CORE District Alignment

secondSTEP

Second Step Program and Social-Emotional Skills Metrics (Pre/K–8)

The California Office to Reform Education (CORE) is a nonprofit organization with the goal to improve student achievement through meaningful collaboration between its nine member school districts: Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, Sanger, and Santa Ana Unified. A key feature of its work is the School Quality Improvement Index (SQII), "a holistic approach to school improvement and accountability that focuses on academic preparedness, social-emotional skills, the culture and climate of a school, collaborative learning from each other, and supporting effective instruction."

CORE recognizes the important role social-emotional competence plays in academic achievement, so it developed a social-emotional skills metric for the Social-Emotional and Culture/Climate Factors domain of the SQII. The four areas of social-emotional competency measured are growth mindset, self-efficacy, self-management, and social awareness. CORE defines the four areas as follows:

1. **Growth Mindset:** The belief that one's abilities can grow with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setback.

2. **Self-Efficacy:** The belief in one's own ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and environment.

3. **Self-Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals.

4. **Social Awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, understand social and ethical norms for behavior, and recognize family, school, and community resources and supports.

The *Second Step* program is one way CORE districts are supporting students' social-emotional development. The following charts outline how *Second Step* lessons from Early Learning (used in pre/K classrooms) through Grade 8 align with the four areas of social-emotional competence measured in the social-emotional skills domain of the SQII. This will help educators quickly discern which CORE social-emotional competencies are addressed in each *Second Step* lesson.

How Brain Builders Support Growth Mindset

Brain Builder games are built into the *Second Step* program from Early Learning through Grade 3. They're designed to target and boost skills sometimes referred to as executive-function skills, including working memory, attention, and inhibitory control. The script on each lesson card reminds teachers to tell students explicitly that when playing the games, they're making their brains stronger by building their ability to focus attention, remember and follow rules, and control behavior. This understanding is critical to promoting a growth mindset and positive engagement with learning. In this way a growth mindset is promoted throughout the program at these grade levels, even when not called out specifically in the concepts and objectives.

committee for *children*

Early Learning

	Concepts	Objectives—Children Will Be Able To	CORE Area(s) of Social-Emotional Competency
Unit 1: Skills for Learning			
WEEK 1 Welcoming	• There are many ways to welcome someone new to class. • Welcoming someone is a way to show you care. • Welcoming helps other children feel they belong to the class.	• Make a friendly greeting • Say their names • Demonstrate showing someone new around the classroom	• Self-Efficacy • Social Awareness
WEEK 2 Listening	Following Listening Rules helps everyone learn.	Demonstrate new Listening Rules in a group	Self-Management
WEEK 3 Focusing Attention	• Focusing attention uses your eyes, ears, and brain. • Practice helps you get better at focusing your attention	Demonstrate focusing attention during a game	Self-Management
WEEK 4 Self-Talk	• Self-talk is talking to yourself in a quiet voice or inside your head. • Self-talk helps you focus and pay attention.	Demonstrate self-talk strategies while playing a game	• Self-Efficacy • Self-Management
WEEK 5 Following Directions	• Listening and following directions help you learn. • Repeating directions helps you remember them.	Demonstrate listening and following directions while doing activities	Self-Management
WEEK 6 Asking for What You Need or Want	• Listening and following directions help you learn. • Repeating directions helps you remember them.	Demonstrate listening and following directions while doing activities	Self-Management
Unit 2: Empathy			
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 *happy* and *sad* when presented with physical (face or body) clues • Tell about a time when they felt happy or sad	Social Awareness
WEEK 8 More Feelings	Focusing attention on what is happening, or the situation, can help you tell how someone is feeling.	• Name the feelings *surprised* and *scared* when presented with physical and situational clues • Identify how others feel in response to scenarios	Social Awareness

	Concepts	Objectives—Children Will Be Able To	CORE Area(s) of Social-Emotional Competency
WEEK 9 Identifying Anger	• Everyone feels angry sometimes. • It's not okay to be mean or hurt others when you feel angry.	• Identify the feeling *mad/angry* when presented with physical clues • Tell others about a time when they felt angry	Social Awareness
WEEK 10 Same or Different Feelings	• People can have different feelings about the same thing. • It's 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	Social Awareness
Week 11 Accidents	• An accident 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	• Self-Management • Social Awareness
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	Social Awareness
Unit 3: Emotion Management			
WEEK 13 We Feel Feelings in Our Bodies	• Clues in your body help you identify your feelings. • Some feelings are comfortable; others are uncomfortable. • It's important to talk to a grown-up when you feel worried.	• Identify worry as an uncomfortable feeling • Identify a grown-up to talk to when they feel worried	• Self-Management • Social Awareness
WEEK 14 Strong Feelings	• Sometimes your feelings can be strong. Strong feelings need to be managed. • Putting your hands on your tummy and saying "Stop" are ways to begin to calm down.	• Recognize and name when they or others are feeling frustrated • Demonstrate putting their hands on their tummies and saying "Stop"	• Self-Management • Social Awareness
WEEK 15 Naming Feelings	• Naming your feeling can help you calm down. • It helps to talk to a grown-up when you feel scared or sad.	• Name their feelings in response to scenarios • Demonstrate how to calm down in response to scenarios	Self-Management
WEEK 16 Managing Disappoint-ment	• When you don't get what you want, you can feel disappointed. • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in.	• Demonstrate belly breathing • Demonstrate the Calming-Down Steps in response to scenarios	Self-Management

	Concepts	Objectives—Children Will Be Able To	CORE Area(s) of Social-Emotional Competency
WEEK 17 Managing Anger	• Feeling angry is natural, but hurtful, mean behaviors are not okay. • Your body lets you know when you're angry. • Learning to relax calms you down.	• Demonstrate relaxing their bodies • Tell the difference between ways to behave when angry that are okay and those that aren't okay	Self-Management
WEEK 18 Managing Waiting	• Calming down can help you manage feeling excited while you're waiting. • Counting also helps you wait.	• Demonstrate waiting in a game • Demonstrate counting to help with waiting	Self-Management
Unit 4: Friendship Skills and Problem Solving			
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	• Self-Efficacy • Self-Management • Social Awareness
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 get your own way helps you be friends.	• Identify how they feel when other children do or don't play in fair ways • Name ways they have fun with their friends	• Self-Efficacy • Self-Management • Social Awareness
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 class.	• Demonstrate how to use inviting language • Demonstrate inviting others to play during a game	• Self-Efficacy • Social Awareness
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	• Self-Efficacy • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness

	Concepts	Objectives—Children Will Be Able To	CORE Area(s) of Social-Emotional Competency
Unit 5: Transitioning to Kindergarten			
WEEK 26 Learning in Kindergarten	The Listening Rules and Skills for Learning will help you be a better learner in kindergarten.	• Demonstrate the Listening Rules • Demonstrate focusing attention, listening, and using self-talk during an activity	Self-Management
WEEK 27 Riding the Kindergarten Bus	• Looking at people's faces and bodies and noticing what's happening helps you tell how people are feeling. People can have different feelings about the same thing. • Using the Calming-Down Steps helps you calm down strong feelings.	• Identify the feelings learned in the *Second Step* program when presented with facial clues • Demonstrate the Calming-Down Steps in response to scenarios	• Self-Management • Social Awareness
WEEK 28 Maing New Friends in Kindergarten	• Playing together, trading, and taking turns are fair and fun ways to play. • Inviting others to play and asking to join in are ways to make friends in kindergarten.	• Demonstrate the Fair Ways to Play • Demonstrate inviting others to play and asking to join in play	• Self-Management • Social Awareness

Kindergarten

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Unit 1: Skills for Learning			
LESSON 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	• Growth Mindset • Self-Management
LESSON 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	• Growth Mindset • Self-Management
LESSON 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	• Growth Mindset • Self-Management
LESSON 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	Self-Management
LESSON 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	• Self-Management • Social Awareness
Unit 2: Empathy			
LESSON 6 Feelings	• If you can name your own feelings, it will help you figure out how other people feel. • All feelings are natural. Some feelings are comfortable, and some are uncomfortable. • Physical clues can help you identify others' feelings.	• Name *happy* and *sad* when presented with physical clues • Identify that happy is a comfortable feeling and sad is an uncomfortable feeling • Identify a variety of feelings displayed in response to scenarios	Social Awareness
LESSON 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	Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 8 Identifying Anger	• It's natural to feel angry, but feeling angry is uncomfortable. • It's not okay to be mean or hurt others. • Empathy means feeling and understanding what someone else feels.	• Name *angry* when presented with physical and situational clues • Identify that anger is an uncomfortable feeling • Identify a variety of feelings displayed in response to scenarios	Social Awareness
LESSON 9 Same or Different?	• People can have different feelings about the same situation. • It's okay for people to have different feelings about the same thing.	• Compare physical and emotional similarities and differences between two students depicted in a story • Identify same and different feelings in response to scenarios	Social Awareness
LESSON 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	Social Awareness
LESSON 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	Social Awareness
Unit 3: Emotion Management			
LESSON 12 We Feel Feelings in Our Bodies	• You can use physical clues in your body to identify your feelings. • All your feelings are natural. • It's important to talk to a grown-up when you feel worried.	• Identify physical clues for feeling worried • Identify a grown-up to talk to when they feel worried	• Self-Management • Social Awareness
LESSON 13 Managing Frustration	• Feelings vary in strength. • Feelings that are strong need to be managed. • Saying "Stop" and naming your feelings are ways to begin to calm down.	• Identify "Stop" and "Name your feeling" as ways to begin to calm down • Demonstrate saying "Stop" and naming feelings in response to scenarios	Self-Management
LESSON 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	Self-Management
LESSON 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	• Growth Mindset • Self-Management

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 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	Self-Management
LESSON 17 Managing Disappoint-ment	• 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	Self-Management
LESSON 18 Handling Being Knocked Down	• 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.	• 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	• Self-Management • Social Awareness
Unit 4: Problem Solving			
LESSON 19 Solving Problems	• 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.	• Use words to describe problems presented in scenarios • Generate multiple solutions to problems presented in scenarios	• Self-Management • Social Awareness
LESSON 20 Inviting to Play	• When you see other kids being left out of play, it's important to notice and have empathy for them. • Inviting others to play is a caring thing to do. • Playing with others is a way to get to know them.	Demonstrate inviting someone to play in response to scenarios	• Self-Management • Social Awareness
LESSON 21 Fair Ways to Play	• Sharing, trading, and taking turns are fair ways to play. • *Sharing* means playing together with a toy.	• 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	• Self-Efficacy • Self-Management • Social Awareness
LESSON 22 Having Fun with Our Friends	• 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.	Demonstrate the Problem-Solving Steps with a problem in the lesson	• Self-Efficacy • Self-Management • Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 23 Handling Having Things Taken Away	• It's important to calm down first before solving problems. • If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it. • It's not okay to grab things away from others.	• Identify a problem in response to scenarios • Generate solutions in response to scenarios • Demonstrate assertive communication in response to scenarios	• Self-Efficacy • Self-Management • Social Awareness
LESSON 24 Handling Name-Calling	• It's not okay to call people names that hurt their feelings. • If someone calls you a name, you can ignore the person or respond assertively. • If the person doesn't stop calling you names, you should tell a grown-up.	• Demonstrate assertiveness and ignoring as effective strategies for handling name calling that hurts feelings • Identify an adult to tell if they can't stop the name-calling	• Self-Efficacy • Self-Management • Social Awareness
LESSON 25 Reviewing *Second Step* Skills	• You've all learned a lot of new skills. • You can notice how much you've learned.	• Recall and demonstrate the Listening Rules • Demonstrate how to calm down • Recall the Fair Ways to Play	• Growth Mindset • Self-Efficacy • Self-Management • Social Awareness

Grade 1

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Unit 1: Skills for Learning			
LESSON 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	• Growth Mindset • Self-Management
LESSON 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	• Growth Mindset • Self-Management
LESSON 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	• Growth Mindset • Self-Management
LESSON 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	Self-Management
LESSON 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.	• 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	• Self-Management • Social Awareness
Unit 2: Empathy			
LESSON 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	Social Awareness
LESSON 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	Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 8 Similarities and Differences	• People can have different feelings about the same situation. • It's okay for people to have different feelings about the same thing.	• Compare physical and emotional similarities and differences between two children • Demonstrate that people can have different feelings about the same situation	Social Awareness
LESSON 9 Feelings Change	• 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	• Self-Efficacy • Social Awareness
LESSON 10 Accidents	• An *accident* is when you do something you didn't mean to do. • It's important to accept responsibility for an accident to prevent others from assuming it was intentional.	• Know what the word *accident* means • Know what to say when they do something by accident • Predict how others might feel as a result of their own or others' actions	Social Awareness
LESSON 11 Showing Care and Concern	• *Compassion* is empathy in action. • People feel better when others show them care and concern.	• Recall that listening, saying kind words, and helping are three ways to show caring • Demonstrate caring and helping in response to scenarios	• Social Awareness
Unit 3: Emotion Management			
LESSON 12 Identifying Our Own Feelings	• You identify your own feelings by physical clues in your body. • All feelings are natural.	• Identify physical clues in their bodies that help them identify their feelings • Identify grown-ups to talk to about feelings	• Self-Management • Social Awareness
LESSON 13 Strong Feelings	• Feelings vary in strength. • Strong feelings need to be managed. • Saying "Stop" and naming your feeling are ways to begin to calm down.	• Recognize situations and physical body cues that signal strong feelings • Demonstrate two Calming-Down Steps to manage strong feelings	Self-Management
LESSON 14 Calming Down Anger	• Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. • Being mean or hurting others when you are angry is not okay.	• Explain physical and situational clues to feeling angry • Demonstrate the proper belly breathing technique • Use a three-step process to calm down: Say "stop," name your feeling, and do belly breathing	Self-Management
LESSON 15 Self-Talk for Calming Down	Positive self-talk is an effective strategy for calming down strong emotions.	• Recognize situations that require the use of calming-down strategies • Use positive self-talk to calm down	Self-Management

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 16 Managing Worry	• Counting is an effective Way to Calm Down. • The Ways to Calm Down can help students manage worry. • Talking to a grown-up helps when you are worried.	• Recognize situations that require the use of calming-down skills • Demonstrate the Ways to Calm Down— belly breathing, counting, and using positive self-talk • Identify grown-ups to talk to when feeling worried	• Self-Management • Social Awareness

Unit 4: Problem Solving

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 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	• Self-Management • Social Awareness
LESSON 18 Solving Problems, Part 2	• Part of problem solving is thinking about consequences. • The final step of problem solving is to pick the best solution. • Solving problems is a way to get along better with others.	• Predict consequences using an if-then model • Select a reasonable solution to a problem	• Self-Management • Social Awareness
LESSON 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	• Self-Efficacy • Self-Management • Social Awareness
LESSON 20 Inviting to Join In	• It's important to notice and have empathy for children who are left out of play. • Inviting others to play is the right thing to do. • Playing with others is a way to get to know them better.	• Apply the Problem-Solving Steps • Demonstrate how to invite someone to play in response to scenarios	• Self-Management • Social Awareness
LESSON 21 Handling Name-Calling	• It's not okay to call people names that hurt their feelings. • If someone calls you a name, you can ignore the person or speak assertively. • If the person doesn't stop calling you names, you should tell a grown-up.	• Demonstrate assertive responses to name-calling • Identify adults to tell if name-calling doesn't stop	• Self-Efficacy • Self-Management • Social Awareness
LESSON 22 Reviewing *Second Step* Skills	• You've all learned a lot of new skills. • You can notice how much you've learned.	• Recall skills on all the posters • Demonstrate the Listening Rules • Demonstrate the Calming-Down Steps • Name one concept or skill they learned in their *Second Step* lessons	• Growth Mindset • Self-Efficacy • Self-Management • Social Awareness

Grade 2

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Unit 1: Skills for Learning			
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	• Self-Management • Social Awareness
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	• Growth Mindset • Self-Management
LESSON 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	Self-Management
LESSON 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	• Self-Management • Social Awareness
Unit 2: Empathy			
LESSON 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	Social Awareness
LESSON 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	Social Awareness
LESSON 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	• Growth Mindset • Self-Efficacy • Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 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	Social Awareness
LESSON 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	Social Awareness
LESSON 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	Social Awareness
Unit 3: Emotion Management			
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 name their own feelings	Self-Management
LESSON 12 Managing Embarrass-ment	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	Self-Management
LESSON 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	• Growth Mindset • Self-Management

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 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	Self-Management
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	• Self-Management • Social Awareness
LESSON 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	• Self-Efficacy • Self-Management

Unit 4: Problem Solving

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
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 say a problem in response to scenarios	• Self-Management • Social Awareness
LESSON 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	• Self-Management • Social Awareness
LESSON 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	• Self-Management • Social Awareness
LESSON 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	• Self-Management • Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 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	• Self-Management • Social Awareness
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	• Growth Mindset • Self-Efficacy • Self-Management • Social Awareness

Grade 3

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Unit 1: Skills for Learning			
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.	• Self-Management • Social Awareness
LESSON 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.	• dentify classroom distractions • Demonstrate the use of self-talk in response to scenarios	• Growth Mindset • Self-Management
LESSON 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	• Self-Management • Social Awareness
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	• Self-Efficacy • Self-Management
Unit 2: Empathy			
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	Social Awareness
LESSON 6 Under-standing 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	Social Awareness
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	Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
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	Social Awareness
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	Social Awareness
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	• Self-Management • Social Awareness
Unit 3: Emotion Management			
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	Self-Management
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	Self-Management
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	• Self-Management • Social Awareness
LESSON 14 Managing Disappoint-ment	• 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	• Self-Efficacy • Self-Management

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
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	• Self-Management • Social Awareness
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	Self-Management
Unit 4: Problem Solving			
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
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	• Growth Mindset • Self-Efficacy • Self-Management • Social Awareness

Grade 4

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Unit 1: Empathy and Skills for Learning			
LESSON 1 Empathy and Respect	• The *Second Step* program helps you succeed at school. • Having respect and empathy helps you get along with others.	• Define *respect* • Define *empathy*	• Growth Mindset • Self-Management • Social Awareness
LESSON 2 Listening with Attention	Listening with attention helps you learn, work with others, and make friends.	Demonstrate listening-with-attention skills	• Self-Management • Social Awareness
LESSON 3 Being Assertive	• 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.	• Identify passive, aggressive, and assertive responses • Demonstrate assertive responses with their partners	• Self-Management • Social Awareness
LESSON 4 Respecting Similarities and Differences	• 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.	• Identify clues that help them recognize other people's feelings • Identify similarities and differences between how two people feel	Social Awareness
LESSON 5 Understanding Complex Feelings	• 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.	• Identify multiple feelings in a given scenario • Give possible reasons for multiple feelings	Social Awareness
LESSON 6 Understanding Different Perspectives	• People can have different perspectives about other people, places, and situations. • Perspective taking is a central component of empathy.	• Identify differing perspectives in given scenarios • Generate prosocial responses to scenarios in which different perspectives could cause a conflict	Social Awareness
LESSON 7 Conversation and Compliments	• 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.	• Identify components of a successful conversation • Demonstrate giving and receiving a compliment	Social Awareness
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	• Self-Management • Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
LESSON 9 Showing Compassion	• *Compassion* means saying kind words or doing something helpful to show you care about how another person feels. • Having empathy helps you show compassion.	Demonstrate expressing concern or showing compassion for someone	Social Awareness
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	Self-Management
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	Self-Management
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 Ways to Calm Down (counting, using positive self-talk)	Self-Management
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	• Growth Mindset • Self-Efficacy • Self-Management
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Unit 3: Problem Solving			
LESSON 16 Solving Problems, Part 1	• Following steps can help you solve problems. • Saying the problem without blame is respectful. • Solving problems helps you be successful at school.	• Recall the S: Say the problem step of the Problem-Solving Steps • State a problem without blaming anyone	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Efficacy • Self-Management • Social Awareness
LESSON 19 Solving Playground Problems	You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.	• Identify common playground conflicts • Demonstrate using the Problem-Solving Steps to handle playground conflicts	• Self-Management • Social Awareness
LESSON 20 Taking Responsibility for Your Actions	Taking responsibility for your actions is the respectful thing to do.	• Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged • Demonstrate acknowledging mistakes • Demonstrate making an apology and offering to make amends	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Growth mindset • Self-Efficacy • Self-Management • Social Awareness

Grade 5

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Unit 1: Empathy and Skills for Learning			
LESSON 1 Empathy and Respect	• The *Second Step* program helps you succeed at school. • Having respect and empathy helps you get along with others.	• Define *respect* • Define *empathy*	• Growth Mindset • Self-Management • Social Awareness
LESSON 2 Listening with Attention	Listening with attention helps you learn, work with others, and make friends.	Demonstrate listening-with-attention skills	• Self-Management • Social Awareness
LESSON 3 Being Assertive	• 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.	• Identify passive, aggressive, and assertive responses • Demonstrate assertive responses with their partners	• Self-Management • Social Awareness
LESSON 4 Predicting Feelings	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.	• Predict how others might feel as a result of their or another's actions • State the cause and effects of a given action	Social Awareness
LESSON 5 Taking Others' Perspectives	• Others may have different perspectives. • Being able to recognize someone else's perspective helps you get along with others.	Demonstrate the ability to take someone else's perspective	Social Awareness
LESSON 6 Accepting Differences	Accepting differences and finding similarities can create mutual respect and friendship.	• Identify similarities and differences between two people • Define *prejudice*	Social Awareness
LESSON 7 Disagreeing Respectfully	• Disagreeing respectfully involves using assertiveness skills. • Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts.	• Distinguish between respectful and disrespectful ways to disagree • Communicate their own perspectives • Demonstrate skills for disagreeing respectfully	• Self-Management • Social Awareness
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	Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
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	Self-Management
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)	Self-Management
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	• Self-Management • Social Awareness
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	Self-Management
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness

	Concepts	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
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	• Self-Management • Social Awareness
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	• Self-Efficacy • Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Self-Management • Social Awareness
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	• Growth Mindset • Self-Efficacy • Self-Management • Social Awareness

Grade 6

Unit	Lessons	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Empathy and Communication	Lesson 1: Working in Groups	• Identify behaviors involved in listening and respecting others' ideas • Apply group communication skills • Define *empathy* • Apply empathy skills while identifying feelings	• Self-Management • Social Awareness
	Lesson 2: Friends and Allies	• Apply empathy skills • Apply active listening skills • Identify ways to make friends and join groups • Define the term *ally* and identify when and how to be one	• Self-Management • Social Awareness
	Lesson 3: Considering Perspectives	• Understand that people's perspectives are based on their feelings, experiences, and needs or wants • Recognize the value in being able to consider another's perspective • Apply perspective-taking skills	• Self-Management • Social Awareness
	Lesson 4: Disagreeing Respectfully	• Apply perspective-taking skills • Distinguish between disrespectful and respectful disagreement • Identify and apply effective communication skills • Apply skills to give constructive feedback	• Self-Management • Social Awareness
	Lesson 5: Being Assertive	• Distinguish differences between passive, assertive, and aggressive communication styles • Identify and assume the physical and verbal characteristics of assertive communication • Apply assertive communication skills	• Self-Management • Social Awareness
Bullying Prevention	Lesson 6: Recognizing Bullying	• Recognize and define *bullying* • Understand how bullying can affect them and their peers • Empathize with individuals who are bullied • Understand what they can do if they or someone they know is bullied	Social Awareness
	Lesson 7: Bystanders	• Recognize and define the role of a bystander in bullying • Understand how a bystander can be a part of the problem or part of the solution • Apply empathic concern and perspective taking • Identify ways to be part of the solution to bullying	• Self-Management • Social Awareness
Emotion Management	Lesson 8: Emotions—Brain and Body	• Understand what happens to their brains and bodies when they experience strong emotions • Identify the first three Steps for Staying in Control • Understand why using self-talk is a key to managing emotions • Apply self-talk strategies	Self-Management

Unit	Lessons	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Emotion Management	Lesson 9: Calming-Down Strategies	• Apply centered breathing techniques correctly • Recognize self-talk that intensifies or calms down strong feelings • Use self-talk to manage emotions • Identify calming-down strategies that work best for them	Self-Management
Problem Solving	Lesson 10: Using the Action Steps	• Analyze a problem by stating what the problem is and identifying the perspectives of those involved • Generate multiple options for solving a problem • Understand how to consider each option and decide on the best one • Apply the first four Action Steps	• Self-Efficacy • Self-Management • Social Awareness
	Lesson 11: Making a Plan	• Generate a plan for carrying out an option • Apply the Action Steps • Understand how to make amends	• Self-Efficacy • Self-Management • Social Awareness
Substance Abuse Prevention	Lesson 12: Tobacco and Marijuana	• Define *addiction* and understand its dangers • Identify the personal, health, and social consequences of using tobacco and marijuana • Identify consequences that they consider their personal best reasons for not using tobacco and marijuana	• Self-Efficacy • Self-Management
	Lesson 13: Alcohol and Inhalants	• Identify the personal, health, and social consequences of using alcohol and inhalants • Identify consequences that they consider their personal best reasons for not using alcohol or inhalants	• Self-Efficacy • Self-Management
	Lesson 14: Identifying Hopes and Plans	• Identify their hopes and plans for the future • Identify the ways that using alcohol, tobacco, marijuana, and inhalants can interfere with their hopes and plans for the future • Identify how people who care about their future would be affected if they knew they were using alcohol or other drugs	• Self-Efficacy • Self-Management
	Lesson 15: Making a Commitment	• Generate individual commitments to stay free from alcohol and other drugs • Identify skills to help maintain their commitments • Review and apply Stepping Up skills to certain situations	• Self-Efficacy • Self-Management • Social Awareness

Grade 7

Unit	Lessons	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Empathy and Communication	Lesson 1: Working in Groups	• Understand the relevance of the Stepping In program to their lives • Identify skills that contribute to successful group work • Apply communication skills • Define *empathy* and apply empathy skills	• Self-Management • Social Awareness
	Lesson 2: Disagreeing Respectfully	• Distinguish between disrespectful and respectful disagreement • Apply perspective-taking skills • Apply skills for communicating their own perspective effectively • Apply skills for giving constructive feedback	• Self-Management • Social Awareness
	Lesson 3: Negotiating and Compromising	• Identify how to solve a problem using the Action Steps • Identify a problem from the perspectives of those involved • Generate solutions to scenarios using strategies of negotiation and compromise (win-win strategies) • Apply the Action Steps to problem solving in given scenarios	• Self-Management • Social Awareness
	Lesson 4: Giving and Getting Support	• Apply empathy skills • Understand when and how to give support by being an ally • Identify when and how to go to an adult for help and when to encourage friends to seek help from an adult • Apply assertive communication skills	• Self-Management • Social Awareness
Bullying Prevention	Lesson 5: Responding to Bullying	• Recognize and define *bullying* and *bystander* behaviors • Empathize with people who are bullied • Identify strategies to deal with bullying and help others who are bullied • Understand how a bystander can be part of the problem or part of the solution	• Self-Management • Social Awareness
	Lesson 6: Cyber Bullying	• Recognize that technology is sometimes used for bullying • Understand ways they can be "part of the solution" to cyber bullying • Understand strategies for dealing with cyber bullying	• Self-Management • Social Awareness
	Lesson 7: Sexual Harassment	• Recognize and define *sexual harassment* • Differentiate between flirting or joking and sexual harassment • Apply assertiveness skills to refuse sexual harassment • Understand their school's sexual harassment policy and legal implications	• Self-Management • Social Awareness
Emotion Management	Lesson 8: Understanding Anger	• Understand that out-of-control anger can result in destructive outcomes • Understand what happens to their brains and bodies when they experience strong emotions • Recognize the physical and mental signs that lead to strong emotions • Identify and apply strategies for staying in control of their emotions	Self-Management

Unit	Lessons	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Emotion Management	Lesson 9: Staying in Control	• Understand why it is important to check their assumptions • Understand and apply calming-down strategies • Apply the Think Twice Step for checking assumptions • Apply the Steps for Staying in Control for managing emotions	• Self-Management • Social Awareness
	Lesson 10: Coping with Stress	• Understand that coping means consciously doing something positive to handle stress • Understand that avoiding dealing with stress can make feelings worse • Understand how positive self-talk can change your attitude • Identify coping strategies (calming down, getting support, taking action)	• Self-Management • Social Awareness
Substance Abuse Prevention	Lesson 11: Myths and Facts	• Identify basic facts about how their brains and bodies are affected by substance abuse • Identify how substance abuse can negatively affect their lives • Distinguish myths from facts about substances and substance abuse	• Self-Efficacy • Self-Management
	Lesson 12: Norms and Attitudes	• Recognize that the majority of people their age do not use substances • Clarify their attitudes about alcohol and other drug abuse • Generate a personal commitment not to use alcohol and other drugs for the next year	• Self-Efficacy • Self-Management
	Lesson 13: Making Good Decisions	• Apply the Action Steps to making decisions about avoiding substance abuse • Understand how friends can support each other to remain substance-free	• Self-Efficacy • Self-Management • Social Awareness

Grade 8

Unit	Lessons	Objectives—Students Will Be Able To	CORE Area(s) of Social-Emotional Competency
Empathy and Communication	Lesson 1: Working in Groups	• Identify skills, behaviors, and attitudes that contribute to successful group work • Apply communication and group-work skills • Define *empathy*	• Self-Management • Social Awareness
	Lesson 2: Leaders and Allies	• Understand the importance of being a positive leader • Identify actions that will inspire younger students • Apply empathy skills • Define *ally* and identify how to be one	• Self-Efficacy • Self-Management • Social Awareness
	Lesson 3: Handling a Grievance	• Identify skills for effectively communicating about a grievance with someone • Apply perspective taking to handling a grievance • Apply assertiveness skills to communicating about a grievance • Apply constructive feedback skills	• Self-Management • Social Awareness
	Lesson 4: Negotiating and Compromising	• Solve a problem using the Action Steps • Identify a problem from the perspectives of those involved • Generate solutions using strategies of negotiation and compromise (win-win strategies) • Apply the Action Steps to problem solving	• Self-Management • Social Awareness
Bullying Prevention	Lesson 5: Bullying in Friendships	• Recognize and identify bullying within social or friendship groups • Understand what they can do about bullying within relationships • Understand how a bystander can be part of the problem or part of the solution • Apply empathic concern and perspective taking	• Self-Management • Social Awareness
	Lesson 6: Labels, Stereotypes, and Prejudice	• Recognize that labels, stereotypes, and prejudice can contribute or lead to bullying or unfair treatment of others • Recognize that all people are individuals beyond a label or stereotype • Understand that increased empathy can reduce the negative effects of labeling, stereotypes, and prejudice • Identify and practice empathic skills	• Self-Management • Social Awareness
	Lesson 7: Bullying in Dating Relationships	• Recognize and identify bullying within dating relationships • Understand what they can do about bullying within dating relationships • Identify strategies to assess risk and safely avoid bullying in dating relationships	• Self-Management • Social Awareness
Emotion Management	Lesson 8: De-Escalating a Tense Situation	• Understand what happens to their brains and bodies when they experience strong emotions • Identify personal strategies to "pause" and calm down • Understand how self-talk can lead to escalation or de-escalation of anger, aggression, and conflict • Understand how spectators' responses can lead to escalation	• Self-Management • Social Awareness

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Emotion Management	Lesson 9: Coping with Stress	• Identify their individual style of dealing with stress • Understand that avoiding dealing with stress can make feelings worse • Understand that coping means consciously doing something positive to handle stress • Identify steps and strategies for coping with stress	• Self-Management • Social Awareness
Goal Setting	Lesson 10: Making Your Plan	• Define a goal • Understand the process and benefits of setting goals • Apply the Action Steps to goal setting • Identify a group goal and the steps to reach it	• Self-Efficacy • Self-Management • Social Awareness
Goal Setting	Lesson 11: Evaluating Your Plan	• Evaluate goal-setting strategies used by themselves and others • Understand the motivational power of goals • Apply the Action Steps to their individual goals • Understand the importance of small steps and learning from failure	• Self-Efficacy • Self-Management • Social Awareness
Substance Abuse Prevention	Lesson 12: Identifying Future Goals	• Explain how using alcohol and other drugs can interfere with goals, hopes, and plans • Understand how positive self-talk can help them avoid using substances, such as alcohol and other drugs • Apply positive self-talk skills to drug and alcohol resistance strategies	• Self-Efficacy • Self-Management
Substance Abuse Prevention	Lesson 13: Keeping Your Commitment	• Generate assertive statements to counter thoughts or beliefs that interfere with making a decision not to use alcohol and other drugs • Generate a one-year commitment to stay free of alcohol and other drugs • Identify skills that will help them maintain their commitments	• Self-Efficacy • Self-Management