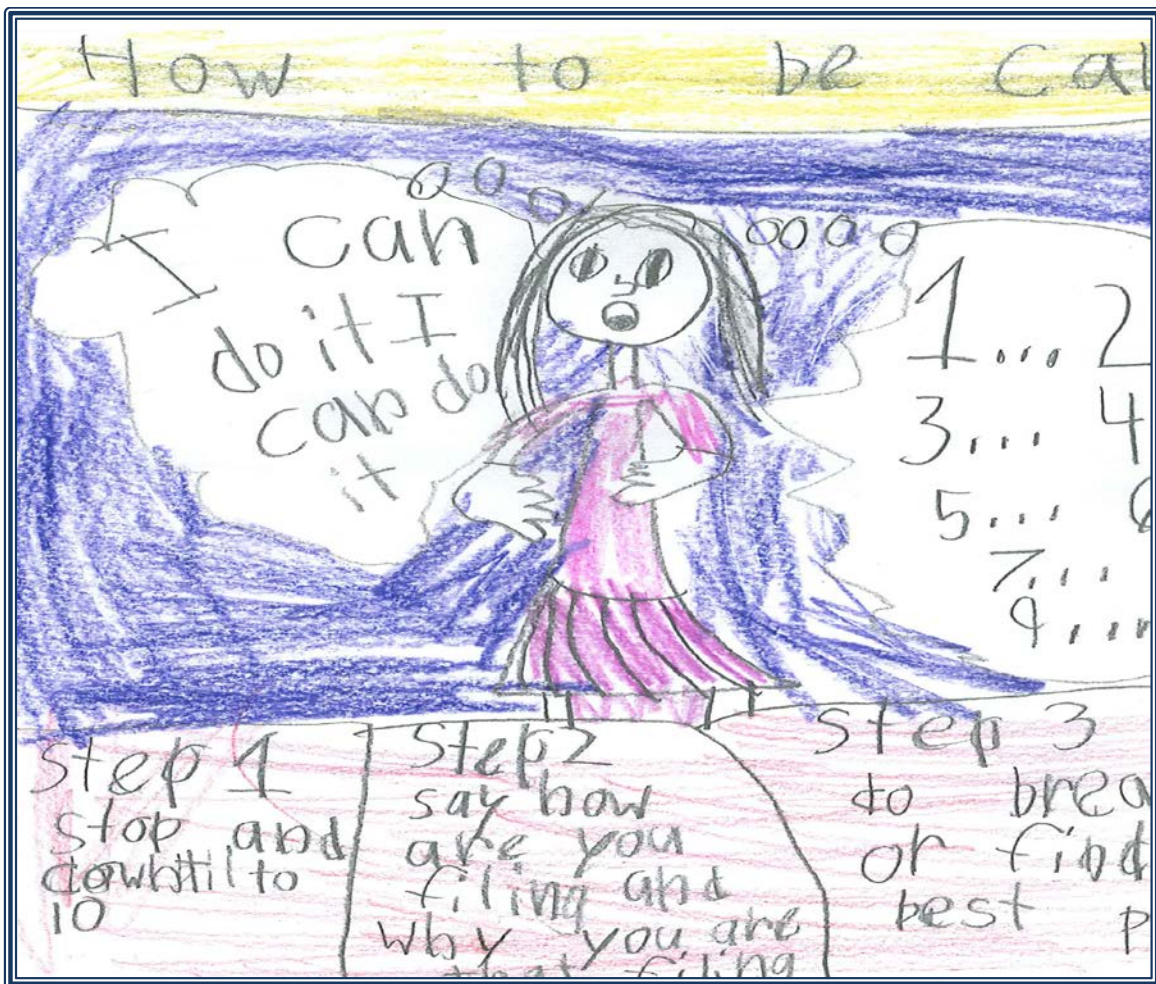


SOCIAL AND EMOTIONAL LEARNING CURRICULUM GUIDE



MEDINAH ELEMENTARY SCHOOL DISTRICT # 11

Problem Solving Steps

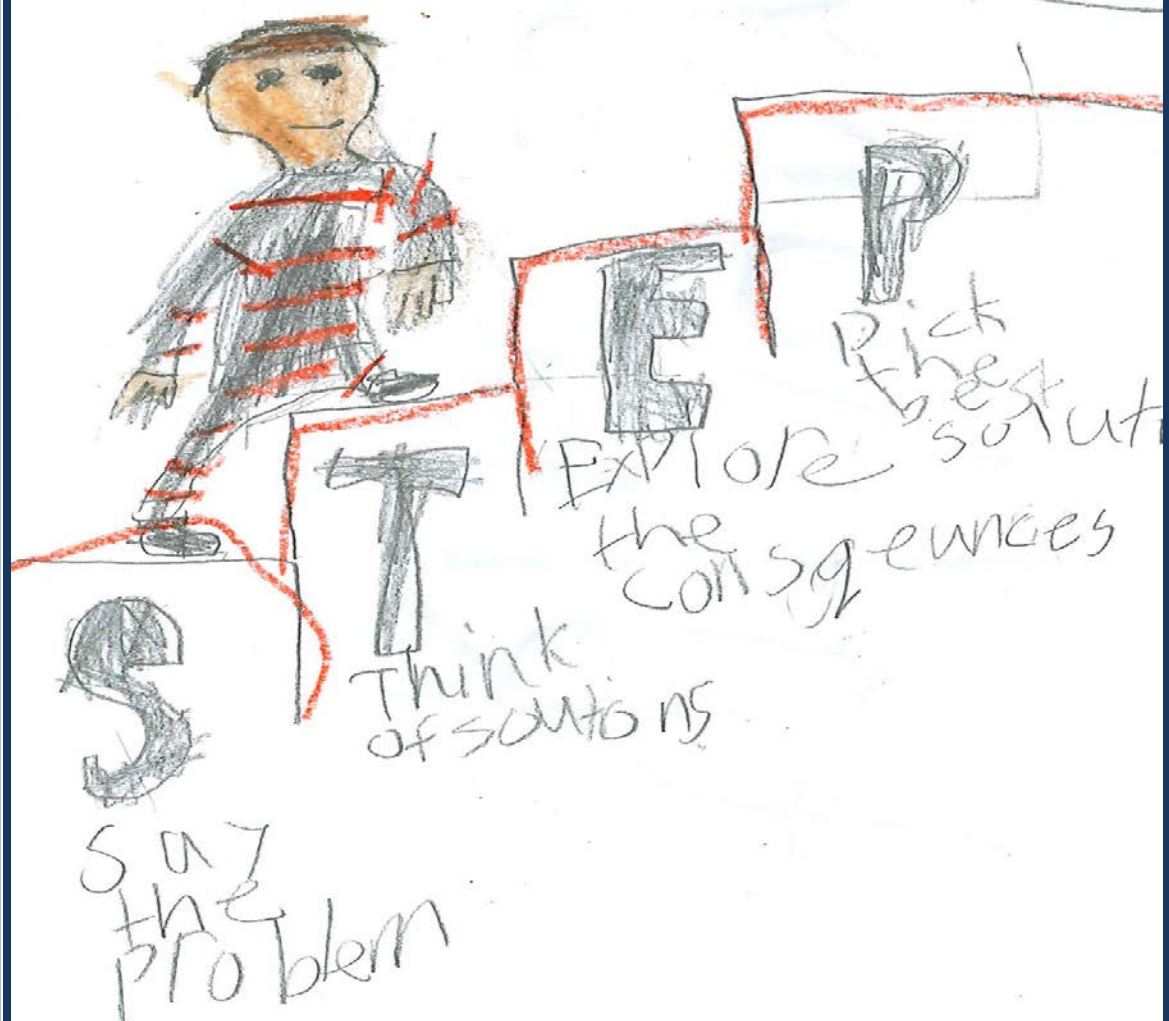


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What is SEL?

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging and meaningful.

Social and emotional skills are critical to being a good student, citizen and worker; and many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction; student engagement in positive activities in and out of the classroom; and broad parent and community involvement in program planning, implementation and evaluation.

Social & Emotional Learning Core Competencies



Social and Emotional Learning Core Competencies



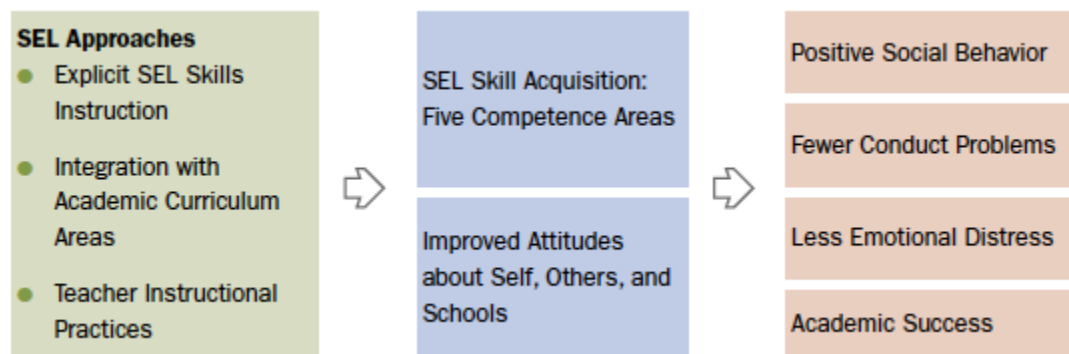
CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies. The definitions of the five competency clusters for students are:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Outcomes Associated with the Five Competencies

The short-term goals of SEL programs are to: one, promote students' self-awareness, self-management, social-awareness, relationship, and responsible decision-making skills; and two, improve student attitudes and beliefs about self, others, and school.

These, in turn, provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, and improved grades and test scores.



There is a growing awareness in the U.S. among educators and policymakers about the importance of social and emotional development for successful student performance in preschool and elementary school. The five sets of SEL competencies are important from very early in life but are especially relevant as children begin to spend time with adults outside the home and to socialize with peers.

Social and emotional skills play a role in determining how well-equipped children will be to meet the demands of the classroom. They also help determine whether students are able to engage fully in learning and benefit from instruction.

Powerful Evidence Supporting the Impact of Enhancing Students' SEL

Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.'s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

- **better academic performance:** achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- **improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;
- **fewer negative behaviors:** decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and
- **reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal.

INTRODUCTION

Design for Social and Emotional Learning Standards

Social and emotional learning (SEL) is the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision making and responsible behaviors to achieve school and life success. There is a strong research base indicating that these SEL competencies improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance.

The SEL goals, standards, and benchmarks were initially developed by a broadly representative group of teachers, school administrators, student support staff, human services professionals, and parents with expertise in child development and learning, curriculum design, and instruction. After the standards were written, public comment and feedback provided the writing team with information used in revising the standards before adoption by the ISBE.

Criteria for SEL Standards

The standards and benchmarks were expected to meet the following criteria:

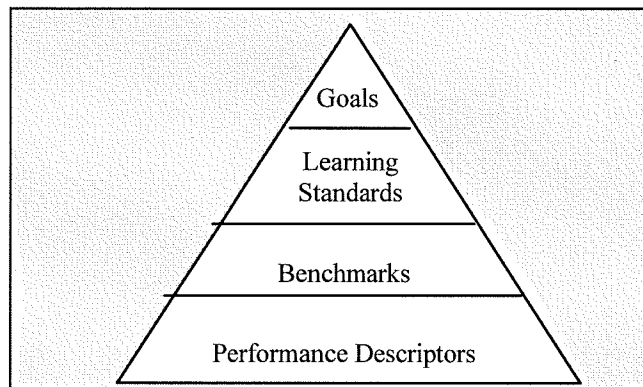
- Be clear and meaningful to educators, students, parents and the community
- Include an appropriate combination of knowledge and skills
- Be specific enough to convey what students should learn, but broad enough to allow for a variety of approaches to teaching and aligning curriculum
- Be specific enough to allow for classroom assessments to measure student progress

The SEL Standards Framework

Goals: The three SEL goals are broad statements that organize the knowledge and skills that comprise SEL content. Each goal has an explanation of why it is important.

Learning Standards: The ten SEL learning standards are specific statements of the knowledge and skills within a goal that students should know and be able to do. Taken together, the standards define the learning needed to achieve the goals, but each is general enough to apply to learning across the entire range of grade-level clusters. Standards are broader learning targets used to align curriculum, instruction, and assessment.

Benchmarks: The benchmarks are learning targets that are more specific than standards. They specify developmentally appropriate SEL knowledge and skills for each standard at one of five grade-level clusters: early elementary (grades K-3), late elementary (grades 4-5), middle/junior high (grades 6-8), early high school (grades 9-



10), and late high school (grades 11-12). The benchmarks are not designed to be all-inclusive; instead they highlight important, representative features of each standard that instruction should emphasize at each grade-cluster. Benchmarks increase in developmental sophistication and become more rigorous from one grade-level cluster to the next. In addition, the SEL benchmarks lend themselves to being taught in integrated ways across the 10 standards within each grade-level cluster.

Performance Descriptors: The performance descriptors are the most specific learning targets that build upon the standards and benchmarks. They will be designed to help educators select and design curricula, classroom activities and instruction, and performance-based and other assessments aligned with the standards. Descriptors are also helpful in mapping curriculum or validating what a school or district has already developed and implemented. Performance descriptors offer a representative, rather than exhaustive, list of learning targets that provide greater detail of the specific SEL knowledge, reasoning, and skills highlighted in the standards.

Many of the SEL Standards can be correlated with the Illinois Learning Standards. There are many obvious connections especially in the learning areas of Health and Social Science. However, it is possible to integrate the SEL standards throughout all learning areas. Classroom activities can be designed to align with both the SEL knowledge and skills and knowledge and skills in other learning areas of the Illinois Learning Standards.

Illinois Social Emotional Learning Standards

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.	Why this goal is important: Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
A. Identify and manage one's emotions and behavior.	31A.1a. Recognize and accurately label emotions and how they are linked to behavior.	31A.2a. Describe a range of emotions and the situations that cause them.	31A.3a. Analyze factors that create stress or motivate successful performance.	31A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	31A.5a. Evaluate how expressing one's emotions in different situations affects others.
	31A.1b. Demonstrate control of impulsive behavior.	31A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	31A.3b. Apply strategies to manage stress and to motivate successful performance.	31A.4b. Generate ways to develop more positive attitudes.	31A.5b. Evaluate how expressing more positive attitudes influences others.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
B. Recognize personal qualities and external supports.	31B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.	31B.2a. Describe personal skills and interests that one wants to develop.	31B.3a. Analyze how personal qualities influence choices and successes.	31B.4a. Set priorities in building on strengths and identifying areas for improvement.	31B.5a. Implement a plan to build on a strength, meet a need, or address a challenge.
	31B.1b. Identify family, peer, school, and community strengths.	31B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.	31B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.	31B.4b. Analyze how positive adult role models and support systems contribute to school and life success.	31B.5b. Evaluate how developing interests and filling useful roles support school and life success.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
C. Demonstrate skills related to achieving personal and academic goals.	31C.1a. Describe why school is important in helping students achieve personal goals.	31C.2a. Describe the steps in setting and working toward goal achievement.	31C.3a. Set a short-term goal and make a plan for achieving it.	31C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	31C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.
	31C.1b. Identify goals for academic success and classroom behavior.	31C.2b. Monitor progress on achieving a short-term personal goal.	31C.3b. Analyze why one achieved or did not achieve a goal.	31C.4b. Apply strategies to overcome obstacles to goal achievement.	31C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

Social Emotional Learning Standards

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
A: Recognize the feelings and perspectives of others.	32A.1a. Recognize that others may experience situations differently from oneself.	32A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	32A.3a. Predict others' feelings and perspectives in a variety of situations.	32A.4a. Analyze similarities and differences between one's own and others' perspectives.	32A.5a. Demonstrate how to express understanding of those who hold different opinions.
	32A.1b. Use listening skills to identify the feelings and perspectives of others.	32A.2b. Describe the expressed feelings and perspectives of others.	32A.3b. Analyze how one's behavior may affect others.	32A.4b. Use conversation skills to understand others' feelings and perspectives.	32A.5b. Demonstrate ways to express empathy for others.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
B: Recognize individual and group similarities and differences.	32B.1a. Describe the ways that people are similar and different.	32B.2a. Identify differences among and contributions of various social and cultural groups.	32B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.	32B.4a. Analyze the origins and negative effects of stereotyping and prejudice.	32B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.
	32B.1b. Describe positive qualities in others.	32B.2b. Demonstrate how to work effectively with those who are different from oneself.	32B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences.	32B.4b. Demonstrate respect for individuals from different social and cultural groups.	32B.5b. Evaluate how advocacy for the rights of others contributes to the common good.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
C: Use communication and social skills to interact effectively with others.	32C.1a. Identify ways to work and play well with others.	32C.2a. Describe approaches for making and keeping friends.	32C.3a. Analyze ways to establish positive relationships with others.	32C.4a. Evaluate the effects of requesting support from and providing support to others.	32C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.
	32C.1b. Demonstrate appropriate social and classroom behavior.	32C.2b. Analyze ways to work effectively in groups.	32C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	32C.4b. Evaluate one's contribution in groups as a member and leader.	32C.5b. Plan, implement, and evaluate participation in a group project.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	32D.1a. Identify problems and conflicts commonly experienced by peers.	32D.2a. Describe causes and consequences of conflicts.	32D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	32D.4a. Analyze how listening and talking accurately help in resolving conflicts.	32D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.
	32D.1b. Identify approaches to resolving conflicts constructively.	32D.2b. Apply constructive approaches in resolving conflicts.	32D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	32D.4b. Analyze how conflict-resolution skills contribute to work within a group.	32D.5b. Evaluate current conflict-resolution skills and plan how to improve them.

Social Emotional Learning Standards

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	Why this goal is important: Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.
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Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
A: Consider ethical, safety, and societal factors in making decisions.	33A.1a. Explain why unprovoked acts that hurt others are wrong.	33A.2a. Demonstrate the ability to respect the rights of self and others.	33A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	33A.4a. Demonstrate personal responsibility in making ethical decisions.	33A.5a. Apply ethical reasoning to evaluate societal practices.
	33A.1b. Identify social norms and safety considerations that guide behavior.	33A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	33A.3b. Analyze the reasons for school and societal rules.	33A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.	33A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

Learning Standard	Early Elementary	Late Elementary	Middle Jr. High	Early H.S	Late H.S.
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	33B.1a. Identify a range of decisions that students make at school.	33B.2a. Identify and apply the steps of systematic decision making.	33B.3a. Analyze how decision-making skills improve study habits and academic performance.	33B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	33B.5a. Analyze how present decision making affects college and career choices.
	33B.1b. Make positive choices when interacting with classmates.	33B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	33B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	33B.4b. Apply decision-making skills to establish responsible social and work relationships.	33B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
C. Contribute to the well-being of one's school and community.	33C.1a. Identify and perform roles that contribute to one's classroom.	33C.2a. Identify and perform roles that contribute to the school community.	33C.3a. Evaluate one's participation in efforts to address an identified school need.	33C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	33C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.
	33C.1b. Identify and perform roles that contribute to one's family.	33C.2b. Identify and perform roles that contribute to one's local community.	33C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.	33C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	33C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

SEL AND CHARLOTTE DANIELSON FRAMEWORK FOR TEACHING - EVALUATION INSTRUMENT

Discussions (Chart Paper) 4.10.13

DOMAIN 1: Planning and Preparation	ADULT SEL COMPETENCY	EVIDENCE
1a - Knowledge of Content & Pedagogy	Social awareness, Responsible decision-making	Lessons incorporate issues such as global awareness and cultural diversity
1b - Knowledge of Students	Social awareness: Responsible decision-making	Gather information about students (their individual backgrounds and needs) and use in planning, preparation, and delivery instruction; Participate in and plan opportunities to involve community and families.
1c-Instructional Outcomes	Social awareness: Self-management	Understanding student needs and skill levels and differentiating for students' varied abilities
1d - Knowledge of resources	Social awareness: Responsible decision making	Discretion in choosing appropriate materials; ethical use of resources
1e - Designing Instruction	Social awareness; Responsible decision making	Planning instruction that takes into account the specific learning needs of each student; solicits ideas from students about their learning; opportunities for choice; Instructional maps indicating relationship to prior learning.
1f - Designing Assessments	Social awareness; Responsible decision making	Designed multiple ways for students to demonstrate understanding
DOMAIN 2: Classroom Environment	ADULT SEL COMPETENCY	EVIDENCE
2a - Respect & Rapport	Self-awareness: Relationship skills	Active talking & listening and turn-taking; model & support respectful interactions; students feel safe & valued in a risk free environment (observation/surveys); knowledge of students (comments)
2b - Culture for Learning	Social awareness; Relationship skills; Responsible decision-making	Students actively engaged; student work recognized and displayed; high expectations for all students (lesson plans/student work/reflections/teacher feedback);
2c - Managing Classroom Procedures	Social awareness; Self-management	Students follow and articulate routines; smooth transition between activities; minimum interruption to flow of instruction
2d - Managing Student Behavior	Social awareness; Responsible decision making	Clear behavioral expectations (norms) posted; positive student behavior recognized; absence of misbehavior/referrals;
2e - Organizing Space	Social awareness; Responsible decision making	Physical arrangement and use of resources safe and suitable for learning activities (i.e. furniture arranged for cooperative groupings)
DOMAIN 3: Instruction	ADULT SEL COMPETENCY	EVIDENCE
3a - Communicating with Students	Self-awareness; Social awareness; Relationship skills	Clear lesson purpose (student friendly learning targets posted); Clear directions - checks for understanding; communication complex concepts in ways that provide scaffolding
3b - Questions & discussion Techniques	Self-awareness; Social awareness; Relationship skills; Responsible decision making	Questions & discussions dominate learning process; primarily open-ended questions asked; Student-led discussions; teacher in a mediating conversations role not leading
3c - Engaging Students	Self-awareness; Social awareness; Relationship skills; Responsible decision making	Monitoring engagement (students working not watching); response of teacher to students; Modeling self-management Grouping processes; Student led groups; students' reflecting <i>*Teachers need to aware of themselves in order to facilitate and enage students in decision making</i>
3d - Using Assessment	Social awareness; Responsible decision making	Teacher circulating & providing formative feedback; Students self-assessing work; students' reflecting (exit slips): setting goals with students
3e - Flexibility & Responsiveness	Self-awareness; Social awareness; Responsible decision making	Teacher responding to the teachable moment; adjusting instruction in response to student needs

DOMAIN 4: Professional Responsibilities	ADULT SEL COMPETENCY	EVIDENCE
4a - Reflection on Teaching	Self-awareness	Teachers reflect and analyze their practices and make adjustments to their instruction through journal writing, examining student work; conversations with colleagues or students.(work in PLC's)
4b - Accurate Records	Self-management	Accurate records of instructional and non-instructional events
4c - Communicating with Parents	Social awareness; Relationship skills	Examples of two-way communication between teacher and families; Information sent home about student progress; Opportunities for families to visit classroom; cultural awareness
4d - Professional Community	Self-awareness; Social awareness; Relationship skills	Participation in PLC's (sharing strategies), professional organizations; courses; school and/or community initiatives
4e - Grow & Develop Professionally	Self-awareness: Responsible decision-making	Attendance at workshops/courses; learning networks; professional organizations
4f - Showing Professionalism	Self-awareness; Relationship skills; responsible decision-making	Teacher advocates for students in all considerations; respected by colleagues for integrity and moral compass; adheres to school and district policies
Comment:		
<i>*Administrators/Teachers should discuss and share what the "look fors" are related to SEL competencies in the domains.</i>		



CASEL'S FIVE SEL COMPETENCIES

Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths/limitations
- Self-efficacy
- Optimism

Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Setting and achieving goals

Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Understanding social and ethical norms for behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building relationships with diverse individuals/groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

Responsible Decision Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices about self, relationships, and school

Group Norms or Shared Agreements

The members of every team and work group develop particular ways of interacting with each other over time. Effective interpersonal communication among members and successful communication with managers and employees external to the team are critical components of team functioning.

How a team makes decisions, assigns work, and holds members accountable determines team success. With the potential power of the impact of these interactions on team success, why leave team member interaction to chance? Form team relationship guidelines or team norms early to ensure team success.

What Are Team Norms or Relationship Guidelines?

Team norms are a set of rules or guidelines that a team establishes to shape the interaction of team members with each other and with employees who are external to the team. Team norms can be developed during an early team meeting. More norms can be added as the team sees the need for additional guidelines.

Once developed, team norms are used to guide team member behavior. Team norms are used to assess how well team members are interacting. Team norms enable team members to call each other out on any behavior that is dysfunctional or that is negatively impacting the success of the team.

Every team has two components that team members must pay attention to if the team is going to succeed. The team must pay attention to the content (or goals or outcomes expected). The team must also carefully shape and monitor the team process it uses to accomplish the goals. Team process includes:

- How team members interact with and communicate with each other,
- How the team members communicate with employees not on the team, and
- How team members will be responsible and accountable for moving the project forward and accomplishing the goals.

These team norms or ground rules are established with all members of the team participating equally. The manager of the team or the team's company sponsor or champion is included in the discussion and must agree to practice the relationship guidelines developed.

Here are sample process norms or guidelines that a team might use to effectively conduct its business. You may use them as a starting point, but each team must generate and commit to its own team norms.

Sample Team Norms or Guidelines

- Treat each other with dignity and respect.
- Transparency: avoid hidden agendas.
- Be genuine with each other about ideas, challenges, and feelings.
- Trust each other. Have confidence that issues discussed will be kept in confidence.
- Managers will open up a space in which people have information and are comfortable asking for what they need.
- Team members will practice a consistent commitment to sharing all the information they have. Share the complete information that you have up front.
- Listen first to understand, and don't be dismissive of the input received when we listen.
- Practice being open-minded.
- Don't be defensive with your colleagues.
- Rather than searching for the guilty, give your colleagues the benefit of the doubt; have a clean slate process.
- Support each other - don't throw each other under the bus.
- Avoid territoriality; think instead of the overall good for the company, our employees, and our customers.

- The discussion of issues, ideas, and direction will not become a personal attack or return to haunt you in the future.
- Managers are open, communicative, and authentic with each other and their teams.
- It's okay to not know the right answer, and to admit it. The team can find the answer.
- Problems are presented in a way that promotes mutual discussion and resolution.
- It is safe to be wrong as a manager. Thoughtful decision making is expected.
- Own the whole implementation of the product, not just your little piece; recognize that you are part of something larger than yourself. Be responsible to own the whole picture.
- Practice and experience humility - each of us may not have all the answers.
- If you commit to doing something – do it. Be accountable and responsible to the team.
- It is okay to be the messenger with bad news. You can expect a problem solving approach, not recrimination.
- Promise to come prepared to your meetings and projects so that you demonstrate value and respect for the time and convenience of others.
- Strive to continuously improve and achieve the team's strategic goals. Don't let ineffective relationships and interactions sabotage the team's work.
- Expend the effort to practice all of these norms and to care enough about the team and its work to confront each other, with care, compassion, and purpose, when a team member fails to practice these norms.

Here's How:

1. Schedule and hold a meeting to establish and adopt group relationship guidelines or group norms. All members of the team or work group must be present at the meeting so the resultant group norms are "owned" by all members of the group.
2. With an external facilitator leading, or a member of the group, in the absence of a facilitator, leading, all group members should brainstorm a list of guidelines that will help create an effective team.

Remember that in a true brainstorming session, the more ideas generated the better. Do not comment on nor critique the ideas. Simply ask a group member to record them on a flip chart or white board where the whole group can see them.

3. Once the list of group norms is generated, you will want to cross redundant ideas off the list. You can decide to keep all of the group norms generated, or through discussion, you can determine the group norms you wish to keep and support as a group.

There is no recommended number of group norms and new group norms can be added over time if the group experiences the need for more guidelines.

Keep in mind that "all" group behavior cannot, and should not, be legislated, but the most important interaction areas do need attention. Examples include effective conflict, communication, and keeping commitments.

4. Each member of the group commits to "living" the guidelines. They also commit to telling each other if they believe a group member is violating an agreed upon group norm.
5. Following the meeting, distribute the group norms to all team members. Post the group norms in the team's meeting room.
6. Periodically evaluate the effectiveness of the group on achieving its business goals as well as its members' relationship goals.

ASCA National Standards and the *Second Step* Program: Early Learning–Grade 5



Introduction to the *Second Step* Program

The *Second Step* Program is a developmental and sequential curriculum designed to promote school and life success and prevent problem behaviors. Skills are reviewed and expanded on each year, gradually becoming more complex as students get older. Many of the American School Counselor Association (ASCA) standards are specifically addressed in older grades (such as goal setting), but foundational skills that build toward the standards are taught in the earlier grades.

Unit Topics and Themes

Early Learning	Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem Solving
K–3	Skills for Learning, Empathy, Emotion Management, Problem Solving
4–5	Empathy and Skills for Learning, Emotion Management, Problem Solving

General Alignment

ASCA Standard	<i>Second Step</i> Program: Early Learning–Grade 5
Academic Development	Academic development is addressed in the <i>Second Step</i> program in early learning through Grade 5 by promoting skills necessary for school readiness (early learning) and academic success (K–5). Program content that builds executive-function skills, self-regulation, and key “Skills for Learning” form the foundation on which the rest of the social and emotional skills in the program rest.
Career Development	The program addresses career development with its focus on developing interpersonal skills central to success in the workplace, including empathy, emotion management, and problem-solving. In addition, key communication and partner interaction skills are taught.
Personal/Social Development	The overarching goal of the <i>Second Step</i> program in early learning through Grade 5 is to promote social and academic success. Every lesson in the Empathy, Emotion Management, and Problem-Solving Units is focused on social-emotional development. There is also a strong focus on how these skills relate to making and keeping friends. Therefore the whole program addresses personal and social development.

Specific Alignment

ASCA Standards			Second Step Program			
			Early Learning Program	Kindergarten and Grade 1	Grade 2 and Grade 3	Grade 4 and Grade 5
Academic Development	A:A2 Acquire Skills for Improving Learning	A:A2.2 Demonstrate how effort and persistence positively affect learning	Brain Builder games Weekly Themes 3, 4	Brain Builder games K: Lessons 2, 3 G1: Lessons 2, 3	Brain Builder games G2: Lessons 2, 3, 13, 16 G3: Lessons 2, 12	G4: Lesson 13 G5: Lesson 11
		A:A2.3 Use communication skills to know when and how to ask for help when needed	Weekly Theme 6	K: Lesson 5 G1: Lesson 5	G2: Lesson 4 G3: Lesson 4	G4: Lesson 3 G5: Lessons 3, 19
	A:A3 Achieve School Success	A:A3.1 Take responsibility for actions	Weekly Theme 11	K: Lessons 10, 18 G1: Lesson 10	G2: Lessons 10, 19	G4: Lesson 20
		A:A3.2 Demonstrate the ability to work both independently and cooperatively with other students		Think, Turn, Tell strategy used in almost every lesson teaches students how to work with a partner	Think, Turn, Tell strategy used in almost every lesson teaches students how to work with a partner	Students work with partners during the Story and Discussion activity and in every skill practice and/or activity
Career Development	C:A1 Develop Career Awareness	C:A1.4 Learn how to interact and work cooperatively in teams		See above	See above	See above G4: Lessons 1, 2 G5: Lessons 1, 2, 7
		C:A1.5 Learn how to make decisions				
		C:A1.6 Learn how to set goals			G3: Lesson 14	
		C:A1.7 Understand the importance of planning			G3: Lesson 4	G4: Lesson 18 G5: Lesson 18
Personal/Social Development	PS:A1 Acquire Self- Knowledge	PS:A1.3 Learn the goal-setting process			G3: Lesson 14	
		PS:A1.4 Understand change is a part of growth		G1: Lesson 9	G2: Lesson 7	
		PS:A1.5 Identify and express feelings	Weekly Themes 7–10, 13–18	K: Lessons 6–9, 12–18 G1: Lessons 6–16	G2: Lessons 5–8, 11–16 G3: Lessons 5–9, 11–16	G4: Lessons 4–6, 10–15 G5: Lessons 4, 5, 9–15
		PS:A1.6 Distinguish between appropriate and inappropriate behavior		K: Lessons 16, 19–24 G1: Lessons 14, 17–21	G2: Lessons 15, 17–21 G3: Lessons 15, 17–21	G4: Lessons 12, 14, 16–21 G5: Lessons 9, 10, 12, 15, 16–21
		PS:A1.8 Understand the need for self-control and how to practice it	Weekly Themes 13–18	K: Lessons 12–18 G1: Lessons 11–16	G2: Lessons 11–16 G3: Lessons 11–16	G4: Lessons 10–15 G5: Lessons 9–15
		PS:A1.9 Demonstrate cooperative behavior in groups				

ASCA Standards			Second Step Program			
			Early Learning Program	Kindergarten and Grade 1	Grade 2 and Grade 3	Grade 4 and Grade 5
Personal/Social Development	PS:A2 Acquire Interpersonal Skills	PS:A2.1 Recognize that everyone has rights and responsibilities	Weekly Theme 10	K: Lesson 9 G1: Lesson 8	G2: Lessons 1, 19 G3: Lesson 1	G4: Lessons 1, 20 G5: Lesson 1
		PS:A2.2 Respect alternative points of view	Weekly Themes 10, 20	K: Lessons 9, 22 G1: Lesson 8	G2: Lessons 2, 8, 17–21 G3: Lessons 5–8, 17–21	G4: Lessons 4–6, 16–19 G5: Lessons 5–7, 16, 17
		PS:A2.3 Recognize, accept, respect, and appreciate individual differences	Weekly Theme 10, 20, 27	K: Lessons 9, 22 G1: Lesson 8	G2: Lesson 8 G3: Lesson 8	G4: Lessons 1, 4, 6 G5: Lessons 1, 5–7
		PS:A2.4 Recognize, accept, and appreciate ethnic and cultural diversity			G3: Lesson 8	G4: Lesson 6 G5: Lesson 6
		PS:A2.6 Use effective communication skills	Weekly Themes 2, 6, 21, 25	K: Lessons 1, 5, 20, 22, 24 G1: Lessons 1, 3, 10, 15, 21	G2: Lessons 2, 4, 15, 17, 21 G3: Lessons 1, 3, 10, 15, 21	G4: Lessons 2, 3, 7, 14, 15, 20 G5: Lessons 2, 3, 7, 14, 15
		PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior			G2: Lesson 2 G3: Lesson 1, 10	G4: Lessons 2, 7 G5: Lessons 2, 7
		PS:A2.8 Learn how to make and keep friends	Weekly Themes 19–22	K: Lessons 20–22 G1: Lessons 19, 20	G2: Lessons 20, 21 G3: Lessons 10, 20	G4: Lessons 2, 7, 8 G5: Lessons 2, 6, 7
	PS:B1 Self-Knowledge Application	PS:B1.1 Use a decision-making and problem-solving model	Weekly Themes 23–25	K: Lessons 19–24 G1: Lessons 17–21	G2: Lessons 17–21 G3: Lessons 17–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:B1.2 Understand consequences of decisions and choices		K: Lessons 21–24 G1: Lessons 18–21	G2: Lessons 18–21 G3: Lessons 18–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:B1.3 Identify alternative solutions to a problem	Weekly Themes 24, 25	K: Lessons 21–24 G1: Lessons 17–21	G2: Lessons 18–21 G3: Lessons 18–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:B1.4 Develop effective coping skills for dealing with problems				
		PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions	Weekly Themes 6, 13, 15	K: Lessons 5, 12, 24 G1: Lessons 5, 16, 20	G2: Lesson 4 G3: Lesson 3	G4: Lesson 3 G5: Lessons 3, 19
		PS:B1.6 Know how to apply conflict-resolution skills		K: Lessons 19–24 G1: Lessons 17–21	G2: Lessons 17–21 G3: Lessons 17–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences		K: Lesson 9 G1: Lesson 8	G2: Lessons 8, 10 G3: Lessons 6, 8	G4: Lesson 6 G5: Lesson 6
		PS:B1.8 Know when peer pressure is influencing a decision				G4: Lesson 21
		PS:B1.9 Identify long- and short-term goals				
		PS:B1.10 Identify alternative ways of achieving goals				
		PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills	Weekly Theme 4	K: Lesson 4 G1: Lesson 4	G2: Lesson 3 G3: Lesson 2	G4: Lesson 12 G5: Lessons 11, 12
		PS:B1.12 Develop an action plan to set and achieve realistic goals				G4: Lesson 18 G5: Lesson 18

ASCA Standards			Second Step Program			
			Early Learning Program	Kindergarten and Grade 1	Grade 2 and Grade 3	Grade 4 and Grade 5
Personal/Social Development	PS:C1 Acquire Personal Safety Skills	PS:C1.6 Identify resource people in the school and community and know how to seek their help	Weekly Themes 6, 13, 15	K: Lessons 5, 12 G1: Lessons 5, 12, 16	G2: Lesson 4 G3: Lesson 2	G4: Lesson 3 G5: Lessons 3, 19
		PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices	Weekly Themes 23–25	K: Lessons 22–24 G1: Lessons 17, 19–21	G2: Lessons 17–21 G3: Lessons 17–21	G4: Lessons 17–21 G5: Lessons 17–21
		PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse				
		PS:C1.9 Learn how to cope with peer pressure			G3: Lesson 21	G4: Lesson 21 G5: Lesson 21
		PS:C1.10 Learn techniques for managing stress and conflict	Conflict: Weekly Themes 19, 20, 22–25 Stress: Foundational skills for managing stress are taught in the Emotion-Management Unit.	Conflict: K: Lessons 19, 21–24 G1: Lessons 17, 19–21 Stress: Foundational skills for managing stress are taught in the Emotion-Management Unit.	Conflict: G2: Lessons 17–21 G3: Lessons 17–21 Stress: Foundational skills for managing stress are taught in the Emotion-Management Unit.	Conflict: G4: Lessons 17–21 G5: Lessons 17–21 Stress: Foundational skills for managing stress are taught in the Emotion-Management Unit.
		PS:C1.11 Learn coping skills for managing life events				

ASCA National Standards and the *Second Step* Program: Grades 6–8



Introduction to the *Second Step* Program

The *Second Step* Program is a developmental and sequential curriculum designed to promote school and life success and to prevent problem behaviors. Skills are reviewed and expanded on each year, gradually becoming more complex as students get older. Many of the American School Counselor Association (ASCA) standards are specifically addressed in older grades (such as goal setting), but foundational skills that build toward the standards are taught in the earlier grades.

Unit Topics and Themes

Grade 6	Empathy and Communication, Bullying Prevention, Emotion Management, Problem Solving, Substance Abuse Prevention
Grade 7	Empathy and Communication, Bullying Prevention, Emotion Management, Problem Solving, Substance Abuse Prevention
Grade 8	Empathy and Communication, Bullying Prevention, Emotion Management, Goal Setting, Substance Abuse Prevention

General Alignment

ASCA Standard	<i>Second Step</i> Program: Grades 6–8
Academic Development	Academic development is included in the core goal of the <i>Second Step</i> middle school program, which is to promote student success through prevention. Student success includes school success. This is accomplished by teaching social-emotional skills foundational to success in school: getting along with peers and teachers, managing emotions, and applying emotion management and problem solving to learning (self-regulated learning).
Career Development	The program addresses this standard through the acquisition of skills foundational to success in the workplace: empathy, communication, and emotion management, plus decision-making, problem-solving and goal-setting skills. Students practice the above skills and learn teamwork skills by working in groups in every lesson.
Personal/Social Development	The goal of the <i>Second Step</i> middle school program is to promote school, social, and life success through building social-emotional skills and preventing violence, bullying, and substance abuse. Every lesson at every grade is focused on this goal. Therefore the whole program addresses personal and social development.

Specific alignment

ASCA Standards		Second Step Program		
		Grade 6	Grade 7	Grade 8
Academic Development	A:A2 Acquire Skills for Improving Learning	A:A2.2 Demonstrate how effort and persistence positively affect learning		
		A:A2.3 Use communications skills to know when and how to ask for help when needed	Lesson 6	Lesson 7
	A:A3 Achieve School Success	A:A3.1 Take responsibility for their actions	Lesson 5	Lessons 3, 5
Career Development		A:A3.2 Demonstrate the ability to work both independently and cooperatively with other students	In every lesson at every grade, students work with a group to practice working together	In every lesson at every grade, students work with a group to practice working together
	C:A1 Develop Career Awareness	C:A1.4 Learn how to interact and work cooperatively in teams	See above Lesson 1	See above Lesson 1
		C:A1.5 Learn how to make decisions	Lessons 3, 13	Lesson 4
		C:A1.6 Learn how to set goals		Lessons 10, 11
		C:A1.7 Understand the importance of planning	Lesson 3, 13	Lessons 10, 11
Personal/Social Development		PS:A1.3 Learn the goal-setting process		Lessons 10, 11
		PS:A1.4 Understand change is a part of growth	Lesson 1	Lesson 1
	PS:A1 Acquire Self- Knowledge	PS:A1.5 Identify and express feelings	Lessons 1, 2, 8, 9	Lessons 1, 2, 8, 9
		PS:A1.6 Distinguish between appropriate and inappropriate behavior	Lessons 4, 5, 6, 8	Lessons 5–8
		PS:A1.8 Understand the need for self-control and how to practice it	Lessons 8, 9	Lessons 8, 9
		PS:A1.9 Demonstrate cooperative behavior in groups	All lessons	All lessons
		PS:A2.1 Recognize that everyone has rights and responsibilities	Lessons 1, 6, 7	Lessons 1, 5–7
		PS:A2.2 Respect alternative points of view	Lessons 1–4, 10	Lessons 1, 3, 4, 6
		PS:A2.3 Recognize, accept, and appreciate individual differences	Lessons 1, 3, 4,	Lessons 1, 3, 4, 6
	PS:A2 Acquire Interpersonal Skills	PS:A2.4 Recognize, accept, and appreciate ethnic and cultural diversity		Lesson 6
		PS:A2.6 Use effective communication skills	Lessons 1, 3–5	Lessons 1, 3, 4, 6
		PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior	Lessons 1, 4	Lessons 1, 3, 4
		PS:A2.8 Learn how to make and keep friends	Lesson 2	Lessons 4, 5

ASCA Standards		Second Step Program			
		Grade 6	Grade 7	Grade 8	
Personal/Social Development	PS:B1 Self-Knowledge Application	PS:B1.1 Use a decision-making and problem-solving model	Lessons 10, 11	Lessons 3, 13	Lessons 4, 10, 11
		PS:B1.2 Understand consequences of decisions and choices	Lessons 10, 11	Lessons 3, 13	Lessons 4, 10, 11
		PS:B1.3 Identify alternative solutions to a problem	Lessons 10, 11	Lessons 3, 13	Lessons 4, 10, 11
		PS:B1.4 Develop effective coping skills for dealing with problems	Lesson 10	Lesson 9	
		PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions	Lessons 6, 7	Lessons 4–7	Lessons 5–7
		PS:B1.6 Know how to apply conflict-resolution skills	Lessons 4, 10, 11	Lessons 2, 3, 13	Lessons 2–4
		PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences	Lesson 3	Lesson 2	Lessons 3, 6
		PS:B1.8 Know when peer pressure is influencing a decision	Lesson 12	Lesson 13	
		PS:B1.9 Identify long- and short-term goals	Lesson 14	Lesson 13	Lessons 12, 13
		PS:B1.10 Identify alternative ways of achieving goals	Lessons 10, 11		
		PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills			
		PS:B1.12 Develop an action plan to set and achieve realistic goals			Lessons 10, 11
PS:C1 Acquire Personal Safety Skills	PS:C1.6 Identify resource people in the school and community and know how to seek their help	Lessons 6, 7	Lessons 10, 11	Lessons 5–7	
	PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices	Lessons 7, 10, 11, 15	Lessons 3, 5–7, 13		
	PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse	Lessons 12–15	Lessons 11–13	Lessons 12, 13	
	PS:C1.9 Learn how to cope with peer pressure	Lesson 14	Lesson 13	Lesson 6, 12, 13	
	PS:C1.10 Learn techniques for managing stress and conflict	Conflict: Lessons 4, 8, 9 Stress: Lessons 10, 11	Conflict: Lessons 2, 3, 8 Stress: Lessons 9, 10	Conflict: Lessons 3, 4 Stress: Lessons 8, 9	
	PS:C1.11 Learn coping skills for managing life events		Lesson 10	Lesson 9	

Second Step

Grades K through 3 Core Essentials

Unit 1: “Skills for Learning”

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one’s emotions and behavior.
 - Demonstrate control of impulsive behavior. (1A.1b.)
- Learning Standard C: Demonstrate skills related to achieving personal and academic goals.
 - Describe why school is important in helping students achieve personal and academic goals. (1C.1a.)
 - Identify goals for academic success and classroom behavior.(1C.1b.)

Goal 32: Use social-awareness and interpersonal skills to establish positive relationships.

- Learning Standard C: Use communication and social skills to interact effectively with others.
 - Demonstrate appropriate social and classroom behavior. (2C.1b.)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
 - Identify social norms and safety considerations that guide behavior. (3A.1b.)
- Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Identify a range of decisions that students make at school. (3B.1a.)
- Learning Standard C: Contribute to the well-being of one’s school and community.
 - Identify and perform roles that contribute to one’s classroom. (3C.1a.)

Unit 2: "Empathy"

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one's emotions and behavior.
 - Recognize and accurately label emotions and how they are linked to behavior. (1A.1a.)
 - Demonstrate control of impulsive behavior. (1A.1b.)
- Learning Standard B: Recognize personal qualities and external supports.
 - Identify one's likes, dislikes, needs, and wants, strengths and challenges. (1B.1a.)

Goal 32: Use social-awareness and interpersonal skills to establish positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Recognize that others may experience situations differently from oneself. (2A.1a.)
 - Use listening skills to identify the feelings and perspectives of others.
- Learning Standard B: Recognize individual and group similarities and differences.
 - Describe the ways people are similar and different. (2B.1a.)
 - Describe positive qualities in others. (2B.1b.)
- Learning Standard C: Use communication and social skills to interact effectively with others.
 - Identify ways to work and play well with others. (2C.1a.)
 - Demonstrate appropriate social and classroom behavior. (2C.1b.)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Identify problems and conflicts commonly experienced by peers. (2D.1a.)
 - Identify approaches to resolving conflicts constructively. (2D.1b.)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
 - Explain why unprovoked acts that hurt others are wrong. (3A.1a.)
 - Identify social norms and safety considerations that guide behavior. (3A.1b.)
- Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Identify a range of decisions that students make at school. (3B.1a.)
 - Make positive choices when interacting with classmates. (3B.1b.)
- Learning Standard C: Contribute to the well-being of one's school and community.
 - Identify and perform roles that contribute to one's classroom. (3C.1a.)

Unit 3: “Emotional Management”

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one’s emotions and behavior.
 - Recognize and accurately label emotions and how they are linked to behavior. (1A.1a.)
 - Demonstrate control of impulsive behavior. (1A.1b.)
- Learning Standard B: Recognize personal qualities and external supports.
 - Identify one’s likes, dislikes, needs, and wants, strengths and challenges. (1B.1a.)

Goal 32: Use social-awareness and interpersonal skills to establish positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Recognize that others may experience situations differently from oneself. (2A.1a.)
 - Use listening skills to identify the feelings and perspectives of others.(2A.1b.)
- Learning Standard C: Use communication and social skills to interact effectively with others.
 - Identify ways to work and play well with others. (2C.1a.)
 - Demonstrate appropriate social and classroom behavior. (2C.1b.)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Identify problems and conflicts commonly experienced by peers. (2D.1a.)
 - Identify approaches to resolving conflicts constructively.(2D.1b.)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
 - Explain why unprovoked acts that hurt others are wrong. (3A.1a.)
 - Identify social norms and safety considerations that guide behavior. (3A.1b.)
- Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Identify a range of decisions that students make at school. (3B.1a.)
 - Make positive choices when interacting with classmates. (3B.1b.)
- Learning Standard C: Contribute to the well-being of one’s school and community.
 - Identify and perform roles that contribute to one’s classroom. (3C.1a.)

Unit 4: “Problem Solving”

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one’s emotions and behavior.
 - Recognize and accurately label emotions and how they are linked to behavior. (1A.1a.)
 - Demonstrate control of impulsive behavior. (1A.1b.)
- Learning Standard B: Recognize personal qualities and external supports.
 - Identify one’s likes, dislikes, needs, and wants, strengths and challenges. (1B.1a.)

Goal 32: Use social-awareness and interpersonal skills to establish positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Recognize that others may experience situations differently from oneself. (2A.1a.)
 - Use listening skills to identify the feelings and perspectives of others. (2A.1b.)
- Learning Standard B: Recognize individual and group similarities and differences.
 - Describe ways that people are similar and different. (2B.1a,)
 - Describe positive qualities in others. ((2B.1b.)
- Learning Standard C: Use communication and social skills to interact effectively with others.
 - Identify ways to work and play well with others. (2C.1a.)
 - Demonstrate appropriate social and classroom behavior. (2C.1b.)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Identify problems and conflicts commonly experienced by peers. (2D.1a.)
 - Identify approaches to resolving conflicts constructively.(2D.1b.)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
 - Explain why unprovoked acts that hurt others are wrong. (3A.1a.)
 - Identify social norms and safety considerations that guide behavior. (3A.1b.)
- Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Identify a range of decisions that students make at school. (3B.1a.)
 - Make positive choices when interacting with classmates. (3B.1b.)
- Learning Standard C: Contribute to the well-being of one’s school and community.
 - Identify and perform roles that contribute to one’s classroom. (3C.1a.)

Second Step

Grades 4 and 5 Core Essentials

Unit 1: Empathy and Skills for Learning

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- **Learning Standard A:** Identify and manage one's emotions and behavior.
 - Describe a range of emotions and the situations that cause them. (1A.2a)
- **Learning Standard B:** Recognize personal qualities and external supports.
 - Describe personal skills and interests that one wants to develop. (1B.2a)
- **Learning Standard C:** Demonstrate skills related to achieving personal and academic goals.
 - Describe the steps in setting and working toward goal achievement. (1C.2a)

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- **Learning Standard A:** Recognize the feelings and perspectives of others.
 - Identify verbal, physical, and situational cues that indicate how others feel. (2A.2a)
 - Describe the expressed feelings and perspectives of others. (2A.2b)
- **Learning Standard B:** Recognize individual and group similarities and differences.
 - Identify differences among and contributions of various social and cultural groups. (2B.2a)
 - Demonstrate how to work effectively with those who are different from oneself. (2B.2b)
- **Learning Standard C:** Use communication and social skills to interact effectively with others.
 - Describe approaches for making and keeping friends. (2C.2a)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- **Learning Standard A:** Consider ethical, safety, and societal factors in making decisions.
 - Demonstrate the ability to respect the rights of self and others. (3A.3a)

Unit 2: Emotion Management

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one's emotions and behavior.
 - Describe a range of emotions and the situations that cause them. (1A.2a)
 - Describe and demonstrate ways to express emotions in a socially acceptable manner. (1A.2b)
- Learning Standard B: Recognize personal qualities and external supports.
 - Describe personal skills and interests that one wants to develop. (1B.2a)

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Identify verbal, physical, and situational cues that indicate how others may feel. (2A.2a)
 - Describe the expressed feelings and perspectives of others. (2A.2b)
- Learning Standard C: Use communication and social skills to interact effectively with others.
 - Describe approaches for making and keeping friends. (2C.2a)
 - Analyze ways to work effectively in groups. (2C.2b)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Describe causes and consequences of conflicts. (2D.2a)
 - Apply constructive approaches in resolving conflicts. (2D.2b)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
 - Demonstrate the ability to respect the rights of self and others. (3A.2a)
 - Demonstrate knowledge of how social norms affect decision making and behavior. (3A.2b)
- Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Identify and apply the steps of systematic decision making. (3B.2a)
 - Generate alternative solutions and evaluate their consequences for a range of academic and social situations. (3B.2b)
- Learning Standard C: Contribute to the well-being of one's school and community.
 - Identify and perform roles that contribute to the school community. (3C.2a)

Unit 3: Problem Solving

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one's emotions and behavior.
 - Describe a range of emotions and the situations that cause them. (1A.2a)
 - Describe and demonstrate ways to express emotions in a socially acceptable manner. (1A.2b)
- Learning Standard B: Recognize personal qualities and external supports.
 - Describe personal skills and interests that one wants to develop. (1B.2a)
 - Explain how family members, peers, school personnel, and community members can support school success and responsible behavior. (1B.2b)

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Identify verbal, physical, and situational cues that indicate how others feel. (2A.2a)
 - Describe the expressed feelings and perspectives of others. (2A.2b)
- Learning Standard B: Recognize individual and group similarities and differences.
 - Identify differences among and contributions of various social and cultural groups. (2B.2a)
 - Demonstrate how to work effectively with those who are different from oneself. (2B.2b)
- Learning Standard C: Use communication and social skills to interact effectively with others.
 - Describe approaches for making and keeping friends. (2C.2a)
 - Analyze ways to work effectively in groups. (2C.2b)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Describe causes and consequences of conflicts. (2D.2a)
 - Apply constructive approaches in resolving conflicts. (2D.2b)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
 - Demonstrate the ability to respect the rights of self and others. (3A.2a)
 - Demonstrate knowledge of how social norms affect decision making and behavior. (3A.2b)
- Learning Standard B: Apply decision making skills to deal responsibly with daily academic and social situations.
 - Identify and apply the steps of systematic decision making. (3B.2a)
 - Generate alternative solutions and evaluate their consequences for a range of academic and social situations. (3B.2b)
- Learning Standard C: Contribute to the well-being of one's school and community.
 - Identify and perform roles that contribute to the school community. (3C.2a)
 - Identify and perform roles that contribute to one's local community. (3C.2b)

Second Step

6-8 Core Essentials

Unit 1: “Empathy”

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard B: Recognize personal qualities and external supports.
 - Analyze how personal qualities influence choices and successes (1B3a)

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Predict others' feelings and perspectives in a variety of settings (2A3a)
 - Analyze how one's behavior may affect others (2A3b)
- Learning Standard B: Recognize individual and group similarities and differences.
 - Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it (2B3a)
 - Analyze the effects of taking action to oppose bullying based on individual and group differences (2B3b)
- Learning Standard C: Use communication and social skills to interact effectively with others.
 - Analyze ways to establish positive relationships with others (2C3a)
 - Demonstrate cooperation and teamwork to promote group effectiveness (2C3b)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Evaluate strategies for preventing and resolving interpersonal problems (2D3a)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
 - Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions (3A3a)
 - Analyze the reasons for school and societal rules (3A3b)

Unit 2: “Bullying Prevention”

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one’s emotions and behavior.
 - Analyze factors that create stress or motivate successful performance (1A3a)
 - Apply strategies to manage stress and to motivate successful performance (1A3b)
- Learning Standard B: Recognize personal qualities and external supports.
 - Analyze how making use of school and community supports and opportunities can contribute to school and life successes (1B3b)

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Predict others’ feelings and perspectives in a variety of settings (2A3a)
 - Analyze how one’s behavior may affect others (2A3b)
- Learning Standard B: Recognize individual and group similarities and differences.
 - Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it (2B3a)
 - Analyze the effects of taking action to oppose bullying based on individual and group differences (2B3b)
- Learning Standard C: Use communication and social skills to interact effectively with others.
 - Analyze ways to establish positive relationships with others (2C3a)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Evaluate strategies for preventing and resolving interpersonal problems (2D3a)
 - Define unhealthy peer pressure and evaluate strategies for resisting it (2D3b)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard A: Consider ethical, safety, and societal factors in making decisions.
 - Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions (3A3a)

- Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Evaluate strategies for resisting pressures to engage in unsafe or unethical activities (3B3b)
- Learning Standard C: Contribute to the well-being of one's school and community.
 - Evaluate one's participation in efforts to address an identified school need (3C3a)

Unit 3: Emotion Management

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one's emotions and behavior.
 - Analyze factors that create stress or motivate successful performance (1A3a)
 - Apply strategies to manage stress and to motivate successful performance (1A3b)
- Learning Standard B: Recognize personal qualities and external supports.
 - Analyze How personal qualities influence choices and successes (1B3a)

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Analyze how one's behavior may affect others (2A3b)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Evaluate strategies for preventing and resolving interpersonal problems (2D3a)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Analyze how decision-making skills improve study habits and academic performance (3B3a)
 - Evaluate strategies for resisting pressures to engage in unsafe or unethical activities (3B3b)

Unit 4: Substance Abuse Prevention

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard B: Recognize personal qualities and external supports.
 - Analyze how personal qualities influence choices and successes (1B3a)

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Analyze how one's behavior may affect others (2A3b)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Define unhealthy peer pressure and evaluate strategies for resisting it (2D3b)

Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- Learning Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Analyze how decision-making skills improve study habits and academic performance (3B3a)
 - Evaluate strategies for resisting pressures to engage in unsafe or unethical activities (3B3b)

Unit 5: Problem Solving (Grade 6 only)

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one's emotions and behavior.
 - Analyze factors that create stress or motivate successful performance (1A3a)

- Apply strategies to manage stress and to motivate successful performance (1A3b)
- Learning Standard B: Recognize personal qualities and external supports.
 - Analyze How personal qualities influence choices and successes (1B3a)

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- Learning Standard A: Recognize the feelings and perspectives of others.
 - Predict others' feelings and perspectives in a variety of settings (2A3a)
 - Analyze how one's behavior may affect others (2A3b)
- Learning Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
 - Evaluate strategies for preventing and resolving interpersonal problems (2D3a)

Unit 6: Goal Setting (8th Grade only)

Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

- Learning Standard A: Identify and manage one's emotions and behavior.
 - Analyze factors that create stress or motivate successful performance (1A3a)
 - Apply strategies to manage stress and to motivate successful performance (1A3b)
- Learning Standard C: Demonstrate skills related to achieving personal and academic goals.
 - Set a short-term goal and make a plan for achieving it (1C3a)
 - Analyze why one achieved or did not achieve a goal (1C3b)

Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- Learning Standard C: Use communication and social skills to interact effectively with others.
 - Demonstrate cooperation and teamwork to promote group effectiveness (2C3b)

Second Step Key Focus Words Kindergarten

Unit 1: Skills for Learning

- Lesson 1: rule, listen
- Lesson 2: skills, focus, attention, distract
- Lesson 3: repeat, directions
- Lesson 4: distracted/distracting, ignore, self-talk
- Lesson 5: assertive, respectful, calm

Unit 2: Empathy

- Lesson 6: feelings, happy, uncomfortable, calm, sad, is, is not, uncomfortable
- Lesson 7: surprised, interested, situation, afraid/scared
- Lesson 8: empathy, anger/angry/mad
- Lesson 9: same, different, empathy
- Lesson 10: accident, mean to, on purpose
- Lesson 11: caring, helping, compassion

Unit 3: Emotion Management

- Lesson 12: clues, worried
- Lesson 13: strong feelings, frustrated
- Lesson 14: calm down, breathing, belly breathing, belly
- Lesson 15: wait/waiting, impatient, excited
- Lesson 16: tense, relaxed
- Lesson 17: disappointment/disappointed
- Lesson 18: mean to, accident

Unit 4: Problem Solving

- Lesson 19: problems, solution
- Lesson 20: invite/inviting
- Lesson 21: fair, sharing, playing together, trading, taking turns
- Lesson 22: same, different, now, later
- Lesson 23: if-then, assertive
- Lesson 24: name-calling, ignore
- Lesson 25: Review Lesson-no Key Words

Second Step Key Focus Words

1st Grade

Unit 1: Skills for Learning

- Lesson 1: listen/listening, rules, respect
- Lesson 2: focus, attention, distract
- Lesson 3: directions, repeat
- Lesson 4: distraction, ignore/ignoring, self-talk
- Lesson 5: respectful, calm, assertive, aggressive, passive

Unit 2: Empathy

- Lesson 6: jealous, surprised, disgusted
- Lesson 7: curious, situation, frustrated, empathy
- Lesson 8: same, different, is, is not
- Lesson 9: before, after, welcomed, invited
- Lesson 10: on purpose, accident, intend, mean to, predict, if-then
- Lesson 11: embarrassed, care, concern, compassion

Unit 3: Emotion Management

- Lesson 12: disappointed, uncomfortable, comfortable
- Lesson 13: frustrated/frustration, strong feeling
- Lesson 14: belly breathing, anger
- Lesson 15: self-talk, jealous, positive, negative
- Lesson 16: worried

Unit 4: Problem Solving

- Lesson 17: problem, solution
- Lesson 18: consequence, if-then
- Lesson 19: fair, sharing, consequence, take-turns, trading
- Lesson 20: noticed, invited
- Lesson 21: name-calling, ignoring

Second Step Key Focus Words 2nd Grade

Unit 1: Skills for Learning

Lesson 1: respect, respectful, behavior

Lesson 2: focus, focusing, attention, listen, listening, skills, concentrate, distractions

Lesson 3: distractions*, ignore, focused, on task, self-talk

Lesson 4: respectful*, passive, aggressive, assertive, calm, firm

Unit 2: Empathy

Lesson 5: clues, situation, comfortable, uncomfortable

Lesson 6: same, different, empathy, before, after

Lesson 7: practice, confident, confidence, before*, after*, proud

Lesson 8: always, sometimes, never, prefer, preferences, same*, different*

Lesson 9: notice, care, concern, compassion, compassionate

Lesson 10: if-then, on purpose, by accident, intend, information, responsible, apologize

Unit 3: Emotion Management

Lesson 11: embarrassment, embarrassed, manage, recognize

Lesson 12: embarrassment*, embarrassed*, manage*

Lesson 13: mistake, racing (heart), belly breathing

Lesson 14: heart rate, worried, anxious, negative, positive

Lesson 15: hurtful (behaviors)

Lesson 16: on task*, annoyed, jealous

Unit 4: Problem Solving

Lesson 17: problem, stuck, fed up, exasperated, blame, blaming

Lesson 18: solution, solve, safe, respectful*, consequence

Lesson 19: guilty, admit, apologize*, make amends, responsibility

Lesson 20: left out, compassionate*

Lesson 21: fair

Lesson 22: specific, examples, review

Second Step Key Focus Words

3rd Grade

Unit 1: Skills for Learning

- Lesson 1: skills, focusing attention, listening, respect/respectful
- Lesson 2: distractions, ignore, focused, on task, self-talk, memorize
- Lesson 3: respectful, passive, aggressive, assertive, calm, firm
- Lesson 4: plan

Unit 2: Empathy

- Lesson 5: same, different, clue, situation, amused, empathy
- Lesson 6: perspective, empathy, prediction, change, on purpose, jumped to conclusions, by accident
- Lesson 7: curious, nervous, conflicting
- Lesson 8: similar, different, accept, appreciate, individual
- Lesson 9: concern, cares, notices, compassion, appreciates
- Lesson 10: conversation, friendly/friendliness, connection

Unit 3: Emotion Management

- Lesson 11: nervous, anxious, manage, handle, recognize
- Lesson 12: manage
- Lesson 13: belly breathing, accusing/accusation, racing (heart)
- Lesson 14: goal, disappointing/disappointed, positive, negative, perseverance
- Lesson 15: hurtful
- Lesson 16: jumping to conclusions, explanations

Unit 4: Problem Solving

- Lesson 17: problems, typical, irritated, blame
- Lesson 18: solutions, solve, safe, respectful, consequences, positive, negative, explore
- Lesson 19: offended, fed up, prefer, work habits
- Lesson 20: excluded, assertive
- Lesson 21: peer, pulse, negative, peer pressure
- Lesson 22: specific, examples, review

Second Step Key Focus Words

4th Grade

Unit 1: Empathy and Skills for Learning

- Lesson 1: emotions, empathy, respect
- Lesson 2: responsible, listening, attention
- Lesson 3: communicate, assertive, passive, aggressive
- Lesson 4: similarities, differences
- Lesson 5: feelings, complicated
- Lesson 6: perspectives, perceive, preferences
- Lesson 7: conversation, compliment, sincere
- Lesson 8: merge, challenging, creative, strategies
- Lesson 9: compassion, embarrassed, kindness

Unit 2: Emotion Management

- Lesson 10: trigger, automatic response, self-talk
- Lesson 11: relax, signal, feeling
- Lesson 12: techniques, positive self-talk, solution, problem solving skills
- Lesson 13: anxiety, worried, strategies, situations
- Lesson 14: jump to conclusions, assumptions, body language, facial expressions
- Lesson 15: humiliate, put-downs

Unit 3: Problem Solving

- Lesson 16: solving problems, blame, statement
- Lesson 17: situation, consequences, solution
- Lesson 18: planning, complicated, realistic
- Lesson 19: conflict
- Lesson 20: mistake, responsibility, actions, apologize, making amends
- Lesson 21: peer pressure
- Lesson 22: specific, examples, review

District-wide Theme for 2015 – 2016:
Medinah Chooses Kind

Second Step Key Focus Words
5th Grade

Unit 1: Empathy and Skills for Learning

- Lesson 1: empathy, respect
- Lesson 2: *(listening with attention)*
- Lesson 3: passive, aggressive, assertive
- Lesson 4: *(predicting feelings)*
- Lesson 5: perspective
- Lesson 6: prejudice, accepting differences
- Lesson 7: disagreeing respectfully
- Lesson 8: compassion

Unit 2: Emotion Management

- Lesson 9: strong emotions, (amygdala), (cortex) , calming down, self-talk, signal
- Lesson 10: deep, centered breathing, positive self-talk
- Lesson 11: tension, anxiety, anxious,
- Lesson 12: frustration
- Lesson 13: revenge
- Lesson 14: put-downs
- Lesson 15: assumptions, assume

Unit 3: Problem Solving

- Lesson 16: blame (non-blaming)
- Lesson 17: consequences, solutions
- Lesson 18: *(making a plan)*
- Lesson 19: *(seeking help)*
- Lesson 20: gossip
- Lesson 21: peer pressure
- Lesson 22: *(review)*

Second Step SEL Vocabulary

Grade 6

Unit 1: Empathy

- Social skills
- Active listening
- Respect
- Ally
- Perspective
- Assumptions
- Communication
 - Body Language
 - Tone of Voice
 - Facial Expression
- Assertive
- Passive
- Aggressive

Unit 2: Bullying

- Face-to-Face
- Behind-the-Back
- Bystander

Second Step SEL Vocabulary

Grade 6

Unit 3: Emotion Management

- Positive Self-Talk
- Negative Self-Talk
- Centered Breathing

Unit 4: Problem Solving

- Analyze
- Brainstorm

Unit 5: Substance Abuse Prevention

- Addiction
- Inhalants
- Commitment

Second Step SEL Vocabulary

Grade 7

Unit 1: Empathy

- Active Listening
- Respect
- Perspective
- Disagree Respectfully
- Communication
 - Body Language
 - Facial Expression
 - Tone of Voice
 - Actions
- Negotiating
- Brainstorm
- Point of view
- Neutral Problem Statement
- Compromise
- Ally
- Assertive
- Aggressive
- Passive

Unit 2: Bullying

- Face-to-Face
- Behind-the-Back
- Bystander
- Cyber-Bullying
- Sexual Harassment
- Mixed Message

Second Step SEL Vocabulary

Grade 7

Unit 3: Emotion Management

- Constructive Results
- Destructive Results
- Negative Self-Talk
- Positive Self-Talk
- Deep Breathing
- Reflect
- Stress
- Avoiding
- Coping

Unit 4: Substance Abuse

- Commitment
- Influence

Second Step SEL Vocabulary

Grade 8

Unit 1: Empathy

- Perspective
- Active Listening
- Open-Minded
- Ally
- Grievance
- Self-Talk
- Blaming Language
- Win-Win
- Negotiate
- Compromise

Unit 2: Bullying

- Assertive
- Bystander
- Stereotype
- Prejudice

Second Step SEL Vocabulary

Grade 8

Unit 3: Emotion Management

- Negative Self-Talk
- Positive Self-Talk
- Escalating
- De-Escalate
- Coping
- Avoiding

Unit 4: Goal Setting

- Action Steps
- Roadblocks

Unit 5: Substance Abuse Prevention

- Commitment

	Lesson	Concepts	Objectives—Students will be able to:
Unit 1: Skills for Learning	1. Learning to Listen	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn. Our brains get smarter every time we use them. 	<ul style="list-style-type: none"> Name and demonstrate the rules for listening in a group
	2. Focusing Attention	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game
	3. Following Directions	<ul style="list-style-type: none"> Listening and following directions are important Skills for Learning. Repeating directions helps you remember them. Following directions involves your eyes, ears, and brain. 	<ul style="list-style-type: none"> Demonstrate listening and following directions within the context of a game
	4. Self-Talk for Staying on Task	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. Self-talk helps you focus and maintain attention. 	<ul style="list-style-type: none"> Demonstrate self-talk for remembering directions in the context of a drawing game
	5. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> 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. 	<ul style="list-style-type: none"> Demonstrate being assertive in response to scenarios
Unit 2: Empathy	6. Feelings	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Name <i>happy</i> and <i>sad</i> when presented with physical clues Identify that happy is a comfortable feeling and sad is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios
	7. More Feelings	<ul style="list-style-type: none"> Situational clues can help identify others' feelings. 	<ul style="list-style-type: none"> Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues Identify that interested is a comfortable feeling and scared an uncomfortable one Identify a variety of feelings displayed in response to scenarios
	8. Identifying Anger	<ul style="list-style-type: none"> It is natural to feel angry, but feeling angry is uncomfortable. It is not okay to be mean or hurt others. <i>Empathy</i> means feeling and understanding what someone else feels. 	<ul style="list-style-type: none"> Name <i>angry</i> when presented with physical and situational clues Identify that anger is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios

	Lesson	Concepts	Objectives—Students will be able to:
Unit 2: Empathy	9. Same or Different?	<ul style="list-style-type: none"> • People can have different feelings about the same situation. • It is okay for people to have different feelings about the same thing. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • An <i>accident</i> 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • <i>Compassion</i> 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. 	<ul style="list-style-type: none"> • Identify that listening is one way to show you care • Identify that helping is another way to show you care • Demonstrate caring and helping behaviors in response to scenarios
Unit 3: Emotion Management	12. We Feel Feelings in Our Bodies	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify physical clues for feeling worried • Identify a grown-up to talk to when they feel worried
	13. Managing Frustration	<ul style="list-style-type: none"> • Feelings vary in strength. • Feelings that are strong need to be managed. • Saying "Stop" and naming your feelings are ways to begin to calm down. 	<ul style="list-style-type: none"> • Identify "Stop" and "Name your feeling" as ways to begin to calm down • Demonstrate saying "Stop" and naming feelings in response to scenarios
	14. Calming Down Strong Feelings	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. 	<ul style="list-style-type: none"> • Demonstrate belly breathing • Identify and demonstrate the Calming-Down Steps
	15. Handling Waiting	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify the Calming-Down Steps • Apply the Calming-Down Steps while waiting in a game situation
	16. Managing Anger	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Name physical signs of anger • Apply the Calming-Down Steps in a game situation
	17. Managing Disappointment	<ul style="list-style-type: none"> • When you don't get what you want, you can feel disappointed. • Strong disappointment can lead to feeling sad or angry. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use words to describe problems presented in scenarios Generate multiple solutions to problems presented in scenarios
20. Inviting to Play	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate inviting someone to play in response to scenarios
21. Fair Ways to Play	<ul style="list-style-type: none"> Sharing, trading, and taking turns are fair ways to play. <i>Sharing</i> means playing together with a toy. 	<ul style="list-style-type: none"> Identify a problem in response to a scenario Generate solutions in response to a scenario Name <i>sharing</i>, <i>trading</i>, and <i>taking turns</i> as fair solutions when two students want to play with the same thing
22. Having Fun With Our Friends	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate the Problem-Solving Steps with a problem in the lesson
23. Handling Having Things Taken Away	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify a problem in response to scenarios Generate solutions in response to scenarios Demonstrate assertive communication in response to scenarios
24. Handling Name-Calling	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> You have all learned a lot of new skills. You can notice how much you have learned. 	<ul style="list-style-type: none"> Recall and demonstrate the Listening Rules Demonstrate how to calm down Recall the Fair Ways to Play

	Lesson	Concepts	Objectives—Students will be able to:
Unit 1: Skills for Learning	1. Listening to Learn	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn. Your brain gets smarter every time it works hard. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Apply attention, memory, and inhibitory control skills in a brain-building game
	2. Focusing Attention	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Listening and following directions are important Skills for Learning. Repeating directions helps you remember them. Following directions involves using your eyes, ears, and brain. 	<ul style="list-style-type: none"> Demonstrate listening and following directions within the context of a game
	4. Self-Talk for Learning	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. Self-talk helps you focus and maintain attention. 	<ul style="list-style-type: none"> Demonstrate self-talk strategies for remembering directions
	5. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> 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. 	<ul style="list-style-type: none"> 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
Unit 2: Empathy	6. Identifying Feelings	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Name feelings when presented with physical clues
	7. Looking for More Clues	<ul style="list-style-type: none"> Situational clues can help you identify others' feelings. Understanding how others feel improves relationships. 	<ul style="list-style-type: none"> Name feelings when presented with physical clues Name feelings when presented with environmental and situational clues
	8. Similarities and Differences	<ul style="list-style-type: none"> People can have different feelings about the same situation. It is okay for people to have different feelings about the same thing. 	<ul style="list-style-type: none"> Compare physical and emotional similarities and differences between two children Demonstrate that people can have different feelings about the same situation

	Lesson	Concepts	Objectives—Students will be able to:
Unit 2: Empathy	9. Feelings Change	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrate welcoming and inviting behaviors
	10. Accidents	<ul style="list-style-type: none"> • An <i>accident</i> 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. 	<ul style="list-style-type: none"> • Know what the word <i>accident</i> means • Know what to say when they do something by accident • Predict how others might feel as a result of their own or others' actions
	11. Showing Care and Concern	<ul style="list-style-type: none"> • <i>Compassion</i> is empathy in action. • People feel better when others show them care and concern. 	<ul style="list-style-type: none"> • Recall that listening, saying kind words, and helping are three ways to show caring • Demonstrate caring and helping in response to scenarios
Unit 3: Emotion Management	12. Identifying Our Own Feelings	<ul style="list-style-type: none"> • You identify your own feelings by physical clues in your body. • All feelings are natural. 	<ul style="list-style-type: none"> • Identify physical clues in their bodies that help them identify their feelings • Identify grown-ups to talk to about feelings
	13. Strong Feelings	<ul style="list-style-type: none"> • Feelings vary in strength. • Strong feelings need to be managed. • Saying "Stop" and naming your feeling are ways to begin to calm down. 	<ul style="list-style-type: none"> • Recognize situations and physical body cues that signal strong feelings • Demonstrate two Calming-Down Steps to manage strong feelings
	14. Calming Down Anger	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. • Being mean or hurting others when you are angry is not okay. 	<ul style="list-style-type: none"> • Explain physical and situational clues to feeling angry • Demonstrate the proper belly breathing technique • Use a three-step process to calm down: Say "stop," name your feeling, and do belly breathing
	15. Self-Talk for Calming Down	<ul style="list-style-type: none"> • Positive self-talk is an effective strategy for calming down strong emotions. 	<ul style="list-style-type: none"> • Recognize situations that require the use of calming-down strategies • Use positive self-talk to calm down
	16. Managing Worry	<ul style="list-style-type: none"> • Counting is an effective Way to Calm Down. • The Ways to Calm Down can help students manage worry. • Talking to a grown-up helps when you are worried. 	<ul style="list-style-type: none"> • Recognize situations that require the use of calming-down skills • Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk • Identify grown-ups to talk to when feeling worried

Lesson	Concepts	Objectives—Students will be able to:
17. Solving Problems, Part 1	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use words to describe problems presented in scenarios Generate multiple solutions to problems presented in scenarios
18. Solving Problems, Part 2	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Predict consequences using an if-then model Select a reasonable solution to a problem
19. Fair Ways to Play	<ul style="list-style-type: none"> Sharing, trading, and taking turns are fair ways to play. <i>Sharing</i> means playing together with a toy. 	<ul style="list-style-type: none"> Define and differentiate sharing, trading, and taking turns Identify and state the problem in a given situation Generate possible solutions to a problem situation Demonstrate the Fair Ways to Play
20. Inviting to Join In	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Apply the Problem-Solving Steps Demonstrate how to invite someone to play in response to scenarios
21. Handling Name-Calling	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate assertive responses to name-calling Identify adults to tell if name-calling doesn't stop
22. Reviewing <i>Second Step</i> Skills	<ul style="list-style-type: none"> You have all learned a lot of new skills. You can notice how much you have learned. 	<ul style="list-style-type: none"> Recall skills on all the posters Demonstrate the Listening Rules Demonstrate the Calming-Down Steps Name one concept or skill they learned in their <i>Second Step</i> lessons

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Being Respectful	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify respectful behavior in themselves and others Determine respectful responses to scenarios
2. Focusing Attention and Listening	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner. Focusing your attention and listening are ways to show respect. 	<ul style="list-style-type: none"> Identify examples of focusing attention Identify examples of listening Apply focusing-attention and listening skills in the context of a game and in response to scenarios
3. Using Self-Talk	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. Self-talk helps you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate using self-talk in response to scenarios
4. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> 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. 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios Determine which adult to ask assertively for help in response to scenarios

Unit 2: Empathy

5. Identifying Feelings	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Name a variety of feelings Distinguish between comfortable and uncomfortable feelings Use physical, verbal, and situational clues to determine what others are feeling
6. Learning More About Feelings	<ul style="list-style-type: none"> People can have different feelings about the same situation. People's feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. 	<ul style="list-style-type: none"> Use physical, verbal, and situational clues to determine what others are feeling Label their own feelings as the same as or different from others' feelings
7. Feeling Confident	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify physical and situational clues that indicate the feeling of confidence Detect when their own and others' feelings change
8. Respecting Different Preferences	<ul style="list-style-type: none"> Having empathy helps you notice when others have different preferences from yours. Respecting others' preferences helps you get along better with them. 	<ul style="list-style-type: none"> Determine what others are feeling using physical, verbal, and situational clues Label their own preferences as the same as or different from others' preferences

Lesson	Concepts	Objectives—Students will be able to:
9. Showing Compassion	<ul style="list-style-type: none"> • 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 <i>compassion</i>. 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Predict others' feelings in response to scenarios • Offer possible reasons for others' actions and feelings in response to scenarios
Unit 3: Emotion Management	11. Introducing Emotion Management <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify physical clues that can help them name their own feelings
	12. Managing Embarrassment <ul style="list-style-type: none"> • Using a stop signal and naming your feeling are the first two Calming-Down Steps. 	<ul style="list-style-type: none"> • Identify the first two Calming-Down Steps • Demonstrate first two Calming-Down Steps in response to scenarios
	13. Handling Making Mistakes <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Demonstrate correct belly-breathing technique • Use belly breathing to calm down in response to scenarios
	14. Managing Anxious Feelings <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use counting to calm down in response to scenarios • Use assertive communication skills to get what they want or need in response to scenarios

Lesson	Concepts	Objectives—Students will be able to:
16. Finishing Tasks	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Calming down helps you think so you can solve problems. Following steps can help you solve problems. Saying the problem without blame is respectful. 	<ul style="list-style-type: none"> Recall the first Problem-Solving Step Identify and say a problem in response to scenarios
18. Solving Problems, Part 2	<ul style="list-style-type: none"> Following steps can help you solve problems. Solutions to problems must be safe and respectful. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Using <i>Second Step</i> skills can help you be a better learner and get along with others. 	<ul style="list-style-type: none"> Recall <i>Second Step</i> skills learned Identify <i>Second Step</i> skills in a story Relate personal examples of skill use

	Lesson	Concepts	Objectives—Students will be able to:
Unit 1: Skills for Learning	1. Being Respectful Learners	<ul style="list-style-type: none"> Focusing your attention and listening help you be a better learner. Focusing your attention and listening show respect. 	<ul style="list-style-type: none"> Apply focusing-attention and listening skills in response to scenarios.
	2. Using Self-Talk	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself in a quiet voice or in your head. Self-talk can help you focus, stay on task, and handle distractions. 	<ul style="list-style-type: none"> Identify classroom distractions Demonstrate the use of self-talk in response to scenarios
	3. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> 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. 	<ul style="list-style-type: none"> Demonstrate assertive communication skills in response to scenarios
	4. Planning to Learn	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
Unit 2: Empathy	5. Identifying Others' Feelings	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> People can have different feelings about the same situation, and their feelings can change. <i>Empathy</i> is feeling or understanding what someone else is feeling. Thinking about others' perspectives helps you have empathy for them. 	<ul style="list-style-type: none"> Identify others' feelings using physical, verbal, and situational clues Determine whether others' feelings have changed, in response to scenarios
	7. Conflicting Feelings	<ul style="list-style-type: none"> You can have conflicting feelings about a situation. Having empathy helps you notice when others' feelings are the same as or different from yours. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Having empathy helps you understand and accept how others are the same as or different from you. Accepting and appreciating others' differences is respectful. 	<ul style="list-style-type: none"> Name similarities and differences between people Predict how others will feel when teased for being different

Lesson	Concepts	Objectives—Students will be able to:
9. Showing Compassion	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Focusing attention and listening to others help you make conversation. Making conversation helps you make friends and get along better with others. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify physical clues that can help them label their own feelings
	<ul style="list-style-type: none"> Using a stop signal and naming your feeling are the first two Calming-Down Steps. 	<ul style="list-style-type: none"> Identify the first two Calming-Down Steps Demonstrate using the first two Calming-Down Steps in response to scenarios
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate correct belly-breathing technique Use belly breathing to calm down in response to scenarios Demonstrate steps for handling accusations in response to scenarios
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use counting to calm down in response to scenarios Use assertive communication skills to get what they want or need in response to scenarios

Lesson	Concepts	Objectives—Students will be able to:
16. Managing Hurt Feelings	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify situations that require using strategies for calming down • Demonstrate using strategies for calming down • Generate alternative explanations in response to scenarios
17. Solving Problems, Part 1	<ul style="list-style-type: none"> • Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Saying the problem without blame is respectful. 	<ul style="list-style-type: none"> • Recall the first Problem-Solving Step • Identify and state a problem in response to scenarios • Identify blaming language in response to scenarios
18. Solving Problems, Part 2	<ul style="list-style-type: none"> • Following steps can help you solve problems. • Solutions to problems must be safe and respectful. • Solutions can have positive or negative consequences. 	<ul style="list-style-type: none"> • Recall the Problem-Solving Steps • Propose several solutions for a given problem in response to scenarios • Determine if solutions are safe and respectful • Explore positive and negative consequences of solutions
19. Solving Classroom Problems	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Apply the Calming-Down Steps to an emotional situation in response to a scenario • Recall the Problem-Solving Steps • Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario
20. Solving Peer-Exclusion Problems	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios • Demonstrate assertive communication skills in response to scenarios
21. Dealing with Negative Peer Pressure	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios • Demonstrate assertive communication in response to scenarios
22. Reviewing Second Step Skills	<ul style="list-style-type: none"> • Using <i>Second Step</i> skills can help you be a better learner and get along with others. 	<ul style="list-style-type: none"> • Recall <i>Second Step</i> skills learned • Identify <i>Second Step</i> skills in a story • Relate personal examples of skill use

Lesson	Concepts	Objectives—Students will be able to:
1. Empathy and Respect	<ul style="list-style-type: none"> The <i>Second Step</i> program helps you succeed at school. Having respect and empathy helps you get along with others. 	<ul style="list-style-type: none"> Define <i>respect</i> Define <i>empathy</i>
2. Listening with Attention	<ul style="list-style-type: none"> Listening with attention helps you learn, work with others, and make friends. 	<ul style="list-style-type: none"> Demonstrate listening-with-attention skills.
3. Being Assertive	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners
4. Respecting Similarities and Differences	<ul style="list-style-type: none"> People can have similar or different feelings about the same situation. Being able to notice and then understand others' feelings is an important part of empathy. 	<ul style="list-style-type: none"> Identify clues that help them recognize other people's feelings Identify similarities and differences between how two people feel
5. Understanding Complex Feelings	<ul style="list-style-type: none"> It is possible to have more than one feeling at the same time. Being able to understand that others might have complex feelings is an important part of empathy. 	<ul style="list-style-type: none"> Identify multiple feelings in a given scenario Give possible reasons for multiple feelings
6. Understanding Different Perspectives	<ul style="list-style-type: none"> People can have different perspectives about other people, places, and situations. Perspective taking is a central component of empathy. 	<ul style="list-style-type: none"> Identify differing perspectives in given scenarios Generate prosocial responses to scenarios in which different perspectives could cause a conflict
7. Conversation and Compliments	<ul style="list-style-type: none"> Having successful conversations with peers helps you make and build friendships. Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going. 	<ul style="list-style-type: none"> Identify components of a successful conversation Demonstrate giving and receiving a compliment
8. Joining In	<ul style="list-style-type: none"> Being assertive can help you join and invite others to join a group. 	<ul style="list-style-type: none"> Identify skills for joining a group Demonstrate skills for joining a group
9. Showing Compassion	<ul style="list-style-type: none"> <i>Compassion</i> means saying kind words or doing something helpful to show you care about how another person feels. Having empathy helps you show compassion. 	<ul style="list-style-type: none"> Demonstrate expressing concern or showing compassion for someone

Lesson	Concepts	Objectives—Students will be able to:
10. Introducing Emotion Management	<ul style="list-style-type: none"> • When you feel strong feelings, it's hard to think clearly. • Unmanaged, strong emotions can lead to negative behavior and consequences. 	<ul style="list-style-type: none"> • Describe what triggers their own strong emotions • Describe what happens in their brains and bodies when they experience strong emotions
11. Managing Strong Feelings	<ul style="list-style-type: none"> • Staying in control of your emotions and actions helps you get along better with others and be successful at school. 	<ul style="list-style-type: none"> • Demonstrate the ability to interrupt escalating emotions • Determine a person "signal" • Identify and name strong feelings as they occur
12. Calming Down Anger	<ul style="list-style-type: none"> • Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences. 	<ul style="list-style-type: none"> • Identify situations in which they might need to calm down • Demonstrate the technique for deep, centered breathing • Identify and demonstrate other Calming-Down Strategies (counting, using positive self-talk)
13. Managing Anxiety	<ul style="list-style-type: none"> • Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations. 	<ul style="list-style-type: none"> • Identify situations that cause anxiety • Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges
14. Avoiding Jumping to Conclusions	<ul style="list-style-type: none"> • Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions. 	<ul style="list-style-type: none"> • Identify emotion-management strategies • Demonstrate Assertiveness Skills • Identify and demonstrate positive self-talk statements
15. Handling Put-Downs	<ul style="list-style-type: none"> • Calming down helps you handle put-downs and avoid making conflicts escalate. 	<ul style="list-style-type: none"> • Identify strategies for handling put-downs • Demonstrate what they've learned about strategies for calming down • Demonstrate assertive responses to put-downs

Lesson	Concepts	Objectives—Students will be able to:
16. Solving Problems, Part 1	<ul style="list-style-type: none"> Following steps can help you solve problems. Saying the problem without blame is respectful. Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> Recall the S: Say the problem step of the Problem-Solving Steps State a problem without blaming anyone
17. Solving Problems, Part 2	<ul style="list-style-type: none"> Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> Generate safe and respectful solutions to a problem Identify consequences of potential solutions Select an appropriate solution to a problem
18. Making a Plan	<ul style="list-style-type: none"> Some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts. 	<ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem
19. Solving Playground Problems	<ul style="list-style-type: none"> You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps. 	<ul style="list-style-type: none"> Identify common playground conflicts Demonstrate using the Problem-Solving Steps to handle playground conflicts
20. Taking Responsibility for Your Actions	<ul style="list-style-type: none"> Taking responsibility for your actions is the respectful thing to do. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate using Assertiveness Skills to resist peer pressure Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
22. Reviewing <i>Second Step</i> Skills	<ul style="list-style-type: none"> The skills and concepts learned in the <i>Second Step</i> program can help you succeed in school. 	<ul style="list-style-type: none"> Identify <i>Second Step</i> skills and concepts being used in scenarios students might encounter at school Include <i>Second Step</i> skills in a written script about solving a problem

Lesson	Concepts	Objectives—Students will be able to:
1. Empathy and Respect	<ul style="list-style-type: none"> The <i>Second Step</i> program helps you succeed at school. Having respect and empathy helps you get along with others. 	<ul style="list-style-type: none"> Define <i>empathy</i> Define <i>respect</i>
2. Listening with Attention	<ul style="list-style-type: none"> Listening with attention helps you learn, work with others, and make friends. 	<ul style="list-style-type: none"> Demonstrate listening-with-attention skills
3. Being Assertive	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners
4. Predicting Feelings	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Others may have different perspectives. Being able to recognize someone else's perspective helps you get along with others. 	<ul style="list-style-type: none"> Demonstrate the ability to take someone else's perspective.
6. Accepting Differences	<ul style="list-style-type: none"> Accepting differences and finding similarities can create mutual respect and friendship. 	<ul style="list-style-type: none"> Identify similarities and differences between two people Define <i>prejudice</i>
7. Disagreeing Respectfully	<ul style="list-style-type: none"> Disagreeing respectfully involves using Assertiveness Skills. Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts. 	<ul style="list-style-type: none"> Distinguish between respectful and disrespectful ways to disagree Communicate their own perspectives Demonstrate skills for disagreeing respectfully
8. Responding with Compassion	<ul style="list-style-type: none"> <i>Compassion</i> 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. 	<ul style="list-style-type: none"> Demonstrate knowledge of how to respond with compassion

Lesson	Concepts	Objectives—Students will be able to:
9. Introducing Emotion Management	<ul style="list-style-type: none"> When you have strong, unmanaged emotions, it can lead to negative behavior and consequences. 	<ul style="list-style-type: none"> Describe what happens in their brains and bodies when they experience strong emotions Identify a personal signal Identify and name strong feelings
10. Calming Down	<ul style="list-style-type: none"> Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences. 	<ul style="list-style-type: none"> Identify situations in which they might need to calm down Learn the technique for deep, centered breathing Identify and demonstrate other Calming-Down Strategies (using positive self-talk, counting, taking a break)
11. Managing Anxiety	<ul style="list-style-type: none"> Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations. 	<ul style="list-style-type: none"> Identify social situations that can cause anxiety Apply what they've learned about calming down in scenarios causing social anxiety
12. Managing Frustration	<ul style="list-style-type: none"> Frustration can get in the way of learning. Managing frustration reduces the chance of doing something you may regret later. 	<ul style="list-style-type: none"> Identify physical signs of frustration Demonstrate reducing frustration by using the Calming-Down Steps
13. Resisting Revenge	<ul style="list-style-type: none"> Getting revenge can make problems worse. 	<ul style="list-style-type: none"> Identify consequences of revenge Generate alternatives for seeking revenge Demonstrate using the Calming-Down Steps
14. Handling Put-Downs	<ul style="list-style-type: none"> Calming down helps you handle put-downs and avoid escalating conflicts. 	<ul style="list-style-type: none"> Identify strategies for handling put-downs Demonstrate what they've learned about the Calming-Down Steps Demonstrate assertive responses to put-downs
15. Avoiding Assumptions	<ul style="list-style-type: none"> Calming down strong emotions helps you think clearly about a situation and make better decisions. 	<ul style="list-style-type: none"> Identify emotion-management strategies Demonstrate Assertiveness Skills Identify and use positive self-talk statements to avoid making assumptions

Lesson	Concepts	Objectives—Students will be able to:
16. Solving Problems, Part 1	<ul style="list-style-type: none"> Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> Recall the S: Say the problem step of the Problem-Solving Steps State a problem without blaming anyone
17. Solving Problems, Part 2	<ul style="list-style-type: none"> Solving problems helps you be successful at school. 	<ul style="list-style-type: none"> Generate safe and respectful solutions to a problem Identify consequences of potential solutions Select an appropriate solution to a problem
18. Making a Plan	<ul style="list-style-type: none"> Some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts. 	<ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem
19. Seeking Help	<ul style="list-style-type: none"> Seeking help from a trusted adult is sometimes the best solution. 	<ul style="list-style-type: none"> State the Problem-Solving Steps Demonstrate using Assertiveness Skills when seeking help
20. Dealing with Gossip	<ul style="list-style-type: none"> Malicious gossip is hurtful and not respectful to others. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate using assertiveness skills to resist peer pressure Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
22. Reviewing <i>Second Step</i> Skills	<ul style="list-style-type: none"> The skills and concepts learned in the <i>Second Step</i> program can help you succeed in school. 	<ul style="list-style-type: none"> Identify <i>Second Step</i> skills and concepts being used in scenarios students might encounter at school Include <i>Second Step</i> skills in a written script about solving a problem

Grade 6 Scope and Sequence

Empathy and Communication

Lesson 1: Working in Groups

Students will be able to:

- Identify behaviors involved in listening and respecting others' ideas
- Apply group communication skills
- Define *empathy*
- Apply empathy skills while identifying feelings

Lesson 2: Friends and Allies

Students will be able to:

- Apply empathy skills
- Apply active listening skills
- Identify ways to make friends and join groups
- Define the term *ally* and identify when and how to be one

Lesson 3: Considering Perspectives

Students will be able to:

- Understand that people's perspectives are based on their feelings, experiences, and needs or wants
- Recognize the value in being able to consider another's perspective
- Apply perspective-taking skills

Lesson 4: Disagreeing Respectfully

Students will be able to:

- Apply perspective-taking skills
- Distinguish between disrespectful and respectful disagreement
- Identify and apply effective communication skills
- Apply skills to give constructive feedback

Lesson 5: Being Assertive

Students will be able to:

- Distinguish differences between passive, assertive, and aggressive communication styles
- Identify and assume the physical and verbal characteristics of assertive communication
- Apply assertive communication skills

Bullying Prevention

Lesson 6: Recognizing Bullying

Students will be able to:

- Recognize and define *bullying*
- Understand how bullying can affect them and their peers
- Empathize with individuals who are bullied
- Understand what they can do if they or someone they know is bullied

Lesson 7: Bystanders

Students will be able to:

- Recognize and define the role of a bystander in bullying
- Understand how a bystander can be a part of the problem or part of the solution
- Apply empathic concern and perspective taking
- Identify ways to be part of the solution to bullying

Emotion Management

Lesson 8: Emotions—Brain and Body

Students will be able to:

- Understand what happens to their brains and bodies when they experience strong emotions
- Identify the first three Steps for Staying in Control
- Understand why using self-talk is a key to managing emotions
- Apply self-talk strategies

Lesson 9: Calming-Down Strategies

Students will be able to:

- Apply centered breathing techniques correctly
- Recognize self-talk that intensifies or calms down strong feelings
- Use self-talk to manage emotions
- Identify calming-down strategies that work best for them

Grade 6 Scope and Sequence

Problem Solving

Lesson 10: Using the Action Steps

Students will be able to:

- Analyze a problem by stating what the problem is and identifying the perspectives of those involved
- Generate multiple options for solving a problem
- Understand how to consider each option and decide on the best one
- Apply the first four Action Steps

Lesson 11: Making a Plan

Students will be able to:

- Generate a plan for carrying out an option
- Apply the Action Steps
- Understand how to make amends

Substance Abuse Prevention

Lesson 12: Tobacco and Marijuana

Students will be able to:

- Define *addiction* and understand its dangers
- Identify the personal, health, and social consequences of using tobacco and marijuana
- Identify consequences that they consider their personal best reasons for not using tobacco and marijuana

Lesson 13: Alcohol and Inhalants

Students will be able to:

- Identify the personal, health, and social consequences of using alcohol and inhalants
- Identify consequences that they consider their personal best reasons for not using alcohol or inhalants

Lesson 14: Identifying Hopes and Plans

Students will be able to:

- Identify their hopes and plans for the future
- Identify the ways that using alcohol, tobacco, marijuana, and inhalants can interfere with their hopes and plans for the future
- Identify how people who care about their future would be affected if they knew they were using alcohol or other drugs

Lesson 15: Making a Commitment

Students will be able to:

- Generate individual commitments to stay free from alcohol and other drugs
- Identify skills to help maintain their commitments
- Review and apply Stepping Up skills to certain situations

Grade 7 Scope and Sequence

Empathy and Communication

Lesson 1: Working in Groups

Students will be able to:

- Understand the relevance of the Stepping In program to their lives
- Identify skills that contribute to successful group work
- Apply communication skills
- Define *empathy* and apply empathy skills

Lesson 2: Disagreeing Respectfully

Students will be able to:

- Distinguish between disrespectful and respectful disagreement
- Apply perspective-taking skills
- Apply skills for communicating their own perspective effectively
- Apply skills for giving constructive feedback

Lesson 3: Negotiating and Compromising

Students will be able to:

- Identify how to solve a problem using the Action Steps
- Identify a problem from the perspectives of those involved
- Generate solutions to scenarios using strategies of negotiation and compromise (win-win strategies)
- Apply the Action Steps to problem solving in given scenarios

Lesson 4: Giving and Getting Support

Students will be able to:

- Apply empathy skills
- Understand when and how to give support by being an ally
- Identify when and how to go to an adult for help and when to encourage friends to seek help from an adult
- Apply assertive communication skills

Bullying Prevention

Lesson 5: Responding to Bullying

Students will be able to:

- Recognize and define *bullying* and *bystander* behaviors
- Empathize with people who are bullied
- Identify strategies to deal with bullying and help others who are bullied
- Understand how a bystander can be part of the problem or part of the solution

Lesson 6: Cyber Bullying

Students will be able to:

- Recognize that technology is sometimes used for bullying
- Understand ways they can be “part of the solution” to cyber bullying
- Understand strategies for dealing with cyber bullying

Lesson 7: Sexual Harassment

Students will be able to:

- Recognize and define *sexual harassment*
- Differentiate between flirting or joking and sexual harassment
- Apply assertiveness skills to refuse sexual harassment
- Understand their school’s sexual harassment policy and legal implications

Grade 7 Scope and Sequence

Emotion Management

Lesson 8: Understanding Anger

Students will be able to:

- Understand that out-of-control anger can result in destructive outcomes
- Understand what happens to their brains and bodies when they experience strong emotions
- Recognize the physical and mental signs that lead to strong emotions
- Identify and apply strategies for staying in control of their emotions

Lesson 9: Staying in Control

Students will be able to:

- Understand why it is important to check their assumptions
- Understand and apply calming-down strategies
- Apply the Think Twice Step for checking assumptions
- Apply the Steps for Staying in Control for managing emotions

Lesson 10: Coping with Stress

Students will be able to:

- Understand that coping means consciously doing something positive to handle stress
- Understand that avoiding dealing with stress can make feelings worse
- Understand how positive self-talk can change your attitude
- Identify coping strategies (calming down, getting support, taking action)

Substance Abuse Prevention

Lesson 11: Myths and Facts

Students will be able to:

- Identify basic facts about how their brains and bodies are affected by substance abuse
- Identify how substance abuse can negatively affect their lives
- Distinguish myths from facts about substances and substance abuse

Lesson 12: Norms and Attitudes

Students will be able to:

- Recognize that the majority of people their age do not use substances
- Clarify their attitudes about alcohol and other drug abuse
- Generate a personal commitment not to use alcohol and other drugs for the next year

Lesson 13: Making Good Decisions

Students will be able to:

- Apply the Action Steps to making decisions about avoiding substance abuse
- Understand how friends can support each other to remain substance-free

Grade 8 Scope and Sequence

Empathy and Communication

Lesson 1: Working in Groups

Students will be able to:

- Identify skills, behaviors, and attitudes that contribute to successful group work
- Apply communication and group-work skills
- Define *empathy*

Lesson 2: Leaders and Allies

Students will be able to:

- Understand the importance of being a positive leader
- Identify actions that will inspire younger students
- Apply empathy skills
- Define *ally* and identify how to be one

Lesson 3: Handling a Grievance

Students will be able to:

- Identify skills for effectively communicating about a grievance with someone
- Apply perspective taking to handling a grievance
- Apply assertiveness skills to communicating about a grievance
- Apply constructive feedback skills

Lesson 4: Negotiating and Compromising

Students will be able to:

- Solve a problem using the Action Steps
- Identify a problem from the perspectives of those involved
- Generate solutions using strategies of negotiation and compromise (win-win strategies)
- Apply the Action Steps to problem solving

Bullying Prevention

Lesson 5: Bullying in Friendships

Students will be able to:

- Recognize and identify bullying within social or friendship groups
- Understand what they can do about bullying within relationships
- Understand how a bystander can be part of the problem or part of the solution
- Apply empathic concern and perspective taking

Lesson 6: Labels, Stereotypes, and Prejudice

Students will be able to:

- Recognize that labels, stereotypes, and prejudice can contribute or lead to bullying or unfair treatment of others
- Recognize that all people are individuals beyond a label or stereotype
- Understand that increased empathy can reduce the negative effects of labeling, stereotypes, and prejudice
- Identify and practice empathic skills

Lesson 7: Bullying in Dating Relationships

Students will be able to:

- Recognize and identify bullying within dating relationships
- Understand what they can do about bullying within dating relationships
- Identify strategies to assess risk and safely avoid bullying in dating relationships

Grade 8 Scope and Sequence

Emotion Management

Lesson 8: De-Escalating a Tense Situation

Students will be able to:

- Understand what happens to their brains and bodies when they experience strong emotions
- Identify personal strategies to “pause” and calm down
- Understand how self-talk can lead to escalation or de-escalation of anger, aggression, and conflict
- Understand how spectators’ responses can lead to escalation

Lesson 9: Coping with Stress

Students will be able to:

- Identify their individual style of dealing with stress
- Understand that avoiding dealing with stress can make feelings worse
- Understand that coping means consciously doing something positive to handle stress
- Identify steps and strategies for coping with stress

Goal Setting

Lesson 10: Making Your Plan

Students will be able to:

- Define a goal
- Understand the process and benefits of setting goals
- Apply the Action Steps to goal setting
- Identify a group goal and the steps to reach it

Lesson 11: Evaluating Your Plan

Students will be able to:

- Evaluate goal-setting strategies used by themselves and others
- Understand the motivational power of goals
- Apply the Action Steps to their individual goals
- Understand the importance of small steps and learning from failure

Substance Abuse Prevention

Lesson 12: Identifying Future Goals

Students will be able to:




- Explain how using alcohol and other drugs can interfere with goals, hopes, and plans
- Understand how positive self-talk can help them avoid using substances, such as alcohol and other drugs
- Apply positive self-talk skills to drug and alcohol resistance strategies

Lesson 13: Keeping Your Commitment

Students will be able to:

- Generate assertive statements to counter thoughts or beliefs that interfere with making a decision not to use alcohol and other drugs
- Generate a one-year commitment to stay free of alcohol and other drugs
- Identify skills that will help them maintain their commitments

RTI/PBIS Continuum

RTI	Description: Teach foundational social and emotional skills to all students. Strategies at this level are implemented with all children in a classroom or school.	PBIS
Tier 1	Strategies: Set and teach classroom and schoolwide behavioral expectations for all students (walking in hallways, keeping hands and feet to themselves); establish recognition and correction systems; collect data.  ≈80% <ul style="list-style-type: none"> 80 percent of students will master skills through this level of support. 	Primary/ Universal
Tier 2	Description: Some students will require extra support in order to master the primary prevention skills and behaviors taught at the universal level. Strategy: Use small-group interventions aimed at teaching specific skill sets.  ≈15% <ul style="list-style-type: none"> 15 percent of students will need this level of intervention in addition to the universal programming. 	Secondary/ Targeted
Tier 3	Description: A small subset of students will need more intensive interventions in order to move toward mastery of the universal skills and behaviors. Strategy: Create individual support plans that include individualized therapeutic supports.  ≈5% <ul style="list-style-type: none"> 5 percent of students will need this level of intervention in addition to the universal programming. 	Tertiary/ Indicated

secondSTEP Program

NEW EDITION!

SSP	Description: The <i>Second Step</i> program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students, Early Learning–Grade 8.
Classroom Curriculum	Strategies: The <i>Second Step</i> program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet schoolwide behavioral expectations and benefit from learning.
Small Groups	Description: Some schools use the <i>Second Step</i> program in small groups and have had measurable success doing so. Since the program is designed as a Tier 1 universal intervention, the best small-group interventions are those designed to complement the classroom program. Strategies: Typically these programs pre-teach <i>Second Step</i> lessons in the small group before they are presented to the whole class. This provides students in the small group with an introduction to lesson content before they encounter it in the whole-class setting.
Individuals	Description: Although the <i>Second Step</i> program is not a Tier 3 strategy, the Skills for Learning (for example, listening, focusing attention, and using self-talk) and calming-down and problem-solving skills taught in the program could inform Tier 3 interventions.



Skills for Social and Academic Success

Kindergarten–Grade 3

Educators often ask how the *Second Step* program supports their state's academic learning standards. This chart shows connections between the program and academic learning standards from two sources.

English and math standards are from the Common Core State Standards, which can be found online at www.corestandards.org. All other standards are from *Content Knowledge: a Compendium of Standards and Benchmarks for K-12 Education* by John S. Kendall and Robert J. Marzano, fourth edition (2004), found at www.mcrel.org/standards-benchmarks.

www.cfchildren.org

secondSTEP Skills for Social and Academic Success Kindergarten–Grade 3 Educators often ask how the <i>Second Step</i> program supports their state's academic learning standards. This chart shows connections between the program and academic learning standards from two sources. English and math standards are from the Common Core State Standards, which can be found online at www.corestandards.org . All other standards are from <i>Content Knowledge: a Compendium of Standards and Benchmarks for K-12 Education</i> by John S. Kendall and Robert J. Marzano, fourth edition (2004), found at www.mcrel.org/standards-benchmarks . www.cfchildren.org		Key Concepts															Core Learning Strategies																												
		Skills for Learning							Empathy					Emotion Management				Problem Solving				Brain Builders			Story and Discussion					Skill Practice				Reinforcing Skills											
		Focus Attention	Listen with Attention	Use Self-Talk	Be Assertive	Remember Directions	Stay on Task	Ignore Distractions	Identify and Understand Their Own and Others' Feelings	Build a Vocabulary of Feelings Words	Begin to Take Others' Perspectives	Listen to Others	Have Empathy	Express Compassion	Understand Strong Feelings	Recognize Strong Feelings	Calm Down Strong Feelings Using Steps	Use the Ways to Calm Down	Communication/Language Skills	Calm Down Before Solving Problems	Describe the Problem	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Friendship Skills	Focus Attention	Working Memory	Inhibitory Control	Interpret Stories	Interpret Audio/Visual Media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Take Others' Perspectives	Follow Directions	Practice Behavioral Skills	Daily Practice	Using Skills Every Day	Academic Integration Activities	Home Links			
Subject	Academic Content Standard																																												
Language Arts (CC): Language	3. Grades 2 and 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		X	X	X		X			X							X		X				X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.		X		X	X			X								X											X	X	X	X	X	X	X	X	X			X	X					
	5. With guidance and support from adults, explore (K–Grade 1)...demonstrate understanding of (Grades 2–3)...word relationships and nuances in word meanings.		X			X			X	X				X		X		X		X	X	X		X				X	X	X	X	X	X	X	X	X	X			X	X				
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		X	X	X			X	X	X						X		X		X	X	X		X				X		X	X	X		X	X		X	X	X	X	X	X	X	X	
Language Arts (CC): Reading for Information	1. With prompting and support (K)...ask and answer questions to demonstrate understanding of key details in a text.		X		X				X		X						X											X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	4. With prompting and support (K)...ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	X	X		X	X	X	X		X	X	X					X											X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	7. With prompting and support (K)...use illustrations and details in text to describe its key ideas.	X				X	X	X	X	X	X			X	X													X	X		X	X	X	X	X	X	X		X						
Language Arts (CC): Reading Foundations	2. Demonstrate understanding of spoken words, syllables, and sounds.	X	X			X	X	X		X																X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Language Arts (CC): Reading Literature	1. With prompting and support (K)...ask and answer questions about key details in text.	X	X		X		X	X		X																		X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	

Language Arts (CC): Speaking and Listening	1. Participate in collaborative conversations with diverse partners about (grade-relevant) topics and texts with peers and adults in small or large groups.	X	X		X	X	X	X	X		X	X						X		X	X	X	X	X		X	X	X	X	X	X	X			
	2. Ask and answer questions/recount or describe key ideas or details from text read aloud or information presented orally or through other media.	X	X		X	X	X	X	X	X	X	X			X	X			X		X						X	X	X	X	X	X			
	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	X	X	?	X	X	X	X			X	X						X								X	X	X	X	X	X	X			
	4. With prompting and support (K)... describe people, places, things, and events with relevant details expressing ideas and feelings clearly.	X	?			X	X	X	X	X	X	X			X	X			X		X						X	X	X	X	X	X	X		
Health	4. Know how to maintain mental and emotional health.		X						X		X		X	X	X	X	X	X						X				X	X		X	X	X	X	
	5. Know essential concepts and practices concerning injury prevention and safety.				X				X						X	X	X	X	X	X								X			X	X	X		
Science	12. Understand the nature of scientific inquiry.									X									X	X	X	X				X		X					X		
Mathematics (CC): Mathematical Principles	1. Make sense of problems and persevere in solving them.																	X	X	X	X							X	X	X		X			
Physical Ed.	5. Understand the social and personal responsibility associated with participation in physical activity.																					X	X	X	X			X	X		X	X	X	X	
Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning.																											X	X	X	X	X		X	
Life Skills: Self- Regulation	1. Set and manage goals.	X		X			X	X										X	X	X	X	X								X					
	2. Perform self-appraisal.	X	X	X			X	X	X							X	X	X	X		X				X							X	X		
	3. Consider risks.														X	X	X	X		X			X	X							X	X			
	4. Demonstrate perseverance.	X	X	X	X	X	X	X									X	X	X	X	X		X	X	X				X	X	X	X	X		
	5. Maintain a healthy self-concept.			X	X				X						X	X	X	X	X		X					X	X		X		X	X			
	6. Restrain impulsivity.	X	X	X			X	X	X		X	X	X	X	X	X					X		X	X	X		X	X		X	X	X			
Life Skills: Thinking and Reasoning	3. Effectively use mental processes that are based on identifying similarities and differences.		X						X		X	X	X	X						X								X	X		X	X	X	X	
	5. Apply basic troubleshooting and problem-solving techniques.									X	X	X	X	X	X	X	X	X	X									X	X		X	X	X	X	
	6. Apply decision-making techniques.				X												X	X	X	X	X								X	X	X	X	X		
Life Skills: Working with Others	1. Contribute to the overall effort of a group.	X	X						X		X	X	X	X	X	X	X	X	X	X	X	X		X			X	X		X	X	X	X		
	2. Use conflict-resolution techniques.		X		X				X		X	X	X	X	X	X	X	X	X				X				X	X		X	X	X	X	X	
	3. Work well with diverse individuals and in diverse situations.		X						X		X	X	X	X						X				X		X	X		X	X	X	X			
	4. Display effective interpersonal communication skills.	X	X		X				X		X	X	X	X	X				X	X	X	X	X	X		X		X	X		X	X	X		
	5. Demonstrate leadership skills.	X	X		X							X	X	X		X	X	X	X	X	X							X	X		X	X	X	X	



Skills for Social and Academic Success

Grades 4 and 5
Educators often ask how the *Second Step* program supports their state's academic learning standards. This chart shows connections between the program and academic learning standards from two sources.

English and math standards are from the Common Core State Standards, which can be found online at www.corestandards.org. All other standards are from *Content Knowledge: a Compendium of Standards and Benchmarks for K-12 Education* by John S. Kendall and Robert J. Marzano, fourth edition (2004), found at www.mcrel.org/standards-benchmarks.

www.cfchildren.org

<div>secondSTEP</div> <div>Skills for Social and Academic Success</div> <div>Grades 4 and 5</div> <div>Educators often ask how the <i>Second Step</i> program supports their state's academic learning standards. This chart shows connections between the program and academic learning standards from two sources.</div> <div>English and math standards are from the Common Core State Standards, which can be found online at www.corestandards.org. All other standards are from <i>Content Knowledge: a Compendium of Standards and Benchmarks for K-12 Education</i> by John S. Kendall and Robert J. Marzano, fourth edition (2004), found at www.mcrel.org/standards-benchmarks.</div> <div>www.cfchildren.org</div>		Key Concepts																		Core Learning Strategies																	
		Empathy and Skills for Learning							Emotion Management						Problem Solving					Story and Discussion					Activity/Skill Practice						Reinforcing Skills						
		Identify and Understand Their Own and Others' Feelings	Take Others' Perspectives	Listen with Attention	Assertiveness Skills	Friendship Skills	Empathy Skills	Express Compassion	Recognize How Strong Feelings Affect Brain and Body	Focus Attention	Calm Down Strong Feelings Using Steps	Use Calming-Down Strategies	Manage Strong Feelings	Assertive Communication Skills	Use Positive Self-Talk	Calm Down Before Solving Problems	State a Problem Using Non-Blaming Language	Think of Multiple Solutions to a Problem	Explore Consequences of Solutions to Problems	Pick the Best Solution to a Problem	Make a Plan	Apply Problem-Solving Steps to Age-Typical Problems	Interpret Stories	Interpret Audio/Visual media	Respond to Questions	Large Group and Partner Discussions	Communicate Ideas	Listen to Others	Work with Others	Work Individually	Take Others' Perspectives	Following Directions	Practice Behavioral Skills	Practice Cognitive Skills Through Writing	Daily Practice	Using Skills Every Day	Academic Integration Activities
Subject	Academic Content Standard																																				
Language Arts (CC): Language	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			X	X	X						X	X		X				X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.			X	X							X									X	X	X	X	X	X	X		X	X	X			X	X		
	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			X	X	X			X			X			X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	
	6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	X		X		X			X	X			X	X		X	X	X		X	X	X		X	X	X	X	X			X	X	X	X	X	X	

Language Arts (CC): Reading for Information	1. Refer to details and examples (Grade 4) or quote accurately (Grade 5) from a text when explaining what the text says explicitly and when drawing inferences from the text.			X	X						X						X	X		X	X	X			X	X	X	X	X	X	X
	4. Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade- appropriate topic or subject area.																	X		X	X			X		X		X	X		
	7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears (Grade 4). Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly to solve a problem efficiently (Grade 5).	X		X					X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Language Arts (CC): Reading Literature	1. Refer to details and examples (Grade 4) or quote accurately (Grade 5) from a text when explaining what the text says explicitly and when drawing inferences from the text.									X						X	X	X	X	X	X			X	X				X	X	
Language Arts (CC): Speaking and Listening	1. Engage effectively in a range of collaborative discussions with diverse partners on grade- relevant topics and texts, building on others' ideas and expressing their own clarity.	X	X	X	X	X	X			X			X	X		X			X	X	X		X	X			X	X	X		
Health	4. Know how to maintain mental and emotional health.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X		X	X		X		X	X	X	X	X
	5. Know essential concepts and practices concerning injury prevention and safety.	X	X			X	X		X		X	X	X	X	X	X								X		X		X	X		
Science	12. Understand the nature of scientific inquiry.		X												X	X	X	X	X				X						X		

Mathematics (CC): Mathematical Principles	1. Make sense of problems and persevere in solving them.																	X	X	X	X	X	X											X	X	X	X	
Physical Ed.	5. Understand the social and personal responsibility associated with participation in physical activity.								X		X	X	X	X	X	X	X	X																	X			
Arts: Theater	5. Understand how informal and formal theater, film, television, and electronic media productions create and communicate meaning.																								X	X	X	X	X				X		X	X		
Life Skills: Self-Regulation	1. Set and manage goals.																	X	X	X	X	X	X										X	X	X			
	2. Perform self-appraisal.	X			X				X	X	X	X	X		X	X					X												X	X	X			
	3. Consider risks.										X	X	X		X				X	X	X	X											X	X	X			
	4. Demonstrate perseverance.									X	X	X	X		X	X	X	X	X	X	X	X										X	X	X	X	X		
	5. Maintain a healthy self-concept.	X					X			X		X	X	X	X	X										X	X					X		X	X			
	6. Restrain impulsivity.	X	X	X			X			X	X	X	X	X		X												X	X			X		X	X			
Life Skills: Thinking and Reasoning	3. Effectively use mental processes that are based on identifying similarities and differences.	X	X				X	X	X																		X					X		X	X	X	X	
	5. Apply basic trouble-shooting and problem-solving techniques.					X		X		X	X	X	X	X	X	X	X	X										X			X		X	X	X	X		
	6. Apply decision-making techniques.					X					X	X	X	X		X	X	X	X	X	X	X									X		X	X	X	X		
Life Skills: Working with Others	1. Contribute to the overall effort of a group.	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X			X		X	X	X			
	2. Use conflict-resolution techniques.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X			X		X	X	X	X	
	3. Work well with diverse individuals and in diverse situations.	X	X	X	X	X	X	X							X			X	X	X	X					X				X		X		X	X	X		
	4. Display effective interpersonal communication skills.	X	X	X	X	X	X	X							X		X	X	X	X	X	X				X	X	X		X			X		X	X	X	
	5. Demonstrate leadership skills.		X	X	X		X	X							X		X	X	X	X	X	X					X	X			X		X		X	X	X	

Social & Emotional Learning Core Competencies





CASEL'S FIVE SEL COMPETENCIES

Self-Awareness

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

Social Awareness

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Self-Management

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

Relationship Skills

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

Responsible Decision Making

- Problem identification
- Situation analysis
- Problem-solving
- Evaluation
- Reflection
- Ethical responsibility



THE IMPACT OF SOCIAL AND EMOTIONAL COMPETENCIES AND SKILLS ON LEARNING, RELATIONSHIPS, AND CLIMATE

Directions: Write your assigned SEL competency under the heading (e.g., self-awareness, self-management, social awareness, relationship skills or responsible decision making). Then choose 1-2 skills associated with that competency and identify examples of how acquiring each skill impacts the three areas – learning, relationships, and climate.

SEL COMPETENCY:			
SKILLS	IMPACT ON LEARNING	IMPACT ON RELATIONSHIPS	IMPACT ON CLIMATE

IL Social/Emotional Learning Goals and Standards

- Goal 31: Develop self-awareness and self management skills to achieve school and life success.
 - ❖ Standard A: Identify and manage one's emotions and behavior.
 - ❖ Standard B: Recognize personal qualities and external supports.
 - ❖ Standard C: Demonstrate skills related to achieving personal and academic goals.

- Goal 32: Use social awareness and interpersonal skills to establish and maintain positive relationships.
 - ❖ Standard A: Recognize the feelings and perspectives of others.
 - ❖ Standard B: Recognize individual and group similarities and differences.
 - ❖ Standard C: Use communication and social skills to interact effectively with others.
 - ❖ Standard D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

- Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 - ❖ Standard A: Consider ethical, safety, and societal factors in making decisions.
 - ❖ Standard B: Apply decision-making skills to deal responsibly with daily academic and social situations.
 - ❖ Standard C: Contribute to the well-being of one's school and community.



**A+ SEL Teacher Behaviors That Create a
Relationship-Centered Classroom
(DRAFT 2/10/12)**

Many of the things that you do as a routine part of teaching help your students grow in both academic and social and emotional learning. Answer the questions below with brief phrases, then check the accompanying indicators to add to your list behaviors that you do at the automatic level that you didn't recall. Identify your strengths for creating a relationship-centered classroom, and identify the area where you want to grow.

QUESTIONS:

- **How do you communicate caring and respect for your students?**

- **What do you do to enable every student to learn?**

- **What do you do to nurture your students' awareness of self, of their peers, and of the learning goals and tasks?**

- **What do you do to nurture self-reliance – encouraging each student to manage himself/herself, work effectively with each other, and manage their learning?**

- **How do you nurture ethical behavior and decision-making?**

- **How do you connect with parents, the school, and the community?**

After each question, check the indicators to show things you are already doing to support academic and social and emotional learning in your classroom.

▪ **How do you communicate caring and respect for your students?**

- ☐ I seek out information about their cultural heritage from all students and incorporate the information in my lessons.
- ☐ I greet students by name when they enter the class and during lessons.
- ☐ I organize instructional student groups thoughtfully to maximize learning and build on student strengths and needs.
- ☐ I display a wide range of student work that reflects the diverse learning styles and levels of my students.
- ☐ I am careful to talk respectfully with all my students.
- ☐ I am conscious of my body language and non-verbal cues so that I communicate caring, concern, and openness.
- ☐ When appropriate I sit or kneel to get on the same level with the student.
- ☐ I require my students to be respectful with each other and respond to disrespectful behavior in a way that regards his/her dignity.
- ☐ I respond to incorrect answers in a way that respects the student's dignity.
- ☐ I let my students know I care about what is happening in their lives beyond school.

▪ **What do you do to enable every student to learn?**

- ☐ I communicate a genuine passion for what I am teaching.
- ☐ I believe that with hard work, all students can be successful and I communicate that regularly to my students.
- ☐ I encourage my students to master their learning and to ask questions until they understand.
- ☐ I am aware of the levels of cognitive development of my students and develop my lessons so that all will be successful without lowering my high standards.
- ☐ I am aware of the special needs of students in my class and I plan my lessons so that students can learn and express their learning in a variety of ways.
- ☐ When appropriate, I align the lesson goals with student interests.
- ☐ I use open-ended and higher order questions to invite my students to think.

▪ **What do you do to nurture your students' awareness of themselves, of their peers, and of the learning goals and tasks?**

- ☐ My students work with me to collaboratively develop the class rules.
- ☐ I have signals that I use with my students to let them know (with dignity) that they need to "check in" with themselves to monitor their behavior or learning.
- ☐ I conference with individual students who are having difficulty in private to get his/her point of view on the situation and collaboratively develop a solution to the problem.
- ☐ I am clear about what students are to learn and I point out possible areas for misunderstanding.
- ☐ I ask students to tell me what they are learning and to reflect on the lesson.
- ☐ My students discuss with each other without ongoing mediation by me. At the end of the discussion, we reflect together on the effectiveness of the interactions and thinking.
- ☐ All of my students are actively engaged in learning.
- ☐ I let my students know that I have other approaches to try if they are experiencing difficulty.
- ☐ Learning tasks have multiple correct responses or approaches and/or demand for higher-order thinking.

- ☐ I am continuously monitoring student understanding and modifying my lessons accordingly.
- ☐ My students are aware of the evaluation criteria in advance of doing the project or learning activity and are often involved in developing the criteria.

- What do you do to nurture self-reliance – encouraging each student to manage himself/herself, work effectively with each other, and manage their learning?**
 - ☐ I organize my classroom so that students can start on an activity while I do routine tasks such as taking attendance.
 - ☐ I have class routines for student distribution and collection of materials and supplies.
 - ☐ I teach my students to make smooth transitions between activities and to clean up at the end of the lesson.
 - ☐ My students know and use a set of steps for solving problems.
 - ☐ We have class meetings to establish relationships and solve problems that may be occurring.
 - ☐ My students have established roles in small group work such as listening to one another, summarizing the different points of view, etc.
 - ☐ The classroom is arranged so that students can work together in a variety of ways (small group, individual, circle for class discussion, etc.).
 - ☐ I encourage my students to ask one another questions and extend class discussions.
 - ☐ I have made my students aware that they may experience cognitive dissonance at the beginning of learning something new and how to “talk to themselves” about sticking with the task through the hard part.
 - ☐ My students have choice in how they complete tasks and can suggest modifications or additions to the materials being used.
 - ☐ My students are often involved in establishing the evaluation criteria..
 - ☐ I structure my record keeping so that my students can keep track of their progress and monitor if they are missing assignments.
 - ☐ I invite my students to assess their own work and make improvements.
 - ☐ I close the lesson with the opportunity for my students to reflect and consolidate their learning.

- How do you nurture ethical behavior and decision-making?**
 - ☐ I personally model a high level of honesty, integrity, and confidentiality.
 - ☐ I make a concerted effort to ensure opportunities are available for all students to be successful.
 - ☐ I teach my students to think of the consequences for others and the environment when they are making decisions.
 - ☐ I provide opportunities for class discussion about ethics at an appropriate developmental level..

- How do you connect with parents, the school, and the community?**
 - ☐ I communicate regularly with parents through a web site or newsletter.
 - ☐ I develop activities to engage families in their child’s learning when it is appropriate through projects and/or interviews, etc..
 - ☐ I collaborate regularly with my colleagues, asking questions about teaching and/or sharing my experiences. I may invite them into my classroom in order to learn from their observations and feedback.
 - ☐ I contribute to and/or lead school and/or community projects

How to be Cal



Step 1
stop and
count to
10

Step 2
say how
are you
feeling and
why you are
that feeling

Step 3
to breathe
or find
best p

Problem Solving Steps

