate using the first two Calming-Down Steps in response to scenarios

Lesson 13
Handling
Accusations

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

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

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

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

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

Lesson 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

Lesson Concepts

Objectives—Students will be able to

Lesson 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

Lesson 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

Lesson 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

Lesson 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

Lesson 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

Lesson 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

UNIT 1: Empathy and Skills for Learning

	Lesson Concepts	Objectives—Students will be able to
Lesson 1 Empathy and Respect	<p>The Second Step program helps you succeed at school</p> <p>Having respect and empathy helps you get along with others</p>	<p>Define <i>respect</i></p> <p>Define <i>empathy</i></p>
Lesson 2 Listening with Attention	<p>Listening with attention helps you learn, work with others, and make friends</p>	<p>Demonstrate listening-with-attention skills</p>
Lesson 3 Being Assertive	<p>Being assertive means asking for what you want or need in a calm, firm, respectful voice</p> <p>Being assertive helps you be successful in a variety of social and academic situations</p>	<p>Identify passive, aggressive, and assertive responses</p> <p>Demonstrate assertive responses with their partners</p>
Lesson 4 Respecting Similarities and Differences	<p>People can have similar or different feelings about the same situation</p> <p>Being able to notice and then understand others' feelings is an important part of empathy</p>	<p>Identify clues that help them recognize other people's feelings</p> <p>Identify similarities and differences between how two people feel</p>
Lesson 5 Understanding Complex Feelings	<p>It is possible to have more than one feeling at the same time</p> <p>Being able to understand that others might have complex feelings is an important part of empathy</p>	<p>Identify multiple feelings in a given scenario</p> <p>Give possible reasons for multiple feelings</p>
Lesson 6 Understanding Different Perspectives	<p>People can have different perspectives about other people, places, and situations</p> <p>Perspective taking is a central component of empathy</p>	<p>Identify differing perspectives in given scenarios</p> <p>Generate prosocial responses to scenarios in which different perspectives could cause a conflict</p>
Lesson 7 Conversation and Compliments	<p>Having successful conversations with peers helps you make and build friendships</p> <p>Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going</p>	<p>Identify components of a successful conversation</p> <p>Demonstrate giving and receiving a compliment</p>

UNIT 1: Empathy and Skills for Learning (CONT)

	Lesson Concepts	Objectives—Students will be able to
Lesson 8 Joining In	Being assertive can help you join and invite others to join a group	Identify skills for joining a group Demonstrate skills for joining a group
Lesson 9 Showing Compassion	<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	Demonstrate expressing concern or showing compassion for someone

UNIT 2: Emotion Management

Lesson 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
Lesson 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
Lesson 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 Calming-Down Strategies (counting, using positive self-talk)
Lesson 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
Lesson 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
Lesson 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

	Lesson Concepts	Objectives—Students will be able to
<p>Lesson 16 Solving Problems, Part 1</p>	<p>Following steps can help you solve problems</p> <p>Saying the problem without blame is respectful</p> <p>Solving problems helps you be successful at school</p>	<p>Recall the S: Say the problem step of the Problem-Solving Steps</p> <p>State a problem without blaming anyone</p>
<p>Lesson 17 Solving Problems, Part 2</p>	<p>Solving problems helps you be successful at school</p>	<p>Generate safe and respectful solutions to a problem</p> <p>Identify consequences of potential solutions</p> <p>Select an appropriate solution to a problem</p>
<p>Lesson 18 Making a Plan</p>	<p>Some solutions to problems are complicated and need a plan</p> <p>Plans help you break down a big task into smaller, more manageable parts</p>	<p>Explain the purpose of making a plan</p> <p>Create a three-step plan to carry out a solution to a problem</p>
<p>Lesson 19 Solving Playground Problems</p>	<p>You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps</p>	<p>Identify common playground conflicts</p> <p>Demonstrate using the Problem-Solving Steps to handle playground conflicts</p>
<p>Lesson 20 Taking Responsibility for Your Actions</p>	<p>Taking responsibility for your actions is the respectful thing to do</p>	<p>Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged</p> <p>Demonstrate acknowledging mistakes</p> <p>Demonstrate making an apology and offering to make amends</p>
<p>Lesson 21 Dealing with Peer Pressure</p>	<p>It is okay to say no to others, and it is okay for them to say no to you</p> <p>Negative emotions like guilt and remorse can be reasons not to go along with peer pressure</p>	<p>Demonstrate using Assertiveness Skills to resist peer pressure</p> <p>Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure</p>
<p>Lesson 22 Reviewing Second Step Skills</p>	<p>The skills and concepts learned in the Second Step program can help you succeed in school</p>	<p>Identify Second Step skills and concepts being used in scenarios students might encounter at school</p> <p>Include Second Step skills in a written script about solving a problem</p>

Grade 5

UNIT 1: Empathy and Skills for Learning

	Lesson Concepts	Objectives—Students will be able to
Lesson 1 Empathy and Respect	<p>The Second Step program helps you succeed at school</p> <p>Having respect and empathy helps you get along with others</p>	<p>Define <i>respect</i></p> <p>Define <i>empathy</i></p>
Lesson 2 Listening with Attention	<p>Listening with attention helps you learn, work with others, and make friends</p>	<p>Demonstrate listening-with-attention skills</p>
Lesson 3 Being Assertive	<p>Being assertive means asking for what you want or need in a calm, firm, respectful voice</p> <p>Being assertive helps you be successful in a variety of social and academic situations</p>	<p>Identify passive, aggressive, and assertive responses</p> <p>Demonstrate assertive responses with their partners</p>
Lesson 4 Predicting Feelings	<p>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</p>	<p>Predict how others might feel as a result of their or another's actions</p> <p>State the cause and effects of a given action</p>
Lesson 5 Taking Others' Perspectives	<p>Others may have different perspectives</p> <p>Being able to recognize someone else's perspective helps you get along with others</p>	<p>Demonstrate the ability to take someone else's perspective</p>
Lesson 6 Accepting Differences	<p>Accepting differences and finding similarities can create mutual respect and friendship</p>	<p>Identify similarities and differences between two people</p> <p>Define <i>prejudice</i></p>
Lesson 7 Disagreeing Respectfully	<p>Disagreeing respectfully involves using Assertiveness Skills</p> <p>Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts</p>	<p>Distinguish between respectful and disrespectful ways to disagree</p> <p>Communicate their own perspectives</p> <p>Demonstrate skills for disagreeing respectfully</p>

UNIT 1: Empathy and Skills for Learning (CONT)

Lesson Concepts

Objectives—Students will be able to

Lesson 8
Responding
with
Compassion

Compassion 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

Demonstrate knowledge of how to respond with compassion

UNIT 2: Emotion Management

Lesson 9
Introducing
Emotion
Management

When you have strong, unmanaged emotions, it can lead to negative behavior and consequences

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

Identify a personal signal

Identify and name strong feelings

Lesson 10
Calming
Down

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

Learn the technique for deep, centered breathing

Identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break)

Lesson 11
Managing
Anxiety

Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations

Identify social situations that can cause anxiety

Apply what they've learned about calming down in scenarios causing social anxiety

Lesson 12
Managing
Frustration

Frustration can get in the way of learning

Managing frustration reduces the chance of doing something you may regret later

Identify physical signs of frustration

Demonstrate reducing frustration by using the Calming-Down Steps

Lesson 13
Resisting
Revenge

Getting revenge can make problems worse

Identify consequences of revenge

Generate alternatives for seeking revenge

Demonstrate using the Calming-Down Steps

Lesson 14
Handling
Put-Downs

Calming down helps you handle put-downs and avoid escalating conflicts

Identify strategies for handling put-downs

Demonstrate what they've learned about the Calming-Down Steps

Demonstrate assertive responses to put-downs

UNIT 2: Emotion Management (CONT)

Lesson Concepts

Objectives—Students will be able to

Lesson 15
Avoiding Assumptions

Calming down strong emotions helps you think clearly about a situation and make better decisions

Identify emotion-management strategies
Demonstrate Assertiveness Skills
Identify and use positive self-talk statements to avoid making assumptions

UNIT 3: Problem Solving

Lesson 16
Solving Problems, Part 1

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 17
Solving Problems, Part 2

Solving problems helps you be successful at school

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

Some solutions to problems are complicated and need a plan
Plans help you break down a big task into smaller, more manageable parts

Explain the purpose of making a plan
Create a three-step plan to carry out a solution to a problem

Lesson 19
Seeking Help

Seeking help from a trusted adult is sometimes the best solution

State the Problem-Solving Steps
Demonstrate using assertiveness skills when seeking help

Lesson 20
Dealing with Gossip

Malicious gossip is hurtful and not respectful to others

Identify why some gossip is harmful
Generate ideas for refusing or avoiding harmful gossip
Demonstrate using the Problem-Solving Steps to deal with gossip

Lesson 21
Dealing with Peer Pressure

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

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

The skills and concepts learned in the Second Step program can help you succeed in school

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 and Goals

	Program Themes	Objectives
Lesson 1 Welcome!	Starting Right	Recognize how your brain is changing during adolescence Identify Second Step topics that are important to you
Lesson 2A* Starting Middle School	Resilience Starting Right	Identify challenges many students face starting middle school Identify people you can go to for help with these challenges
Lesson 2B* Helping New Students	Helping Others Starting Right	Describe why students may not feel like they belong when starting middle school Identify ways you can help new students feel welcome and comfortable at school
Lesson 3 Grow Your Brain 1	Academic Success Growth Mindset	Identify how brains grow stronger
Lesson 4 Grow Your Brain 2	Academic Success Growth Mindset	Describe how using good strategies, getting help from others, and working hard can help you do better in school
Lesson 5 Can Personalities Change?	Growth Mindset Resilience	Recognize that personalities can change Explore how knowing this can change how you think about others
Lesson 6 Setting Goals	Decision Making Planning Ahead	Practice breaking down big goals into small, simple steps Create an If-Then Plan for taking small, simple steps
Lesson 7 If-Then Plans	Planning Ahead Resilience	Recognize the key parts of an If-Then Plan Use an If-Then Plan to prepare for a difficult or important situation

Unit 1 Review and Assessment (optional)

*For Grades 6 and 7, there are two options for the second lesson. If your students are starting a new school, teach Lesson 2A. If your students are returning to middle school, teach Lesson 2B.

UNIT 2: Values and Friendships

	Program Themes	Objectives
Lesson 8 Values and Decisions	Decision Making Values	Identify core personal values Analyze the connection between values and decisions
Lesson 9 Social Values	Helping Others Planning Ahead Relationships Values	Explore how personal values help people get along Create a values-based plan for how to help make school a more positive place
Lesson 10 What's a Friend?	Relationships Values	Explore the values you want your friends to have
Lesson 11 Making Friends	Decision Making Relationships	Identify different ways to make friends Create a plan for making a new friend
Lesson 12 Challenge: Making Friends	Perspective Taking Relationships	Use friend-making strategies in response to a scenario
Unit 2 Review and Assessment (optional)		

UNIT 3: Thoughts, Emotions, and Decisions

	Program Themes	Objectives
Lesson 13 What Are Emotions?	Decision Making Thoughts and Emotions	Analyze how emotions affect decision making
Lesson 14 Values and Emotions	Decision Making Thoughts and Emotions Values	Practice using values to help make good decisions when you're upset
Lesson 15 Spot the Thought	Decision Making Resilience Thoughts and Emotions	Recognize the difference between thoughts and emotions Identify unhelpful thoughts and their effect on decision making
Lesson 16 Calming Down	Conflicts Staying Calm Thoughts and Emotions	Identify common calming-down strategies Create a plan for using calming-down strategies when angry or upset
Lesson 17 Slow Breathing	Planning Ahead Staying Calm	Practice slow breathing Make a plan for using slow breathing to stay calm

Unit 3 Review and Assessment (optional)

UNIT 4: Serious Peer Conflicts

	Program Themes	Objectives
Lesson 18 Perspectives	Conflicts Perspective Taking	Recognize that other people may have different perspectives Analyze how identifying others' perspectives can help prevent conflicts
Lesson 19 Challenge: Perspectives	Conflicts Decision Making Perspective Taking Planning Ahead	Analyze the effect perspective taking can have on a difficult situation
Lesson 20 Recognizing Serious Conflicts	Conflicts Decision Making	Recognize the difference between minor and serious conflicts Identify ways to avoid serious conflicts
Lesson 21 Challenge: Recognizing Conflict	Conflicts Decision Making Planning Ahead	Recognize serious conflicts Identify ways to avoid serious conflicts
Lesson 22 Resolving Serious Conflicts	Conflicts Decision Making	Identify roadblocks that can make resolving serious conflicts difficult Explore strategies for overcoming roadblocks
Lesson 23 Challenge: Resolving Conflicts	Conflicts Planning Ahead	Identify roadblocks that can make resolving serious conflicts difficult Explore strategies for overcoming roadblocks
Lesson 24 Making Amends	Conflicts Relationships	Recognize the difference between apologizing and making amends Identify different strategies for making amends
Lesson 25 Bullying	Bullying and Harassment Helping Others	Identify ways to help someone who is being bullied
Lesson 26 Gratitude	Relationships	Explore ways to express gratitude

Unit 4 Review and Assessment (optional)

Grade 7

UNIT 1: Mindsets and Goals

	Program Themes	Objectives
Lesson 1 Welcome!	Starting Right	Recognize how your brain is changing during adolescence Identify Second Step topics that are important to you
Lesson 2A* Starting Middle School	Resilience Starting Right	Identify challenges many students face starting middle school Identify people you can go to for help with these challenges
Lesson 2B* Helping New Students	Helping Others Starting Right	Describe why students may not feel like they belong when starting middle school Identify ways you can help new students feel welcome and comfortable at school
Lesson 3 Making Mistakes	Academic Success Growth Mindset	Identify how making mistakes can help you get smarter
Lesson 4 Embracing Challenges	Academic Success Growth Mindset	Identify how making mistakes when trying something challenging can be positive
Lesson 5 Personalities Change	Growth Mindset Resilience	Recognize that personalities can change Explore what this means for how you think about people you don't get along with
Lesson 6 Setting Goals	Decision Making Planning Ahead	Practice breaking down big goals into small, simple steps Create an If-Then Plan for taking a small, simple step
Lesson 7 If-Then Plans	Planning Ahead Resilience	Recognize the key parts of an If-Then Plan Use an If-Then Plan to prepare for a difficult or important situation
Unit 1 Review and Assessment (optional)		

*For Grades 6 and 7, there are two options for the second lesson. If your students are starting a new school, teach Lesson 2A. If your students are returning to middle school, teach Lesson 2B.

UNIT 2: Values and Friendships

	Program Themes	Objectives
Lesson 8 Values and Decisions	Decision Making Values	Identify core personal values Analyze the connection between values and decisions
Lesson 9 Online Values	Helping Others Planning Ahead Relationships Values	Identify values that contribute to a positive online world Create a values-based plan for how to help build a positive online world
Lesson 10 What Kind of Friend Are You?	Relationships Values	Explore how your values help you be a good friend Analyze how your values affect your relationships with friends
Lesson 11 Strengthening Friendships	Planning Ahead Relationships	Identify strategies to strengthen friendships
Lesson 12 Challenge: Friendships	Planning Ahead Relationships	Identify challenges to friendships in response to scenarios Explore ways to strengthen friendships in response to scenarios

Unit 2
Review and Assessment
(optional)

UNIT 3: Thoughts, Emotions, and Decisions

	Program Themes	Objectives
Lesson 13 The Role of Emotions	Decision Making Thoughts and Emotions	Identify why adolescents' emotions are especially intense Analyze how emotions affect decision making
Lesson 14 Handling Emotions	Decision Making Thoughts and Emotions Values	Recognize that emotions don't have to control decision making Identify how remembering your values can help you make good decisions
Lesson 15 Unhelpful Thoughts	Decision Making Resilience Thoughts and Emotions	Identify unhelpful thoughts and their effect on decision making Explain how thoughts, emotions, and decisions are connected
Lesson 16 Be Calm	Conflicts Staying Calm Thoughts and Emotions	Identify common calming-down strategies Explain why calming-down strategies are effective
Lesson 17 Frustration	Planning Ahead Resilience Staying Calm	Recognize common sources of frustration Create a plan for handling frustrating situations

Unit 3 Review and Assessment (optional)

UNIT 4: Serious Peer Conflicts

	Program Themes	Objectives
Lesson 18 Jumping to Conclusions	Conflicts Perspective Taking	Recognize that other people may have different perspectives Analyze how identifying others' perspectives can help prevent conflicts
Lesson 19 Challenge: Conclusions	Conflicts Decision Making Perspective Taking	Analyze the issues that come from jumping to conclusions
Lesson 20 Avoiding Serious Conflicts	Conflicts Decision Making	Recognize the difference between minor and serious conflicts Identify ways to avoid serious conflicts
Lesson 21 Challenge: Avoiding Conflicts	Conflicts Decision Making Planning Ahead	Recognize serious conflicts Identify ways to avoid serious conflicts
Lesson 22 Resolving Serious Conflicts	Conflicts Decision Making	Identify roadblocks that can make resolving serious conflicts difficult Explore strategies for overcoming roadblocks
Lesson 23 Challenge: Resolving Conflicts	Conflicts Planning Ahead	Identify roadblocks that can make resolving serious conflicts difficult Explore strategies for overcoming roadblocks
Lesson 24 Taking Responsibility	Conflicts Values	Explore what it means to take responsibility for something Identify reasons to take responsibility for your decisions
Lesson 25 Gender Harassment	Bullying and Harassment Helping Others	Identify ways to help stop gender harassment
Lesson 26 What You Learned	Planning Ahead	Review key skills and concepts taught in the Second Step Program

Unit 4 Review and Assessment (optional)

Grade 8

UNIT 1: Mindsets and Goals

	Program Themes	Objectives
Lesson 1 Welcome!	Starting Right	Learn how Second Step strategies can help you cope with changes during adolescence Set classroom norms for Second Step lessons
Lesson 2 Your Identity	Growth Mindset	Recognize that identity is complex and shaped by many factors Learn what aspects, both internal and external, make up your identity
Lesson 3 Identity and Social Groups	Growth Mindset Resilience	Recognize that identity can be influenced by others, and that it's common to "switch" identities to fit in Understand that you don't have to take on an identity you don't like because of peer pressure
Lesson 4 Your Interests Matter	Growth Mindset Resilience	Identify how you can use your interests and strengths to make a difference in the world
Lesson 5 Overcoming Failure	Academic Success Growth Mindset	Understand that mistakes and failure are difficult, but they can be overcome Identify techniques you can try after you fail or make a mistake
Lesson 6 SMART Goals	Decision Making Planning Ahead	Practice transforming wishes into SMART goals
Lesson 7 If-Then Plans	Planning Ahead Resilience	Recognize the key parts of an If-Then Plan Use an If-Then Plan to prepare for a difficult or important situation

Unit 1
Review and Assessment (optional)

UNIT 2: Values and Relationships

	Program Themes	Objectives
Lesson 8 Values and Decisions	Decision Making Planning Ahead Values	Identify core personal values Analyze the connection between values and decisions
Lesson 9 Positive Relationships	Decision Making Planning Ahead Relationships	Identify features of positive relationships Learn how connecting with people who share common interests can help you make friends
Lesson 10 Relationships Change	Relationships	Identify ways to cope when friendships change or end
Lesson 11 Negative Relationships	Planning Ahead Relationships	Identify signs of negative relationships
Lesson 12 Challenge: Relationships	Relationships Values	Practice identifying what makes a relationship positive or negative Recognize signs of negative relationships

Unit 2 Review and Assessment (optional)

UNIT 3: Serious Peer Conflicts

	Program Themes	Objectives
Lesson 13 Emotions and Decisions	Decision Making Thoughts and Emotions	Analyze how emotions affect decision making
Lesson 14 Responding to Anger	Decision Making Thoughts and Emotions Values	Practice using values to help make good decisions when you're upset
Lesson 15 Handling Rejection	Decision Making Resilience Thoughts and Emotions	Recognize unhelpful thoughts and their effect on decision making Identify ways to react if unhelpful thoughts get stuck in your head
Lesson 16 Stay Calm	Conflicts Staying Calm Thoughts and Emotions	Identify common calming-down strategies Explain why calming-down strategies are effective
Lesson 17 Anxiety	Planning Ahead Resilience Staying Calm	Identify common sources of anxiety Create a plan for handling anxiety

Unit 3 Review and Assessment (optional)

UNIT 4: Serious Peer Conflicts

	Program Themes	Objectives
Lesson 18 Assumptions	Conflicts Perspective Taking Relationships	Recognize the potential consequences of making assumptions Analyze a scenario and think of multiple assumptions in response to it
Lesson 19 Challenge: Assumptions	Conflicts Decision Making Perspective Taking	Analyze how assumptions influence decision making
Lesson 20 Helping Friends Avoid Conflicts	Conflicts Decision Making Helping Others	Recognize the difference between minor and serious conflicts Identify ways to help friends avoid serious conflicts
Lesson 21 Challenge: Avoiding Conflicts	Conflicts Decision Making Helping Others	Recognize serious conflicts Identify ways to help friends avoid serious conflicts
Lesson 22 Helping Friends Resolve Conflicts	Conflicts Decision Making Helping Others	Identify reasons why conflicts may be hard to resolve Explore strategies for helping friends resolve conflicts
Lesson 23 Challenge: Resolving Conflicts	Conflicts Helping Others Planning Ahead	Explore strategies for helping friends handle serious conflicts
Lesson 24 Helping Friends After a Conflict	Conflicts Helping Others	Identify ways to help friends recover from serious conflicts
Lesson 25 Sexual Harassment	Bullying and Harassment Helping Others	Identify ways to help stop sexual harassment
Lesson 26 High School	Academic Success Resilience	Identify challenges many students face starting high school Identify people you can go to for help with these challenges

Unit 4 Review and Assessment (optional)