**Scope and Sequence: Kindergarten**

<table>
<thead>
<tr>
<th>Lesson Concepts</th>
<th>Objectives—Students Will Be Able To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1: SKILLS FOR LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>LESSON 1 Learning to Listen</td>
<td>Following Listening Rules helps everyone learn. Our brains get smarter every time we use them.</td>
</tr>
<tr>
<td></td>
<td>Name and demonstrate the rules for listening in a group</td>
</tr>
<tr>
<td>LESSON 2 Focusing Attention</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Name and demonstrate the Listening Rules</td>
</tr>
<tr>
<td></td>
<td>Demonstrate attention skills in the context of a game</td>
</tr>
<tr>
<td>LESSON 3 Following Directions</td>
<td>Listening and following directions are important Skills for Learning. Repeating directions helps you remember them. Following directions involves your eyes, ears, and brain.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate listening and following directions within the context of a game</td>
</tr>
<tr>
<td>LESSON 4 Self-Talk for Staying on Task</td>
<td>Self-talk means talking to yourself out loud in a quiet voice or inside your head. Self-talk helps you focus and maintain attention.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate self-talk for remembering directions in the context of a drawing game</td>
</tr>
<tr>
<td>LESSON 5 Being Assertive</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate being assertive in response to scenarios</td>
</tr>
<tr>
<td><strong>UNIT 2: EMPATHY</strong></td>
<td></td>
</tr>
<tr>
<td>LESSON 6 Feelings</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Name happy and sad when presented with physical clues</td>
</tr>
<tr>
<td></td>
<td>Identify that happy is a comfortable feeling and sad is an uncomfortable feeling</td>
</tr>
<tr>
<td></td>
<td>Identify a variety of feelings displayed in response to scenarios</td>
</tr>
<tr>
<td>LESSON 7 More Feelings</td>
<td>Situational clues can help identify others’ feelings.</td>
</tr>
<tr>
<td></td>
<td>Name interested and afraid/scared when presented with physical and situational clues</td>
</tr>
<tr>
<td></td>
<td>Identify that interested is a comfortable feeling and scared an uncomfortable one</td>
</tr>
<tr>
<td></td>
<td>Identify a variety of feelings displayed in response to scenarios</td>
</tr>
</tbody>
</table>
# Scope and Sequence: Kindergarten

<table>
<thead>
<tr>
<th>LESSON 8</th>
<th>Identifying Anger</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Concepts</strong></td>
<td>It is natural to feel angry, but feeling angry is uncomfortable.</td>
</tr>
<tr>
<td></td>
<td>It is not okay to be mean or hurt others.</td>
</tr>
<tr>
<td></td>
<td><em>Empathy</em> means feeling and understanding what someone else feels.</td>
</tr>
<tr>
<td><strong>Objectives—Students Will Be Able To</strong></td>
<td>Name <em>angry</em> when presented with physical and situational clues</td>
</tr>
<tr>
<td></td>
<td>Identify that anger is an uncomfortable feeling</td>
</tr>
<tr>
<td></td>
<td>Identify a variety of feelings displayed in response to scenarios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON 9</th>
<th>Same or Different?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Concepts</strong></td>
<td>People can have different feelings about the same situation.</td>
</tr>
<tr>
<td></td>
<td>It is okay for people to have different feelings about the same thing.</td>
</tr>
<tr>
<td><strong>Objectives—Students Will Be Able To</strong></td>
<td>Compare physical and emotional similarities and differences between two students depicted in a story</td>
</tr>
<tr>
<td></td>
<td>Identify same and different feelings in response to scenarios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON 10</th>
<th>Accidents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Concepts</strong></td>
<td>An accident is when you do something you didn't mean to do.</td>
</tr>
<tr>
<td></td>
<td>When you cause an accident, it's important to say so, so others won't think you did it on purpose.</td>
</tr>
<tr>
<td><strong>Objectives—Students Will Be Able To</strong></td>
<td>Identify what to say when they do something by accident</td>
</tr>
<tr>
<td></td>
<td>Demonstrate saying, “I’m sorry. It was an accident. Are you okay?” in response to scenarios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON 11</th>
<th>Caring and Helping</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Concepts</strong></td>
<td><em>Compassion</em> means caring about how someone else feels.</td>
</tr>
<tr>
<td></td>
<td>When you feel empathy for someone, compassion is a good way to show it.</td>
</tr>
<tr>
<td></td>
<td>You can show you care by saying or doing something kind.</td>
</tr>
<tr>
<td><strong>Objectives—Students Will Be Able To</strong></td>
<td>Identify that listening is one way to show you care</td>
</tr>
<tr>
<td></td>
<td>Identify that helping is another way to show you care</td>
</tr>
<tr>
<td></td>
<td>Demonstrate caring and helping behaviors in response to scenarios</td>
</tr>
</tbody>
</table>

## UNIT 3: EMOTION MANAGEMENT

<table>
<thead>
<tr>
<th>LESSON 12</th>
<th>We Feel Feelings in Our Bodies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Concepts</strong></td>
<td>You can use physical clues in your body to identify your feelings.</td>
</tr>
<tr>
<td></td>
<td>All your feelings are natural.</td>
</tr>
<tr>
<td></td>
<td>It is important to talk to a grown-up when you feel worried.</td>
</tr>
<tr>
<td><strong>Objectives—Students Will Be Able To</strong></td>
<td>Identify physical clues for feeling worried</td>
</tr>
<tr>
<td></td>
<td>Identify a grown-up to talk to when they feel worried</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON 13</th>
<th>Managing Frustration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Concepts</strong></td>
<td>Feelings vary in strength.</td>
</tr>
<tr>
<td></td>
<td>Feelings that are strong need to be managed.</td>
</tr>
<tr>
<td></td>
<td>Saying “Stop” and naming your feelings are ways to begin to calm down.</td>
</tr>
<tr>
<td><strong>Objectives—Students Will Be Able To</strong></td>
<td>Identify “Stop” and “Name your feeling” as ways to begin to calm down</td>
</tr>
<tr>
<td></td>
<td>Demonstrate saying “Stop” and naming feelings in response to scenarios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON 14</th>
<th>Calming Down Strong Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Concepts</strong></td>
<td>Belly breathing calms down strong feelings.</td>
</tr>
<tr>
<td></td>
<td>Belly breathing pushes the belly out when you breathe in.</td>
</tr>
<tr>
<td><strong>Objectives—Students Will Be Able To</strong></td>
<td>Demonstrate belly breathing</td>
</tr>
<tr>
<td></td>
<td>Identify and demonstrate the Calming-Down Steps</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON 15</th>
<th>Handling Waiting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Concepts</strong></td>
<td>The Calming-Down Steps can help you manage feeling excited or impatient while waiting.</td>
</tr>
<tr>
<td></td>
<td>Finding quiet things to do that won’t distract others also helps you wait.</td>
</tr>
<tr>
<td><strong>Objectives—Students Will Be Able To</strong></td>
<td>Identify the Calming-Down Steps</td>
</tr>
<tr>
<td></td>
<td>Apply the Calming-Down Steps while waiting in a game situation</td>
</tr>
</tbody>
</table>
## Scope and Sequence: Kindergarten

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<thead>
<tr>
<th>Lesson Concepts</th>
<th>Objectives—Students Will Be Able To</th>
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<tbody>
<tr>
<td><strong>LESSON 16</strong> Managing Anger</td>
<td>Name physical signs of anger</td>
</tr>
<tr>
<td>Feeling angry is natural. Hurtful, mean behaviors are not okay.</td>
<td>Apply the Calming-Down Steps in a game situation</td>
</tr>
<tr>
<td>Your body lets you know when you are angry.</td>
<td></td>
</tr>
<tr>
<td>Learning to relax calms you down.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 17</strong> Managing Disappointment</td>
<td>Identify the feeling of disappointment</td>
</tr>
<tr>
<td>When you don’t get what you want, you can feel disappointed.</td>
<td>Demonstrate calming-down skills when they feel disappointed</td>
</tr>
<tr>
<td>Strong disappointment can lead to feeling sad or angry.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 18</strong> Handling Being Knocked Down</td>
<td>Demonstrate calming down in response to scenarios</td>
</tr>
<tr>
<td>When you get hurt, it’s important to calm down before you do anything else.</td>
<td>Demonstrate telling the other person they feel hurt and asking what</td>
</tr>
<tr>
<td>You need to ask for more information and not assume that the action was on purpose</td>
<td>happened</td>
</tr>
<tr>
<td><strong>UNIT 4: PROBLEM SOLVING</strong></td>
<td>Demonstrate apologizing and saying it was an accident</td>
</tr>
<tr>
<td><strong>LESSON 19</strong> Solving Problems</td>
<td></td>
</tr>
<tr>
<td>You need to calm down before you solve a problem.</td>
<td>Use words to describe problems presented in scenarios</td>
</tr>
<tr>
<td>The first step in solving problems is to use words to describe the problem.</td>
<td>Generate multiple solutions to problems presented in scenarios</td>
</tr>
<tr>
<td>The second step in solving problems is to think of lots of solutions.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 20</strong> Inviting to Play</td>
<td>Demonstrate inviting someone to play in response to scenarios</td>
</tr>
<tr>
<td>When you see other kids being left out of play, it is important to notice</td>
<td></td>
</tr>
<tr>
<td>and have empathy for them.</td>
<td></td>
</tr>
<tr>
<td>Inviting others to play is a caring thing to do.</td>
<td></td>
</tr>
<tr>
<td>Playing with others is a way to get to know them.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 21</strong> Fair Ways to Play</td>
<td></td>
</tr>
<tr>
<td>Sharing, trading, and taking turns are fair ways to play.</td>
<td>Identify a problem in response to a scenario</td>
</tr>
<tr>
<td><strong>LESSON 22</strong> Having Fun with Our Friends</td>
<td>Generate solutions in response to a scenario</td>
</tr>
<tr>
<td>When children play in fair ways, everyone has fun.</td>
<td>Name sharing, trading, and taking turns as fair solutions when two</td>
</tr>
<tr>
<td>Other children sometimes have different wants or preferences.</td>
<td>students want to play with the same thing</td>
</tr>
<tr>
<td>Choosing to have fun with others rather than get your own way helps you be friends.</td>
<td>Demonstrate the Problem-Solving Steps with a problem in the lesson</td>
</tr>
</tbody>
</table>
### Scope and Sequence: Kindergarten

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<th>Lesson Concepts</th>
<th>Objectives—Students Will Be Able To</th>
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<td><strong>LESSON 23</strong></td>
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<tr>
<td>Handling</td>
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<tr>
<td>Handling</td>
<td>Identify a problem in response to scenarios</td>
</tr>
<tr>
<td>Having Things</td>
<td>Generate solutions in response to scenarios</td>
</tr>
<tr>
<td>Taken Away</td>
<td>Demonstrate assertive communication in response to scenarios</td>
</tr>
<tr>
<td><strong>LESSON 24</strong></td>
<td></td>
</tr>
<tr>
<td>Handling</td>
<td></td>
</tr>
<tr>
<td>Handling</td>
<td>Demonstrate assertiveness and ignoring as effective strategies for handling name calling that hurts feelings</td>
</tr>
<tr>
<td>Name-Calling</td>
<td>Identify an adult to tell if they cannot stop the name-calling</td>
</tr>
<tr>
<td><strong>LESSON 25</strong></td>
<td></td>
</tr>
<tr>
<td>Reviewing</td>
<td></td>
</tr>
<tr>
<td>Second Step</td>
<td>Recall and demonstrate the Listening Rules</td>
</tr>
<tr>
<td>Skills</td>
<td>Demonstrate how to calm down</td>
</tr>
<tr>
<td>You have all learned a lot of new skills.</td>
<td>Recall the Fair Ways to Play</td>
</tr>
<tr>
<td>You can notice how much you have learned.</td>
<td></td>
</tr>
</tbody>
</table>
### Scope and Sequence: Grade 1

#### Lesson Concepts

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concept</th>
<th>Objectives—Students Will Be Able To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1: SKILLS FOR LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 1</strong></td>
<td>Learning to Listen</td>
<td>Name and demonstrate the Listening Rules</td>
</tr>
<tr>
<td></td>
<td>Following Listening Rules helps everyone learn.</td>
<td>Apply attention, memory, and inhibitory control skills in a brain-building game</td>
</tr>
<tr>
<td></td>
<td>Your brain gets smarter every time it works hard.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 2</strong></td>
<td>Focusing Attention</td>
<td>Name and demonstrate the Listening Rules</td>
</tr>
<tr>
<td></td>
<td>Focusing attention involves using your eyes, ears, and brain.</td>
<td>Demonstrate attention skills in the context of a game</td>
</tr>
<tr>
<td></td>
<td>The more you practice focusing your attention, the better you get at it.</td>
<td>State typical classroom verbal cues that request student attention</td>
</tr>
<tr>
<td></td>
<td>Using self-talk helps focus attention.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 3</strong></td>
<td>Following Directions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening and following directions are important Skills for Learning.</td>
<td>Demonstrate listening and following directions within the context of a game</td>
</tr>
<tr>
<td></td>
<td>Repeating directions helps you remember them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Following directions involves using your eyes, ears, and brain.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 4</strong></td>
<td>Self-Talk for Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Self-talk</strong> means talking to yourself out loud in a quiet voice or inside your head.</td>
<td>Demonstrate self-talk strategies for remembering directions</td>
</tr>
<tr>
<td></td>
<td>Self-talk helps you focus and maintain attention.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 5</strong></td>
<td>Being Assertive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Being <strong>assertive</strong> involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words).</td>
<td>Distinguish an assertive request from a passive or aggressive one</td>
</tr>
<tr>
<td></td>
<td>Assertive communication is the best way to ask for help.</td>
<td>Identify assertive posture and tone of voice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate assertive communication skills in response to scenarios</td>
</tr>
<tr>
<td><strong>UNIT 2: EMPATHY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 6</strong></td>
<td>Identifying Feelings</td>
<td>Name feelings when presented with physical clues</td>
</tr>
<tr>
<td></td>
<td>Identifying your own feelings helps you know how others feel.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Everyone experiences strong feelings sometimes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some feelings are comfortable, and some are uncomfortable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical clues can help identify others’ feelings.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 7</strong></td>
<td>Looking for More Clues</td>
<td>Name feelings when presented with physical clues</td>
</tr>
<tr>
<td></td>
<td>Situational clues can help you identify others’ feelings.</td>
<td>Name feelings when presented with environmental and situational clues</td>
</tr>
<tr>
<td></td>
<td>Understanding how others feel improves relationships.</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 8</strong></td>
<td>Similarities and Differences</td>
<td>Compare physical and emotional similarities and differences between two children</td>
</tr>
<tr>
<td></td>
<td>People can have different feelings about the same situation.</td>
<td>Demonstrate that people can have different feelings about the same situation</td>
</tr>
<tr>
<td></td>
<td>It is okay for people to have different feelings about the same thing.</td>
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</tr>
</tbody>
</table>
### Scope and Sequence: Grade 1

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<tr>
<th>Lesson Concepts</th>
<th>Objectives—Students Will Be Able To</th>
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<tbody>
<tr>
<td><strong>LESSON 9</strong></td>
<td><strong>LESSON 10</strong></td>
</tr>
<tr>
<td>Feelings Change</td>
<td>Accidents</td>
</tr>
<tr>
<td>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.</td>
<td>An accident is when you do something you didn’t mean to do. It is important to accept responsibility for an accident to prevent others from assuming it was intentional.</td>
</tr>
</tbody>
</table>
### Scope and Sequence: Grade 1

#### Lesson Concepts

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<thead>
<tr>
<th>UNIT 4: PROBLEM SOLVING</th>
<th>Objectives—Students Will Be Able To</th>
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</thead>
<tbody>
<tr>
<td><strong>LESSON 17</strong>&lt;br&gt;Solving Problems, Part 1</td>
<td>You need to calm down before you solve a problem.</td>
</tr>
<tr>
<td>The first step in solving a problem is to use words to describe the problem.</td>
<td></td>
</tr>
<tr>
<td>The second step in solving a problem is to think of lots of solutions.</td>
<td></td>
</tr>
<tr>
<td>Use words to describe problems presented in scenarios</td>
<td></td>
</tr>
<tr>
<td>Generate multiple solutions to problems presented in scenarios</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 18</strong>&lt;br&gt;Solving Problems, Part 2</td>
<td>Part of problem solving is thinking about consequences.</td>
</tr>
<tr>
<td>The final step of problem solving is to pick the best solution.</td>
<td></td>
</tr>
<tr>
<td>Solving problems is a way to get along better with others.</td>
<td></td>
</tr>
<tr>
<td>Predict consequences using an if-then model</td>
<td></td>
</tr>
<tr>
<td>Select a reasonable solution to a problem</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 19</strong>&lt;br&gt;Fair Ways to Play</td>
<td>Sharing, trading, and taking turns are fair ways to play.</td>
</tr>
<tr>
<td><em>Sharing</em> means playing together with a toy.</td>
<td></td>
</tr>
<tr>
<td>Define and differentiate sharing, trading, and taking turns</td>
<td></td>
</tr>
<tr>
<td>Identify and state the problem in a given situation</td>
<td></td>
</tr>
<tr>
<td>Generate possible solutions to a problem situation</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the Fair Ways to Play</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 20</strong>&lt;br&gt;Inviting to Join In</td>
<td>It is important to notice and have empathy for children who are left out of play.</td>
</tr>
<tr>
<td>Inviting others to play is the right thing to do.</td>
<td></td>
</tr>
<tr>
<td>Playing with others is a way to get to know them better.</td>
<td></td>
</tr>
<tr>
<td>Apply the Problem-Solving Steps</td>
<td></td>
</tr>
<tr>
<td>Demonstrate how to invite someone to play in response to scenarios</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 21</strong>&lt;br&gt;Handling Name-Calling</td>
<td>It is not okay to call people names that hurt their feelings.</td>
</tr>
<tr>
<td>If someone calls you a name, you can ignore the person or speak assertively.</td>
<td></td>
</tr>
<tr>
<td>If the person doesn’t stop calling you names, you should tell a grown-up.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate assertive responses to name-calling</td>
<td></td>
</tr>
<tr>
<td>Identify adults to tell if name-calling doesn’t stop</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 22</strong>&lt;br&gt;Reviewing Second Step Skills</td>
<td>You have all learned a lot of new skills.</td>
</tr>
<tr>
<td>You can notice how much you have learned.</td>
<td></td>
</tr>
<tr>
<td>Recall skills on all the posters</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the Listening Rules</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the Calming-Down Steps</td>
<td></td>
</tr>
<tr>
<td>Name one concept or skill they learned in their <em>Second Step</em> lessons</td>
<td></td>
</tr>
</tbody>
</table>
# Scope and Sequence: Grade 2

## Lesson Concepts

### 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.

#### 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.

### 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.

#### 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.

## 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
# Scope and Sequence: Grade 2

## Lesson Concepts

### 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**.

### 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.

## Objectives—Students Will Be Able To

### LESSON 9  
**Showing Compassion**
- Determine what others are feeling using physical, verbal, and situational clues
- Identify ways to show compassion for others in response to scenarios

### LESSON 10  
**Predicting Feelings**
- Predict others’ feelings in response to scenarios
- Offer possible reasons for others’ actions and feelings in response to scenarios

## 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.

### LESSON 12  
**Managing Embarrassment**
- Using a stop signal and naming your feeling are the first two Calming-Down Steps.

### 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.

### 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.

### 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.
## Scope and Sequence: Grade 2

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<tr>
<th>Lesson Concepts</th>
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<td><strong>UNIT 4: PROBLEM SOLVING</strong></td>
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<tr>
<td>Finishing</td>
<td>Calming down helps you stay focused</td>
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<td>Tasks</td>
<td>and on task at school.</td>
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<td>Using positive self-talk helps you</td>
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<td>stay focused and on task so you</td>
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<td>can be a better learner.</td>
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<tr>
<td><strong>LESSON 17</strong></td>
<td><strong>LESSON 17</strong></td>
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<tr>
<td>Solving</td>
<td>Calming down helps you think so</td>
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<tr>
<td>Problems, Part 1</td>
<td>you can solve problems.</td>
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<td>Following steps can help you solve</td>
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<td>Saying the problem without blame</td>
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<td>is respectful.</td>
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<tr>
<td><strong>LESSON 18</strong></td>
<td><strong>LESSON 18</strong></td>
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<tr>
<td>Solving</td>
<td>Following steps can help you solve</td>
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<td>Problems, Part 2</td>
<td>problems.</td>
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<td>Solutions to problems must be</td>
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<td>safe and respectful.</td>
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<tr>
<td><strong>LESSON 19</strong></td>
<td><strong>LESSON 19</strong></td>
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<tr>
<td>Taking</td>
<td>Following steps can help you solve</td>
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<tr>
<td>Responsibility</td>
<td>problems.</td>
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<td>When you hurt someone’s feelings,</td>
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<td>it’s important to take responsibility.</td>
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<td>Taking responsibility means</td>
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<td>admitting what you did, apologizing,</td>
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<td>and offering to make amends.</td>
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<td><strong>LESSON 20</strong></td>
<td><strong>LESSON 20</strong></td>
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<tr>
<td>Responding to</td>
<td>Following steps can help you solve</td>
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<tr>
<td>Playground</td>
<td>problems.</td>
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<tr>
<td>Exclusion</td>
<td>Being left out is a problem.</td>
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<td>Inviting someone who is being left</td>
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<td>out to play is the respectful,</td>
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<td>compassionate thing to do.</td>
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<td><strong>LESSON 21</strong></td>
<td><strong>LESSON 21</strong></td>
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<tr>
<td>Playing</td>
<td>Calming down helps you think so</td>
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<td>Fairly on the</td>
<td>you can solve problems.</td>
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<td>Playground</td>
<td>Following steps can help you solve</td>
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<td>problems.</td>
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<td>When you can’t agree on rules for</td>
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<td>a game, it’s a problem.</td>
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<td>Finding a respectful way to agree</td>
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<td>on rules helps you get along</td>
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<td>better with others.</td>
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<tr>
<td><strong>LESSON 22</strong></td>
<td><strong>LESSON 22</strong></td>
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<tr>
<td>Reviewing</td>
<td>Using Second Step skills can help</td>
</tr>
<tr>
<td>Second Step</td>
<td>you be a better learner and get</td>
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<tr>
<td>Skills</td>
<td>along with others.</td>
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</tbody>
</table>
### Scope and Sequence: Grade 3

#### Lesson Concepts

**UNIT 1: SKILLS FOR LEARNING**

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<tr>
<th>Lesson</th>
<th>Description</th>
<th>Objectives—Students Will Be Able To</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 1</td>
<td>Being Respectful Learners</td>
<td>Focusing your attention and listening help you be a better learner. Focusing your attention and listening show respect.</td>
</tr>
<tr>
<td>LESSON 2</td>
<td>Using Self-Talk</td>
<td><em>Self-talk</em> means talking to yourself in a quiet voice or in your head. Self-talk can help you focus, stay on task, and handle distractions.</td>
</tr>
<tr>
<td>LESSON 3</td>
<td>Being Assertive</td>
<td><strong>Being assertive</strong> 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.</td>
</tr>
<tr>
<td>LESSON 4</td>
<td>Planning to Learn</td>
<td>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.</td>
</tr>
</tbody>
</table>

**UNIT 2: EMPATHY**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
<th>Objectives—Students Will Be Able To</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 5</td>
<td>Identifying Others’ Feelings</td>
<td>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.</td>
</tr>
<tr>
<td>LESSON 6</td>
<td>Understanding Perspectives</td>
<td>People can have different feelings about the same situation, and their feelings can change. <em>Empathy</em> is feeling or understanding what someone else is feeling. Thinking about others’ perspectives helps you have empathy for them.</td>
</tr>
<tr>
<td>LESSON 7</td>
<td>Conflicting Feelings</td>
<td>You can have conflicting feelings about a situation. Having empathy helps you notice when others’ feelings are the same as or different from yours.</td>
</tr>
<tr>
<td>LESSON 8</td>
<td>Accepting Differences</td>
<td>Having empathy helps you understand and accept how others are the same as or different from you. Accepting and appreciating others’ differences is respectful.</td>
</tr>
</tbody>
</table>
# Scope and Sequence: Grade 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students Will Be Able To</th>
</tr>
</thead>
</table>
| **LESSON 9**  
Showing Compassion | Focusing attention on and listening to others can help you have empathy and show compassion.  
You can say kind words or do helpful things to show your compassion. | Demonstrate focusing-attention and listening skills in response to scenarios  
Identify ways to show compassion for others in response to scenarios  
Express appreciation for another person's concern in response to scenarios |
| **LESSON 10**  
Making Friends | Focusing attention and listening to others help you make conversation.  
Making conversation helps you make friends and get along better with others. | Demonstrate focusing-attention and listening skills in the context of a game  
Initiate, continue, and end a conversation in a friendly way in the context of a game |
| **UNIT 3: EMOTION MANAGEMENT** | When you feel strong feelings, it's hard to think clearly.  
Focusing attention on your body gives you clues about how you're feeling.  
Thinking about your feelings helps the thinking part of your brain get back in control. | Identify physical clues that can help them label their own feelings |
| **LESSON 11**  
Introducing Emotion Management | When you feel strong feelings, it's hard to think clearly.  
Focusing attention on your body gives you clues about how you're feeling.  
Thinking about your feelings helps the thinking part of your brain get back in control. | Identify physical clues that can help them label their own feelings |
| **LESSON 12**  
Managing Test Anxiety | Using a stop signal and naming your feeling are the first two Calming-Down Steps. | Identify the first two Calming-Down Steps  
Demonstrate using the first two Calming-Down Steps in response to scenarios |
| **LESSON 13**  
Handling Accusations | You can use belly breathing to calm down.  
Calming down helps you handle accusations calmly and thoughtfully.  
It's important to take responsibility when you've made a mistake. | Demonstrate correct belly-breathing technique  
Use belly breathing to calm down in response to scenarios  
Demonstrate steps for handling accusations in response to scenarios |
| **LESSON 14**  
Managing Disappointment | Negative self-talk can make strong feelings even stronger.  
You can calm down by using positive self-talk.  
Setting a new goal and making a plan to achieve it are positive ways to handle disappointment. | Generate positive self-talk they can use to calm down in response to scenarios  
Make a simple three-step plan to achieve a goal in response to scenarios |
| **LESSON 15**  
Managing Anger | Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.  
It's important to calm down angry feelings so you don't do something hurtful.  
Being assertive is a respectful way to get what you want or need. | Use counting to calm down in response to scenarios  
Use assertive communication skills to get what they want or need in response to scenarios |
### Scope and Sequence: Grade 3

<table>
<thead>
<tr>
<th>Lesson Concepts</th>
<th>Objectives—Students Will Be Able To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON 16</strong> Managing Hurt Feelings</td>
<td>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.</td>
</tr>
<tr>
<td><strong>UNIT 4: PROBLEM SOLVING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 17</strong> Solving Problems, Part 1</td>
<td>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.</td>
</tr>
<tr>
<td><strong>LESSON 18</strong> Solving Problems, Part 2</td>
<td>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.</td>
</tr>
<tr>
<td><strong>LESSON 19</strong> Solving Classroom Problems</td>
<td>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.</td>
</tr>
<tr>
<td><strong>LESSON 20</strong> Solving Peer-Exclusion Problems</td>
<td>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.</td>
</tr>
<tr>
<td><strong>LESSON 21</strong> Dealing with Negative Peer Pressure</td>
<td>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.</td>
</tr>
<tr>
<td><strong>LESSON 22</strong> Reviewing Second Step Skills</td>
<td>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.</td>
</tr>
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### Scope and Sequence: Grade 4

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

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<tr>
<td><strong>UNIT 2: EMOTION MANAGEMENT</strong></td>
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</tr>
<tr>
<td><strong>LESSON 10 Introducing Emotion Management</strong></td>
<td>When you feel strong feelings, it's hard to think clearly. Unmanaged, strong emotions can lead to negative behavior and consequences.</td>
</tr>
<tr>
<td></td>
<td>Describe what triggers their own strong emotions</td>
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<td></td>
<td>Describe what happens in their brains and bodies when they experience strong emotions</td>
</tr>
<tr>
<td><strong>LESSON 11 Managing Strong Feelings</strong></td>
<td>Staying in control of your emotions and actions helps you get along better with others and be successful at school.</td>
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<td>Demonstrate the ability to interrupt escalating emotions</td>
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<td>Determine a personal “signal”</td>
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<td></td>
<td>Identify and name strong feelings as they occur</td>
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<tr>
<td><strong>LESSON 12 Calming Down Anger</strong></td>
<td>Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.</td>
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<tr>
<td></td>
<td>Identify situations in which they might need to calm down</td>
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<td>Demonstrate the technique for deep, centered breathing</td>
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<td>Identify and demonstrate other Ways to Calm Down (counting, using positive self-talk)</td>
</tr>
<tr>
<td><strong>LESSON 13 Managing Anxiety</strong></td>
<td>Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.</td>
</tr>
<tr>
<td></td>
<td>Identify situations that cause anxiety</td>
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<td>Apply what they’ve learned about calming down to anxiety-provoking scenarios, including academic challenges</td>
</tr>
<tr>
<td><strong>LESSON 14 Avoiding Jumping to Conclusions</strong></td>
<td>Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.</td>
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<tr>
<td></td>
<td>Identify emotion-management strategies</td>
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<tr>
<td></td>
<td>Demonstrate assertiveness skills</td>
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<td></td>
<td>Identify and demonstrate positive self-talk statements</td>
</tr>
<tr>
<td><strong>LESSON 15 Handling Put-Downs</strong></td>
<td>Calming down helps you handle put-downs and avoid making conflicts escalate.</td>
</tr>
<tr>
<td></td>
<td>Identify strategies for handling put-downs</td>
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<td></td>
<td>Demonstrate what they’ve learned about strategies for calming down</td>
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<td></td>
<td>Demonstrate assertive responses to put-downs</td>
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</tbody>
</table>
## Scope and Sequence: Grade 4

### Lesson Concepts

#### UNIT 3: PROBLEM SOLVING

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Concepts</th>
</tr>
</thead>
</table>
| 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. |
| LESSON 17 | Solving Problems, Part 2 | Solving problems helps you be successful at school. |
| 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. |
| 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. |
| LESSON 20 | Taking Responsibility for Your Actions | Taking responsibility for your actions is the respectful thing to do. |
| 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. |
| LESSON 22 | Reviewing Second Step Skills | The skills and concepts learned in the Second Step program can help you succeed in school. |

### Objectives—Students Will Be Able To

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| UNIT 3 | Solving Problems, Part 1 | Recall the S: Say the problem step of the Problem-Solving Steps  
- State a problem without blaming anyone |
| UNIT 3 | Solving Problems, Part 2 | Generate safe and respectful solutions to a problem  
- Identify consequences of potential solutions  
- Select an appropriate solution to a problem |
| UNIT 3 | Making a Plan | Explain the purpose of making a plan  
- Create a three-step plan to carry out a solution to a problem |
| UNIT 3 | Solving Playground Problems | Identify common playground conflicts  
- Demonstrate using the Problem-Solving Steps to handle playground conflicts |
| UNIT 3 | Taking Responsibility for Your Actions | 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 |
| UNIT 3 | Dealing 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 |
| UNIT 3 | Reviewing Second Step Skills | 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 |
# Scope and Sequence: **Grade 5**

<table>
<thead>
<tr>
<th>Lesson Concepts</th>
<th>Objectives—Students Will Be Able To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1: EMPATHY AND SKILLS FOR LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>LESSON 1 Empathy and Respect</td>
<td>The Second Step program helps you succeed at school. Having respect and empathy helps you get along with others.</td>
</tr>
<tr>
<td></td>
<td>Define respect</td>
</tr>
<tr>
<td></td>
<td>Define empathy</td>
</tr>
<tr>
<td>LESSON 2 Listening with Attention</td>
<td>Listening with attention helps you learn, work with others, and make friends.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate listening-with-attention skills</td>
</tr>
<tr>
<td>LESSON 3 Being Assertive</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Identify passive, aggressive, and assertive responses</td>
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<td></td>
<td>Demonstrate assertive responses with their partners</td>
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<tr>
<td>LESSON 4 Predicting Feelings</td>
<td>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.</td>
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<tr>
<td></td>
<td>Predict how others might feel as a result of their or another’s actions</td>
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<tr>
<td></td>
<td>State the cause and effects of a given action</td>
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<tr>
<td>LESSON 5 Taking Others’ Perspectives</td>
<td>Others may have different perspectives. Being able to recognize someone else’s perspective helps you get along with others.</td>
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<tr>
<td></td>
<td>Demonstrate the ability to take someone else’s perspective</td>
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<tr>
<td>LESSON 6 Accepting Differences</td>
<td>Accepting differences and finding similarities can create mutual respect and friendship.</td>
</tr>
<tr>
<td></td>
<td>Identify similarities and differences between two people</td>
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<td></td>
<td>Define prejudice</td>
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<tr>
<td>LESSON 7 Disagreeing Respectfully</td>
<td>Disagreeing respectfully involves using assertiveness skills. Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts.</td>
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<tr>
<td></td>
<td>Distinguish between respectful and disrespectful ways to disagree</td>
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<td></td>
<td>Communicate their own perspectives</td>
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<td></td>
<td>Demonstrate skills for disagreeing respectfully</td>
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<tr>
<td>LESSON 8 Responding with Compassion</td>
<td>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</td>
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<td>Demonstrate knowledge of how to respond with compassion</td>
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</tbody>
</table>
### Scope and Sequence: Grade 5

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<tr>
<th>Lesson Concepts</th>
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</thead>
<tbody>
<tr>
<td><strong>UNIT 2: EMOTION MANAGEMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LESSON 9</strong> Introducing Emotion Management</td>
<td>- Describe what happens in their brains and bodies when they experience strong emotions</td>
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<td>- Identify a personal signal</td>
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<tr>
<td></td>
<td>- Identify and name strong feelings</td>
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<tr>
<td><strong>LESSON 10</strong> Calming Down</td>
<td>- Identify situations in which they might need to calm down</td>
</tr>
<tr>
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<td>- Learn the technique for deep, centered breathing</td>
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<td></td>
<td>- Identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break)</td>
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<tr>
<td><strong>LESSON 11</strong> Managing Anxiety</td>
<td>- Identify social situations that can cause anxiety</td>
</tr>
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<td>- Apply what they’ve learned about calming down in scenarios causing social anxiety</td>
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<tr>
<td><strong>LESSON 12</strong> Managing Frustration</td>
<td>- Identify physical signs of frustration</td>
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<td>- Demonstrate reducing frustration by using the Calming-Down Steps</td>
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<tr>
<td><strong>LESSON 13</strong> Resisting Revenge</td>
<td>- Identify consequences of revenge</td>
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<td>- Generate alternatives for seeking revenge</td>
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<td></td>
<td>- Demonstrate using the Calming-Down Steps</td>
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<tr>
<td><strong>LESSON 14</strong> Handling Put-Downs</td>
<td>- Identify strategies for handling put-downs</td>
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<td>- Demonstrate what they’ve learned about the Calming-Down Steps</td>
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<td></td>
<td>- Demonstrate assertive responses to put-downs</td>
</tr>
<tr>
<td><strong>LESSON 15</strong> Avoiding Assumptions</td>
<td>- Identify emotion-management strategies</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate assertiveness skills</td>
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<td></td>
<td>- Identify and use positive self-talk statements to avoid making assumptions</td>
</tr>
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</table>
# Scope and Sequence: Grade 5

## Lesson Concepts

<table>
<thead>
<tr>
<th>UNIT 3: PROBLEM SOLVING</th>
</tr>
</thead>
</table>
| **LESSON 16**  
Solving Problems, Part 1 |
| Solving problems helps you be successful at school. |
| **Objectives—Students Will Be Able To** |
| Recall the S: Say the problem step of the Problem-Solving Steps |
| State a problem without blaming anyone |

| **LESSON 17**  
Solving Problems, Part 2 |
| Solving problems helps you be successful at school. |
| Generate safe and respectful solutions to a problem |
| Identify consequences of potential solutions |
| Select an appropriate solution to a problem |

| **LESSON 18**  
Making a Plan |
| Some solutions to problems are complicated and need a plan. |
| Plans help you break down a big task into smaller, more manageable parts. |
| **Objectives—Students Will Be Able To** |
| Explain the purpose of making a plan |
| Create a three-step plan to carry out a solution to a problem |

| **LESSON 19**  
Seeking Help |
| Seeking help from a trusted adult is sometimes the best solution. |
| **Objectives—Students Will Be Able To** |
| State the Problem-Solving Steps |
| Demonstrate using assertiveness skills when seeking help |

| **LESSON 20**  
Dealing with Gossip |
| Malicious gossip is hurtful and not respectful to others. |
| **Objectives—Students Will Be Able To** |
| Identify why some gossip is harmful |
| Generate ideas for refusing or avoiding harmful gossip |
| Demonstrate using the Problem-Solving Steps to deal with gossip |

| **LESSON 21**  
Dealing with Peer Pressure |
| It is okay to say no to others, and it is okay for them to say no to you. |
| Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. |
| **Objectives—Students Will Be Able To** |
| Demonstrate using assertiveness skills to resist peer pressure |
| Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure |

| **LESSON 22**  
Reviewing Second Step Skills |
| The skills and concepts learned in the Second Step program can help you succeed in school. |
| **Objectives—Students Will Be Able To** |
| 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 |