

## Second Step: Skills for Social and Academic Success

### Health

### UNIT 1: Empathy and Skills for Learning

#### 4<sup>th</sup> Grade

##### Unit 1:

##### **Empathy and Skills for Learning:**

To develop students' ability to have empathy for others and express compassion, and to build students' skills for succeeding in school

- **Lesson 1: Empathy and Respect**  
Students are introduced to the *Second Step* program and how it will help them succeed in school. They begin by learning how having respect and empathy helps them get along with others.
- **Lesson 2: Listening with Attention**  
Students learn and practice listening with attention. They learn how this skill helps them learn, work with others and make friends.
- **Lesson 3: Being Assertive**  
Students learn and practice identifying passive, aggressive, and assertive responses. They then learn how responding assertively helps in a variety of social and academic situations.
- **Lesson 4: Respecting Similarities and Differences**  
Students learn how to identify clues that help them recognize other people's feelings, and that recognizing others' feelings is an important part of empathy. They also learn that different people can have similar or different feelings about the same situation.
- **Lesson 5: Understanding Complex Feelings**  
Students learn how to identify and give possible reasons for having multiple feelings in a given situation. Being able to understand how others might have multiple complex feelings is an important part of empathy.
- **Lesson 6: Understanding Different Perspectives**  
Students learn that people can have different perspectives about other people, places, and situations. Students then learn how to identify those differing perspectives and generate prosocial responses.
- **Lesson 7: Conversation and Compliments**  
Students learn how to have a successful conversation, including giving and receiving compliments.
- **Lesson 8: Joining in**  
Students learn and practice Assertiveness Skills for joining a group.
- **Lesson 9: Showing Compassion**  
Students Learn how having empathy helps them show compassion. They then learn and practice expressing concern and showing compassion.

#### 5<sup>th</sup> Grade

##### Unit 1:

##### **Empathy and Skills for Learning**

To develop students' ability to have empathy for others and express compassion, and to build students' skills for succeeding in school

- **Lesson 1: Empathy and Respect**  
Students are introduced to the *Second Step* program and how it will help them succeed in school. They begin by learning how having respect and empathy helps them get along with others.
- **Lesson 2: Listening with Attention**  
Students learn and practice listening with attention. They learn how this skill helps them learn, work with others and make friends.
- **Lesson 3: Being Assertive**  
Students learn and practice identifying passive, aggressive, and assertive responses. They then learn how responding assertively helps in a variety of social and academic situations.
- **Lesson 4: Predicting Feelings**  
Students learn and practice predicting how others might feel as a result of their or others' actions.
- **Lesson 5: Taking Others' Perspectives**  
Students learn and practice recognizing and taking someone else's perspective.
- **Lesson 6: Accepting Differences**  
Students learn that accepting differences and finding similarities can create mutual respect and friendship. They also learn the meaning of the word *prejudice*.
- **Lesson 7: Disagreeing Respectfully**  
Students learn how to disagree respectfully, using Assertiveness Skills to communicate their own perspectives and listening skills to understand others' perspectives.
- **Lesson 8: Responding with Compassion**  
Students Learn how having empathy helps them show compassion. They then learn and practice expressing concern and showing compassion for someone.

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

### UNIT 2: Emotional Management

#### 4<sup>th</sup> Grade

##### Unit 2:

##### Emotional Management

To develop students' ability to manage their own strong feeling before feelings escalate and result in negative consequences.

- **Lesson 10: Introducing Emotional Management**  
Students learn how to describe what triggers their own strong emotions and what is happening in their brains and bodies when they are experiencing those emotions.
- **Lesson 11: Managing Strong Feelings**  
Students learn how to interrupt escalating emotions by identifying and using a personal stop signal and then identifying and naming the strong feeling as they occur.
- **Lesson 12: Calming Down Anger**  
Students practice identifying situations in which they might need to calm down. They then learn the technique for deep, centered breathing as a Way to Calm Down. They also learn other Ways to Calm Down, including counting, taking a break, and using positive self-talk.
- **Lesson 13: Managing Anxiety**  
Students practice identifying situations that cause anxiety, then apply what they've been learning about calming down to manage their anxiety.
- **Lesson 14: Avoiding Jumping to Conclusions**  
Students learn that calming down strong feelings helps them think clearly about a situation and make better decisions. They then practice applying assertiveness skills and identifying and applying positive self-talk in situations in which they might otherwise jump to conclusions.
- **Lesson 15: Handling Put-Downs**  
Students practice identifying and applying strategies for handling put-downs and practice the Calming-Down Steps they have already learned.

#### 5<sup>th</sup> Grade

##### Unit 2:

##### Emotional Management

To develop students' ability to manage their own strong feeling before feelings escalate and result in negative consequences.

- **Lesson 9: Introducing Emotional Management**  
Students review what happens in their brains and bodies when they experience strong emotions. They then practice interrupting escalating emotions by identifying and using a personal stop signal, then identifying and naming the strong feelings as they occur.
- **Lesson 10: Calming Down**  
Students practice identifying situations in which they might need to calm down. They then learn the technique for deep, centered breathing as a Way to Calm Down. They also learn other Ways to Calm Down, including counting, taking a break, and using positive self-talk.
- **Lesson 11: Managing Anxiety**  
Students practice identifying social situations that cause anxiety, then apply what they've been learning about calming down to manage their anxiety.
- **Lesson 12: Managing Frustration**  
Students learn to identify the physical signs of frustrations. They then practice using the Calming-Down Steps to reduce and manage their frustration.
- **Lesson 13: Resisting Revenge**  
Students learn that getting revenge can make problems worse. They practice using the Calming-Down Steps to help themselves resist seeking revenge. They then practice identifying the consequences of revenge and generating alternatives to seeking revenge.
- **Lesson 14: Handling Put-Downs**  
Students practice identifying and applying strategies for handling put-downs and practice the Calming-Down Steps they have already learned.
- **Lesson 15: Avoiding Assumptions**  
Students learn that calming down strong feelings helps them think clearly about a situation and make better decisions. They then practice applying Assertiveness Skills and identifying and applying positive self-talk in situations in which they might otherwise make assumptions.

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

### UNIT 3: Problem Solving

#### 4<sup>th</sup> Grade

##### Unit 3:

##### Problem Solving

To develop students' ability to solve problems on their own.

- **Lesson 16: Solving Problems, Part 1**  
Students learn that after they calm down, they are able to solve problems better and be successful at school. Students are introduced to the *Second Step* Problem-Solving Steps – S: Say the problem, T: Think of solutions, E: Explore Consequences, and P; Pick the best solution. Students practice the first steps, S: Say the problem, and focus on stating the problem without blame.
- **Lesson 17: Solving Problems, Part 2**  
Students continue to learn the next three Problem-Solving Steps. Students practice generating safe and respectful solutions to a problem, identifying the consequences of each solution, then selecting the best of these solutions.
- **Lesson 18: Making a Plan**  
Students continue to practice the Problem-Solving Steps. They learn that some solutions to problems are complicated and need a plan. Students then practice making a three-step plan by breaking down a big task into smaller, more manageable parts.
- **Lesson 19: Solving Playground Problems**  
Students apply the Problem-Solving Steps to common conflicts that occur on the playground.
- **Lesson 20: Taking Responsibility for Your Actions**  
Students apply the Problem-Solving Steps to handle situations in which someone has been wronged. Students learn to take responsibility for their actions by acknowledging mistakes, then apologizing and offering to make amends.
- **Lesson 21: Dealing with Peer Pressure**  
Students apply the Problem-Solving Steps to figure out ways to resist peer pressure. They then practice using Assertiveness Skills to resist peer pressure.
- **Lesson 22: Reviewing *Second Step* Skills**  
Students review and practice applying all *Second Step* skills and concepts taught this year.

#### 5<sup>th</sup> Grade

##### Unit 3:

##### Problem Solving

To develop students' ability to solve problems on their own.

- **Lesson 16: Solving Problems, Part 1**  
Students learn that after they calm down, they are better able to solve problems and be successful at school. Students are introduced to the *Second Step* Problem-Solving Steps – S: Say the problem, T: Think of solutions, E: Explore Consequences, and P; Pick the best solution. Students practice the first steps, S: Say the problem, and focus on stating the problem without blame.
- **Lesson 17: Solving Problems, Part 2**  
Students learn the next three Problem-Solving Steps. Students practice generating safe and respectful solutions to a problem, identifying the consequences of each solution, then selecting the best of these solutions.
- **Lesson 18: Making a Plan**  
Students continue to practice the Problem-Solving Steps. They learn that some solutions to problems are complicated and need a plan. Students then practice making a three-step plan by breaking down a big task into smaller, more manageable parts.
- **Lesson 19: Seeking Help**  
Students review the Problem-Solving Steps and learn and practice assertively seeking help from a trusted adult to solve a problem.
- **Lesson 20: Dealing with Gossip**  
Students learn how to identify harmful gossip. They then practice applying the Problem-Solving Steps to the problem of gossip and generating ideas for refusing or avoiding harmful gossip.
- **Lesson 21: Dealing with Peer Pressure**  
Students apply the Problem-Solving Steps to figure out ways to resist peer pressure. They then practice using Assertiveness Skills to resist peer pressure.
- **Lesson 22: Reviewing *Second Step* Skills**  
Students review and practice applying all *Second Step* skills and concepts taught this year.