### Lesson: Learning to Listen
- Following Listening Rules helps everyone learn.
- Our brains get smarter every time we use them.

### Lesson: 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.

### Lesson: 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.

### Lesson: 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.

### Lesson: 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.

### Lesson: 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.

### Lesson: More Feelings
- Situational clues can help identify others’ feelings.

### Lesson: 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.

### Objectives—Students will be able to:
- Name and demonstrate the rules for listening in a group
- Name and demonstrate the Listening Rules
- Demonstrate attention skills in the context of a game
- Demonstrate listening and following directions within the context of a game
- Demonstrate self-talk for remembering directions in the context of a drawing game
- Demonstrate being assertive in response to scenarios
- 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
- 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
- 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</th>
</tr>
</thead>
</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 |
| **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 |
- 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 |
### Lesson | Concepts | Objectives—Students will be able to:
--- | --- | ---
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  

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  

20. Inviting to Play | • 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. | • Demonstrate inviting someone to play in response to scenarios  

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  

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  

23. Handling Having Things Taken Away | • 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. | • Identify a problem in response to scenarios  
• Generate solutions in response to scenarios  
• Demonstrate assertive communication in response to scenarios  

24. 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 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 cannot stop the name-calling  

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

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</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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Second Step: Skills for Social and Academic Success
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Feelings</td>
<td>People may have different feelings about the same situation at different times.</td>
<td>Demonstrate welcoming and inviting behaviors</td>
</tr>
<tr>
<td>Change</td>
<td>Feelings may change over time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being inviting and welcoming can change people’s feelings.</td>
<td></td>
</tr>
<tr>
<td>10. Accidents</td>
<td>An <em>accident</em> is when you do something you didn’t mean to do.</td>
<td>Know what the word <em>accident</em> means</td>
</tr>
<tr>
<td></td>
<td>It is important to accept responsibility for an accident to prevent others from assuming it was intentional.</td>
<td>Know what to say when they do something by accident</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Predict how others might feel as a result of their own or others’ actions</td>
</tr>
<tr>
<td>11. Showing</td>
<td><em>Compassion</em> is empathy in action.</td>
<td>Recall that listening, saying kind words, and helping are three ways to show caring</td>
</tr>
<tr>
<td>Care and</td>
<td>People feel better when others show them care and concern.</td>
<td>Demonstrate caring and helping in response to scenarios</td>
</tr>
<tr>
<td>Concern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Identifying</td>
<td>You identify your own feelings by physical clues in your body.</td>
<td>Identify physical clues in their bodies that help them identify their feelings</td>
</tr>
<tr>
<td>Our Own</td>
<td>All feelings are natural.</td>
<td>Identify grown-ups to talk to about feelings</td>
</tr>
<tr>
<td>Feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Strong</td>
<td>Feelings vary in strength.</td>
<td>Recognize situations and physical body cues that signal strong feelings</td>
</tr>
<tr>
<td>Feelings</td>
<td>Strong feelings need to be managed.</td>
<td>Demonstrate two Calming-Down Steps to manage strong feelings</td>
</tr>
<tr>
<td></td>
<td>Saying “Stop” and naming your feeling are ways to begin to calm down.</td>
<td></td>
</tr>
<tr>
<td>14. Calming</td>
<td>Belly breathing calms down strong feelings.</td>
<td>Explain physical and situational clues to feeling angry</td>
</tr>
<tr>
<td>Down</td>
<td>Belly breathing pushes the belly out when you breathe in.</td>
<td>Demonstrate the proper belly breathing technique</td>
</tr>
<tr>
<td>Anger</td>
<td>Being mean or hurting others when you are angry is not okay.</td>
<td>Use a three-step process to calm down: Say “stop,” name your feeling, and do belly breathing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Self-Talk</td>
<td>Positive self-talk is an effective strategy for calming down strong emotions.</td>
<td>Recognize situations that require the use of calming-down strategies</td>
</tr>
<tr>
<td>for Calming</td>
<td></td>
<td>Use positive self-talk to calm down</td>
</tr>
<tr>
<td>Down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Managing</td>
<td>Counting is an effective Way to Calm Down.</td>
<td>Recognize situations that require the use of calming-down skills</td>
</tr>
<tr>
<td>Worry</td>
<td>The Ways to Calm Down can help students manage worry.</td>
<td>Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk</td>
</tr>
<tr>
<td></td>
<td>Talking to a grown-up helps when you are worried.</td>
<td>Identify grown-ups to talk to when feeling worried</td>
</tr>
</tbody>
</table>
### Grade 1

**Scope and Sequence**

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

#### Lesson: 17. Solving Problems, Part 1

- **Concepts**:
  - 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.

- **Objectives**—Students will be able to:
  - Use words to describe problems presented in scenarios
  - Generate multiple solutions to problems presented in scenarios


- **Concepts**:
  - 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.

- **Objectives**—Students will be able to:
  - Predict consequences using an if-then model
  - Select a reasonable solution to a problem

#### Lesson: 19. Fair Ways to Play

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

- **Objectives**—Students will be able to:
  - 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

#### Lesson: 20. Inviting to Join In

- **Concepts**:
  - 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.

- **Objectives**—Students will be able to:
  - Apply the Problem-Solving Steps
  - Demonstrate how to invite someone to play in response to scenarios

#### Lesson: 21. 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 speak assertively.
  - If the person doesn’t stop calling you names, you should tell a grown-up.

- **Objectives**—Students will be able to:
  - Demonstrate assertive responses to name-calling
  - Identify adults to tell if name-calling doesn’t stop

#### Lesson: 22. Reviewing Second Step Skills

- **Concepts**:
  - You have all learned a lot of new skills.
  - You can notice how much you have learned.

- **Objectives**—Students will be able to:
  - 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
### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

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**Objectives**—Students will be able to:

- Identify respectful behavior in themselves and others
- Determine respectful responses to scenarios
- 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
- Identify classroom distractions
- Demonstrate using self-talk in response to scenarios
- Demonstrate assertive communication skills in response to scenarios
- Determine which adult to ask assertively for help in response to scenarios
- Name a variety of feelings
- Distinguish between comfortable and uncomfortable feelings
- Use physical, verbal, and situational clues to determine what others are 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
- Identify physical and situational clues that indicate the feeling of confidence
- Detect when their own and others’ feelings change
- Determine what others are feeling using physical, verbal, and situational clues
- Label their own preferences as the same as or different from others’ preferences
### Second Step Program

#### 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 |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</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 |
### Grade 3

**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>
| **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 |
## Lesson 9: Showing Compassion

**Concepts**
- 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.

**Objectives**
- Demonstrate focusing-attention and listening skills in response to scenarios
- Identify ways to show compassion for others in response to scenarios
- Express appreciation for another person’s concern in response to scenarios

## Lesson 10: Making Friends

**Concepts**
- Focusing attention and listening to others help you make conversation.
- Making conversation helps you make friends and get along better with others.

**Objectives**
- 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

## Lesson 11: Introducing Emotion Management

**Concepts**
- 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.

**Objectives**
- Identify physical clues that can help them label their own feelings

## Lesson 12: Managing Test Anxiety

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

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

## Lesson 13: Handling Accusations

**Concepts**
- 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.

**Objectives**
- Demonstrate correct belly-breathing technique
- Use belly breathing to calm down in response to scenarios
- Demonstrate steps for handling accusations in response to scenarios

## Lesson 14: Managing Disappointment

**Concepts**
- 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.

**Objectives**
- Generate positive self-talk they can use to calm down in response to scenarios
- Make a simple three-step plan to achieve a goal in response to scenarios

## Lesson 15: Managing Anger

**Concepts**
- 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.

**Objectives**
- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 16. Managing Hurt      | • Calming down when your feelings have been hurt can help you avoid jumping to conclusions.  
| Feelings               | • 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,  | • Calming down helps you think so you can solve problems.  
| Part 1                 | • Following steps can help you solve problems.  
|                        | • Saying the problem without blame is respectful.  
| 18. Solving Problems,  | • Following steps can help you solve problems.  
| Part 2                 | • Solutions to problems must be safe and respectful.  
|                        | • Solutions can have positive or negative consequences.  
| 19. Solving Classroom  | • Calming down helps you think so you can solve problems.  
| Problems               | • Following steps can help you solve problems.  
|                        | • Getting along with others helps you be a better learner at school.     | • Recall the first Problem-Solving Step  
|                        |                                                                          | • Identify and state a problem in response to scenarios  
|                        |                                                                          | • Identify blaming language in response to scenarios  
| 20. Solving Peer-       | • Following steps can help you solve problems.  
| Exclusion Problems     | • Being assertive is a safe and respectful solution to problems like being excluded.  
|                        | • Excluding others is not nice or respectful.  
| 21. Dealing with       | • Calming down helps you think so you can solve problems.  
| Negative Pressure      | • 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 excluded by peers, in response to scenarios  
|                        |                                                                          | • Demonstrate assertive communication skills in response to scenarios  
| 22. Reviewing Second   | • Using Second Step skills can help you be a better learner and get along with others.  
| Step Skills            |                                                                          | • Recall Second Step skills learned  
|                        |                                                                          | • Identify Second Step skills in a story  
|                        |                                                                          | • Relate personal examples of skill use  

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Second Step: Skills for Social and Academic Success
### 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>
<tbody>
<tr>
<td>1. Empathy and Respect</td>
<td>• The Second Step program helps you succeed at school.</td>
<td>• Define respect</td>
</tr>
<tr>
<td></td>
<td>• Having respect and empathy helps you get along with others.</td>
<td>• Define empathy</td>
</tr>
<tr>
<td>2. Listening with Attention</td>
<td>• Listening with attention helps you learn, work with others, and make friends.</td>
<td>• Demonstrate listening-with-attention skills.</td>
</tr>
<tr>
<td>3. Being Assertive</td>
<td>• Being assertive means asking for what you want or need in a calm, firm, respectful voice.</td>
<td>• Identify passive, aggressive, and assertive responses</td>
</tr>
<tr>
<td></td>
<td>• Being assertive helps you be successful in a variety of social and academic situations.</td>
<td>• Demonstrate assertive responses with their partners</td>
</tr>
<tr>
<td>4. Respecting Similarities and Differences</td>
<td>• People can have similar or different feelings about the same situation.</td>
<td>• Identify clues that help them recognize other people’s feelings</td>
</tr>
<tr>
<td></td>
<td>• Being able to notice and then understand others’ feelings is an important part of empathy.</td>
<td>• Identify similarities and differences between how two people feel</td>
</tr>
<tr>
<td>5. Understanding Complex Feelings</td>
<td>• It is possible to have more than one feeling at the same time.</td>
<td>• Identify multiple feelings in a given scenario</td>
</tr>
<tr>
<td></td>
<td>• Being able to understand that others might have complex feelings is an important part of empathy.</td>
<td>• Give possible reasons for multiple feelings</td>
</tr>
<tr>
<td>6. Understanding Different Perspectives</td>
<td>• People can have different perspectives about other people, places, and situations.</td>
<td>• Identify differing perspectives in given scenarios</td>
</tr>
<tr>
<td></td>
<td>• Perspective taking is a central component of empathy.</td>
<td>• Generate prosocial responses to scenarios in which different perspectives could cause a conflict</td>
</tr>
<tr>
<td>7. Conversation and Compliments</td>
<td>• Having successful conversations with peers helps you make and build friendships.</td>
<td>• Identify components of a successful conversation</td>
</tr>
<tr>
<td></td>
<td>• Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going.</td>
<td>• Demonstrate giving and receiving a compliment</td>
</tr>
<tr>
<td>8. Joining In</td>
<td>• Being assertive can help you join and invite others to join a group.</td>
<td>• Identify skills for joining a group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate skills for joining a group</td>
</tr>
<tr>
<td>9. Showing Compassion</td>
<td>• Compassion means saying kind words or doing something helpful to show you care about how another person feels.</td>
<td>• Demonstrate expressing concern or showing compassion for someone</td>
</tr>
</tbody>
</table>

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### Grade 4

#### Scope and Sequence

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<th>Lesson</th>
<th>Concepts</th>
<th>Objectives — Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Introducing Emotion Management</td>
<td>• When you feel strong feelings, it’s hard to think clearly.</td>
<td>• Describe what triggers their own strong emotions</td>
</tr>
<tr>
<td></td>
<td>• Unmanaged, strong emotions can lead to negative behavior and consequences.</td>
<td>• Describe what happens in their brains and bodies when they experience strong emotions</td>
</tr>
<tr>
<td>11. Managing Strong Feelings</td>
<td>• Staying in control of your emotions and actions helps you get along better with others and be successful at school.</td>
<td>• Demonstrate the ability to interrupt escalating emotions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Determine a person “signal”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and name strong feelings as they occur</td>
</tr>
<tr>
<td>12. Calming Down Anger</td>
<td>• Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.</td>
<td>• Identify situations in which they might need to calm down</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate the technique for deep, centered breathing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and demonstrate other Calming-Down Strategies (counting, using positive self-talk)</td>
</tr>
<tr>
<td>13. Managing Anxiety</td>
<td>• Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.</td>
<td>• Identify situations that cause anxiety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Apply what they’ve learned about calming down to anxiety-provoking scenarios, including academic challenges</td>
</tr>
<tr>
<td>14. Avoiding Jumping to Conclusions</td>
<td>• Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.</td>
<td>• Identify emotion-management strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate Assertiveness Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and demonstrate positive self-talk statements</td>
</tr>
<tr>
<td>15. Handling Put-Downs</td>
<td>• Calming down helps you handle put-downs and avoid making conflicts escalate.</td>
<td>• Identify strategies for handling put-downs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate what they’ve learned about strategies for calming down</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate assertive responses to put-downs</td>
</tr>
</tbody>
</table>

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## Grade 4
### Scope and Sequence

<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 | • 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 |
| 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. 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 |
| 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 |
| 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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# 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>
| 1. Empathy and Respect | • The Second Step program helps you succeed at school.  
• Having respect and empathy helps you get along with others. | • Define empathy  
• Define respect |
| 2. Listening with Attention | • Listening with attention helps you learn, work with others, and make friends. | • Demonstrate listening-with-attention skills |
| 3. Being Assertive | • Being assertive means asking for what you want or need in a calm, firm, respectful voice.  
• Being assertive can help you be successful in a variety of social and academic situations. | • Identify passive, aggressive, and assertive responses  
• Demonstrate assertive responses with their partners |
| 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 |
| 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. |
| 6. Accepting Differences | • Accepting differences and finding similarities can create mutual respect and friendship. | • Identify similarities and differences between two people  
• Define prejudice |
| 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 |
| 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 |

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Second Step: Skills for Social and Academic Success
<table>
<thead>
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<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Introducing Emotion Management</td>
<td>• When you have strong, unmanaged emotions, it can lead to negative behavior and consequences.</td>
<td>• Describe what happens in their brains and bodies when they experience strong emotions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify a personal signal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and name strong feelings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify situations in which they might need to calm down</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learn the technique for deep, centered breathing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and demonstrate other Calming-Down Strategies (using positive self-talk, counting, taking a break)</td>
</tr>
<tr>
<td>10. Calming Down</td>
<td>• Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.</td>
<td></td>
</tr>
<tr>
<td>11. Managing Anxiety</td>
<td>• Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations.</td>
<td>• Identify social situations that can cause anxiety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Apply what they’ve learned about calming down in scenarios causing social anxiety</td>
</tr>
<tr>
<td>12. Managing Frustration</td>
<td>• Frustration can get in the way of learning.</td>
<td>• Identify physical signs of frustration</td>
</tr>
<tr>
<td></td>
<td>• Managing frustration reduces the chance of doing something you may regret later.</td>
<td>• Demonstrate reducing frustration by using the Calming-Down Steps</td>
</tr>
<tr>
<td>13. Resisting Revenge</td>
<td>• Getting revenge can make problems worse.</td>
<td>• Identify consequences of revenge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Generate alternatives for seeking revenge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate using the Calming-Down Steps</td>
</tr>
<tr>
<td>14. Handling Put-Downs</td>
<td>• Calming down helps you handle put-downs and avoid escalating conflicts.</td>
<td>• Identify strategies for handling put-downs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate what they’ve learned about the Calming-Down Steps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate assertive responses to put-downs</td>
</tr>
<tr>
<td>15. Avoiding Assumptions</td>
<td>• Calming down strong emotions helps you think clearly about a situation and make better decisions.</td>
<td>• Identify emotion-management strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate Assertiveness Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and use positive self-talk statements to avoid making assumptions</td>
</tr>
<tr>
<td>Lesson</td>
<td>Concepts</td>
<td>Objectives—Students will be able to:</td>
</tr>
<tr>
<td>--------</td>
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<td>--------------------------------------</td>
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</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 |