<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 1. Learning to Listen | • Following Listening Rules helps everyone learn.  
• Our brains get smarter every time we use them. | • Name and demonstrate the rules for listening in a group |
| 2. Focusing Attention | • 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. | • Name and demonstrate the Listening Rules  
• Demonstrate attention skills in the context of a game |
| 3. Following Directions | • Listening and following directions are important Skills for Learning.  
• Repeating directions helps you remember them.  
• Following directions involves your eyes, ears, and brain. | • Demonstrate listening and following directions within the context of a game |
| 4. Self-Talk for Staying on Task | • Self-talk 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 for remembering directions in the context of a drawing game |
| 5. Being Assertive | • Being assertive involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words).  
• Assertive communication is the best way to ask for help. | • Demonstrate being assertive in response to scenarios |
| 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 one  
• 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 is natural to feel angry, but feeling angry is uncomfortable.  
• It is 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 |
### Kindergarten

#### Scope and Sequence

**Second Step Program**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives — Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2: Empathy</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 9. Same or Different? | • People can have different feelings about the same situation.  
  • It is 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 is 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 |
  • Feelings that are strong need to be managed.  
  • Saying “Stop” and naming your feelings are ways to begin to calm down. | • Identify “Stop” and “Name your feeling” as ways to begin to calm down  
  • Demonstrate saying “Stop” and naming feelings in response to scenarios |
| 14. Calming Down Strong Feelings | • Belly breathing calms down strong feelings.  
  • Belly breathing pushes the belly out when you breathe in. | • Demonstrate belly breathing  
  • Identify and demonstrate the Calming-Down Steps |
| 15. Handling Waiting | • 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. | • Identify the Calming-Down Steps  
  • Apply the Calming-Down Steps while waiting in a game situation |
| 16. Managing Anger | • Feeling angry is natural. Hurtful, mean behaviors are not okay.  
  • Your body lets you know when you are angry.  
  • Learning to relax calms you down. | • Name physical signs of anger  
  • Apply the Calming-Down Steps in a game situation |
| 17. Managing Disappointment | • When you don’t get what you want, you can feel disappointed.  
  • Strong disappointment can lead to feeling sad or angry. | • Identify the feeling of disappointment  
  • Demonstrate calming-down skills when they feel disappointed |
### Second Step Program

#### Lesson 18: Handling Being Knocked Down
- **Concepts**
  - 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.
- **Objectives**
  - 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

#### Lesson 19: Solving Problems
- **Concepts**
  - 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.
- **Objectives**
  - Use words to describe problems presented in scenarios
  - Generate multiple solutions to problems presented in scenarios

#### Lesson 20: Inviting to Play
- **Concepts**
  - When you see other kids being left out of play, it is important to notice and have empathy for them.
  - Inviting others to play is a caring thing to do.
  - Playing with others is a way to get to know them.
- **Objectives**
  - Demonstrate inviting someone to play in response to scenarios

#### Lesson 21: Fair Ways to Play
- **Concepts**
  - Sharing, trading, and taking turns are fair ways to play.
  - *Sharing* means playing together with a toy.
- **Objectives**
  - Identify a problem in response to a scenario
  - Generate solutions in response to a scenario
  - Name sharing, trading, and taking turns as fair solutions when two students want to play with the same thing

#### Lesson 22: Having Fun With Our Friends
- **Concepts**
  - 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.
- **Objectives**
  - Demonstrate the Problem-Solving Steps with a problem in the lesson

#### Lesson 23: Handling Having Things Taken Away
- **Concepts**
  - It is important to calm down first before solving problems.
  - If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it.
  - It is not okay to grab things away from others.
- **Objectives**
  - Identify a problem in response to scenarios
  - Generate solutions in response to scenarios
  - Demonstrate assertive communication in response to scenarios

#### Lesson 24: Handling Name-Calling
- **Concepts**
  - It is not okay to call people names that hurt their feelings.
  - If someone calls you a name, you can ignore the person or respond assertively.
  - If the person doesn’t stop calling you names, you should tell a grown-up.
- **Objectives**
  - 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

#### Lesson 25: Reviewing Second Step Skills
- **Concepts**
  - You have all learned a lot of new skills.
  - You can notice how much you have learned.
- **Objectives**
  - Recall and demonstrate the Listening Rules
  - Demonstrate how to calm down
  - Recall the Fair Ways to Play
## Grade 1
### Scope and Sequence

**Second Step Program**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
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</table>
| 1. Listening to Learn | • Following Listening Rules helps everyone learn.  
• Your brain gets smarter every time it works hard. | • Name and demonstrate the Listening Rules  
• Apply attention, memory, and inhibitory control skills in a brain-building game |
| 2. Focusing Attention | • Focusing attention involves using your eyes, ears, and brain.  
• The more you practice focusing your attention, the better you get at it.  
• Using self-talk helps focus attention. | • Name and demonstrate the Listening Rules  
• Demonstrate attention skills in the context of a game  
• State typical classroom verbal cues that request student attention |
| 3. Following Directions | • 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 |
| 4. Self-Talk for Learning | • Self-talk 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 |
| 5. Being Assertive | • Being assertive involves using an assertive posture (face the person you’re talking to, keep your head up and shoulders back) and an assertive tone of voice (use a calm, firm voice; use 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 |
| 6. Identifying Feelings | • 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 |
| 7. Looking for More Clues | • 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 |
| 8. Similarities and Differences | • People can have different feelings about the same situation.  
• It is okay for people to have different feelings about the same thing. | • Compare physical and emotional similarities and differences between two children  
• Demonstrate that people can have different feelings about the same situation |
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| 9. Feelings  | • 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.         | • Demonstrate welcoming and inviting behaviors                                   |
| Change       |                                                                          |                                                                                |
| 10. Accidents| • An accident is when you do something you didn’t mean to do.            | • Know what the word accident means                                            |
|              | • It is important to accept responsibility for an accident to prevent others from assuming it was intentional. | • Know what to say when they do something by accident                          |
|              |                                                                          | • Predict how others might feel as a result of their own or others’ actions   |
| 11. Showing  | • Compassion is empathy in action.                                        | • Recall that listening, saying kind words, and helping are three ways to show caring |
| Care and     | • People feel better when others show them care and concern.             | • Demonstrate caring and helping in response to scenarios                       |
| Concern      |                                                                          |                                                                                |
| 12. Identifying| • You identify your own feelings by physical clues in your body.          | • Identify physical clues in their bodies that help them identify their feelings|
| Our Own      | • All feelings are natural.                                              | • Identify grown-ups to talk to about feelings                                  |
| Feelings     |                                                                          |                                                                                |
| 13. Strong   | • Feelings vary in strength.                                             | • Recognize situations and physical body cues that signal strong feelings      |
| Feelings     | • Strong feelings need to be managed.                                     | • Demonstrate two Calming-Down Steps to manage strong feelings                  |
|              | • Saying “Stop” and naming your feeling are ways to begin to calm down.  |                                                                                |
| 14. Calming   | • Belly breathing calms down strong feelings.                            | • Explain physical and situational clues to feeling angry                      |
| Down         | • Belly breathing pushes the belly out when you breathe in.              | • Demonstrate the proper belly breathing technique                             |
| Anger        | • Being mean or hurting others when you are angry is not okay.           | • Use a three-step process to calm down: Say “stop,” name your feeling, and do |
|              |                                                                          | belly breathing                                                                |
| 15. Self-Talk | • Positive self-talk is an effective strategy for calming down strong emotions. | • Recognize situations that require the use of calming-down strategies          |
| for          |                                                                          | • Use positive self-talk to calm down                                          |
| Calming      |                                                                          |                                                                                |
| Down         |                                                                          |                                                                                |
| 16. Managing | • Counting is an effective Way to Calm Down.                            | • Recognize situations that require the use of calming-down skills             |
| Worry        | • The Ways to Calm Down can help students manage worry.                  | • Demonstrate the Ways to Calm Down—belly breathing, counting, and using      |
|              | • Talking to a grown-up helps when you are worried.                     | positive self-talk                                                              |
|              |                                                                          | • Identify grown-ups to talk to when feeling worried                           |
### Grade 1
#### Scope and Sequence

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| **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 |
- 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 is important to notice and have empathy for children who are left out of play.  
- Inviting others to play is the right thing to do.  
- Playing with others is a way to get to know them better. | - Apply the Problem-Solving Steps  
- Demonstrate how to invite someone to play in response to scenarios |
| **21. Handling Name-Calling** | - It is not okay to call people names that hurt their feelings.  
- If someone calls you a name, you can ignore the person or speak assertively.  
- If the person doesn’t stop calling you names, you should tell a grown-up. | - Demonstrate assertive responses to name-calling  
- Identify adults to tell if name-calling doesn’t stop |
| **22. Reviewing Second Step Skills** | - You have all learned a lot of new skills.  
- You can notice how much you have 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

## Scope and Sequence

### Second Step Program

| Lesson | Concepts | Objectives
--- | --- | ---
| 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 |
| 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 |
| 3. Using Self-Talk | • Self-talk 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 |
| 4. Being Assertive | • Being assertive 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 |
| 5. Identifying Feelings | • 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. | • Name a variety of feelings  
• Distinguish between comfortable and uncomfortable feelings  
• Use physical, verbal, and situational clues to determine what others are feeling |
| 6. Learning More About Feelings | • People can have different feelings about the same situation.  
• People’s feelings can change.  
• Empathy is feeling or understanding what someone else is feeling. | • 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 |
| 7. Feeling Confident | • 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. | • Identify physical and situational clues that indicate the feeling of confidence  
• Detect when their own and others’ feelings change |
| 8. Respecting Different Preferences | • Having empathy helps you notice when others have different preferences from yours.  
• Respecting others’ preferences helps you get along better with them. | • Determine what others are feeling using physical, verbal, and situational clues  
• Label their own preferences as the same as or different from others’ preferences |
### Grade 2

#### Scope and Sequence

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 9. **Showing Compassion** | • 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. | • Determine what others are feeling using physical, verbal, and situational clues  
• Identify ways to show compassion for others in response to scenarios |
| 10. **Predicting Feelings** | • 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. | • Predict others’ feelings in response to scenarios  
• Offer possible reasons for others’ actions and feelings in response to scenarios |
| 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 name their own feelings |
| 12. **Managing Embarrassment** | • Using a stop signal and naming your feeling are the first two Calming-Down Steps. | • Identify the first two Calming-Down Steps  
• Demonstrate first two Calming-Down Steps in response to scenarios |
| 13. **Handling Making Mistakes** | • 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. | • Demonstrate correct belly-breathing technique  
• Use belly breathing to calm down in response to scenarios |
| 14. **Managing Anxious Feelings** | • 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. | • 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 |
| 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 |

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Second Step: Skills for Social and Academic Success
## Second Step Program

### Grade 2

#### Scope and Sequence

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<thead>
<tr>
<th>Lesson</th>
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<th>Objectives—Students will be able to:</th>
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</thead>
</table>
| **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 |
| **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 Responsibility** | • 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 |
| **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 |
# Second Step Program

## Grade 3

### Scope and Sequence

#### Lesson | Concepts | Objectives—Students will be able to:
---|---|---
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. |
2. **Using Self-Talk** | • *Self-talk* 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 |
3. **Being Assertive** | • Being *assertive* 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 |
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 |
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 |
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 |
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 |
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 |
### Second Step Program

#### Scope and Sequence

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<th>Objectives—Students will be able to:</th>
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</table>
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
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</table>
| 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 |
| 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 |
# Lesson 1: Empathy and Respect

- **Concepts:**
  - The Second Step program helps you succeed at school.
  - Having respect and empathy helps you get along with others.

- **Objectives—Students will be able to:**
  - Define respect
  - Define empathy

# Lesson 2: Listening with Attention

- **Concepts:**
  - Listening with attention helps you learn, work with others, and make friends.

- **Objectives—Students will be able to:**
  - Demonstrate listening-with-attention skills.

# Lesson 3: Being Assertive

- **Concepts:**
  - 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.

- **Objectives—Students will be able to:**
  - Identify passive, aggressive, and assertive responses
  - Demonstrate assertive responses with their partners

# Lesson 4: Respecting Similarities and Differences

- **Concepts:**
  - 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.

- **Objectives—Students will be able to:**
  - Identify clues that help them recognize other people’s feelings
  - Identify similarities and differences between how two people feel

# Lesson 5: Understanding Complex Feelings

- **Concepts:**
  - It is possible to have more than one feeling at the same time.
  - Being able to understand that others might have complex feelings is an important part of empathy.

- **Objectives—Students will be able to:**
  - Identify multiple feelings in a given scenario
  - Give possible reasons for multiple feelings

# Lesson 6: Understanding Different Perspectives

- **Concepts:**
  - People can have different perspectives about other people, places, and situations.
  - Perspective taking is a central component of empathy.

- **Objectives—Students will be able to:**
  - Identify differing perspectives in given scenarios
  - Generate prosocial responses to scenarios in which different perspectives could cause a conflict

# Lesson 7: Conversation and Compliments

- **Concepts:**
  - 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.

- **Objectives—Students will be able to:**
  - Identify components of a successful conversation
  - Demonstrate giving and receiving a compliment

# Lesson 8: Joining In

- **Concepts:**
  - Being assertive can help you join and invite others to join a group.

- **Objectives—Students will be able to:**
  - Identify skills for joining a group
  - Demonstrate skills for joining a group

# Lesson 9: Showing Compassion

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

- **Objectives—Students will be able to:**
  - Demonstrate expressing concern or showing compassion for someone
### Grade 4

#### Scope and Sequence

**Second Step Program**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 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 person “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 Calming-Down Strategies (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 |

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*Second Step: Skills for Social and Academic Success*
### Grade 4
#### Scope and Sequence

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<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
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<tbody>
<tr>
<td>16. Solving Problems, Part 1</td>
<td>• Following steps can help you solve problems.</td>
<td>• Recall the S: Say the problem step of the Problem-Solving Steps</td>
</tr>
<tr>
<td></td>
<td>• Saying the problem without blame is respectful.</td>
<td>• State a problem without blaming anyone</td>
</tr>
<tr>
<td></td>
<td>• Solving problems helps you be successful at school.</td>
<td></td>
</tr>
<tr>
<td>17. Solving Problems, Part 2</td>
<td>• Solving problems helps you be successful at school.</td>
<td>• Generate safe and respectful solutions to a problem</td>
</tr>
<tr>
<td></td>
<td>• Some solutions to problems are complicated and need a plan.</td>
<td>• Identify consequences of potential solutions</td>
</tr>
<tr>
<td></td>
<td>• Plans help you break down a big task into smaller, more manageable parts.</td>
<td>• Select an appropriate solution to a problem</td>
</tr>
<tr>
<td>18. Making a Plan</td>
<td>• You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.</td>
<td>• Explain the purpose of making a plan</td>
</tr>
<tr>
<td>19. Solving Playground Problems</td>
<td>• Taking responsibility for your actions is the respectful thing to do.</td>
<td>• Create a three-step plan to carry out a solution to a problem</td>
</tr>
<tr>
<td>20. Taking Responsibility for Your Actions</td>
<td></td>
<td>• Identify common playground conflicts</td>
</tr>
<tr>
<td></td>
<td>• It is okay to say no to others, and it is okay for them to say no to you.</td>
<td>• Demonstrate using the Problem-Solving Steps to handle playground conflicts</td>
</tr>
<tr>
<td></td>
<td>• Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.</td>
<td>• Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrate acknowledging mistakes</td>
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<td>• Demonstrate making an apology and offering to make amends</td>
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<tr>
<td>21. Dealing with Peer Pressure</td>
<td></td>
<td>• Demonstrate using Assertiveness Skills to resist peer pressure</td>
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<tr>
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<td></td>
<td>• Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure</td>
</tr>
<tr>
<td>22. Reviewing Second Step Skills</td>
<td>• The skills and concepts learned in the Second Step program can help you succeed in school.</td>
<td>• Identify Second Step skills and concepts being used in scenarios students might encounter at school</td>
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<tr>
<td></td>
<td></td>
<td>• Include Second Step skills in a written script about solving a problem</td>
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<tr>
<td>Lesson</td>
<td>Concepts</td>
<td>Objectives—Students will be able to:</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Empathy and Respect</td>
<td>• Define empathy</td>
<td>• Define empathy</td>
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<td></td>
<td>• Define respect</td>
<td>• Define respect</td>
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<tr>
<td></td>
<td>• Having respect and empathy helps you get along with others.</td>
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</tr>
<tr>
<td>2. Listening with</td>
<td>• Listening with attention helps you learn, work with others, and make</td>
<td>• Demonstrate listening-with-attention skills</td>
</tr>
<tr>
<td>Attention</td>
<td>friends.</td>
<td></td>
</tr>
<tr>
<td>3. Being Assertive</td>
<td>• Being assertive means asking for what you want or need in a calm, firm,</td>
<td>• Identify passive, aggressive, and assertive responses</td>
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<tr>
<td></td>
<td>respectful voice. • Being assertive can help you be successful in a</td>
<td>• Demonstrate assertive responses with their partners</td>
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<tr>
<td></td>
<td>variety of social and academic situations.</td>
<td></td>
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<tr>
<td>4. Predicting Feelings</td>
<td>• Being able to predict how what you do or say might make other people</td>
<td>• Predict how others might feel as a result of their or another’s actions</td>
</tr>
<tr>
<td></td>
<td>feel is respectful and will help you get along better with others.</td>
<td>• State the cause and effects of a given action</td>
</tr>
<tr>
<td>5. Taking Others’</td>
<td>• Others may have different perspectives. • Being able to recognize</td>
<td>• Demonstrate the ability to take someone else’s perspective.</td>
</tr>
<tr>
<td>Perspectives</td>
<td>someone else’s perspective helps you get along with others.</td>
<td></td>
</tr>
<tr>
<td>6. Accepting Differences</td>
<td>• Accepting differences and finding similarities can create mutual</td>
<td>• Identify similarities and differences between two people</td>
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<tr>
<td></td>
<td>respect and friendship.</td>
<td>• Define prejudice</td>
</tr>
<tr>
<td>7. Disagreeing</td>
<td>• Disagreeing respectfully involves using Assertiveness Skills. •</td>
<td>• Distinguish between respectful and disrespectful ways to disagree</td>
</tr>
<tr>
<td>Respectfully</td>
<td>Disagreeing respectfully helps you strengthen your relationships, avoid</td>
<td>• Communicate their own perspectives</td>
</tr>
<tr>
<td></td>
<td>misunderstandings, and prevent aggressive conflicts.</td>
<td>• Demonstrate skills for disagreeing respectfully</td>
</tr>
<tr>
<td>8. Responding with</td>
<td>• <em>Compassion</em> is saying kind words or doing something to show you care</td>
<td>• Demonstrate knowledge of how to respond with compassion</td>
</tr>
<tr>
<td>Compassion</td>
<td>about how another person feels. • Showing compassion for others is the</td>
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</tr>
<tr>
<td></td>
<td>respectful, kind thing to do.</td>
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<tr>
<td></td>
<td>• Having empathy helps you show compassion.</td>
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<tr>
<td>Lesson</td>
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<tr>
<td>--------------------------------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 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                                                                                                                                                                                                 |
| 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)                                                                                                                                                     |
| 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                                                                                                                                                                                                 |
| 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                                                                                                                                                                                                 |
| 13. Resisting Revenge          | • Getting revenge can make problems worse. | • Identify consequences of revenge  
• Generate alternatives for seeking revenge  
• Demonstrate using the Calming-Down Steps                                                                                                                                                                                                 |
| 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                                                                                                                                                                                                 |
| 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                                                                                                                                                                                                 |

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Unit 2: Emotion Management

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Second Step: Skills for Social and Academic Success
## Grade 5

### Scope and Sequence

**Second Step Program**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |

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