### Grade 1
#### Scope and Sequence

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

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

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### Lesson 9. Feelings Change

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

- Demonstrate welcoming and inviting behaviors

**Concepts**

- 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.

### Lesson 10. Accidents

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

- Know what the word *accident* means
- Know what to say when they do something by accident
- Predict how others might feel as a result of their own or others’ actions

**Concepts**

- An *accident* is when you do something you didn’t mean to do.
- It is important to accept responsibility for an accident to prevent others from assuming it was intentional.

### Lesson 11. Showing Care and Concern

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

- Recall that listening, saying kind words, and helping are three ways to show caring
- Demonstrate caring and helping in response to scenarios

**Concepts**

- *Compassion* is empathy in action.
- People feel better when others show them care and concern.

### Lesson 12. Identifying Our Own Feelings

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

- Identify physical clues in their bodies that help them identify their feelings
- Identify grown-ups to talk to about feelings

**Concepts**

- You identify your own feelings by physical clues in your body.
- All feelings are natural.

### Lesson 13. Strong Feelings

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

- Recognize situations and physical body cues that signal strong feelings
- Demonstrate two Calming-Down Steps to manage strong feelings

**Concepts**

- Feelings vary in strength.
- Strong feelings need to be managed.
- Saying “Stop” and naming your feeling are ways to begin to calm down.

### Lesson 14. Calming Down Anger

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

- 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

**Concepts**

- 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.

### Lesson 15. Self-Talk for Calming Down

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

- Recognize situations that require the use of calming-down strategies
- Use positive self-talk to calm down

**Concepts**

- Positive self-talk is an effective strategy for calming down strong emotions.

### Lesson 16. Managing Worry

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

- 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

**Concepts**

- 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.
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| 17. Solving Problems, Part 1 | • You need to calm down before you solve a problem.  
• The first step in solving a problem is to use words to describe the problem.  
• The second step in solving a problem is to think of lots of solutions. | • Use words to describe problems presented in scenarios  
• Generate multiple solutions to problems presented in scenarios |
| 18. Solving Problems, Part 2 | • Part of problem solving is thinking about consequences.  
• The final step of problem solving is to pick the best solution.  
• Solving problems is a way to get along better with others. | • Predict consequences using an if-then model  
• Select a reasonable solution to a problem |
| 19. Fair Ways to Play | • Sharing, trading, and taking turns are fair ways to play.  
• *Sharing* means playing together with a toy. | • Define and differentiate sharing, trading, and taking turns  
• Identify and state the problem in a given situation  
• Generate possible solutions to a problem situation  
• Demonstrate the Fair Ways to Play |
| 20. Inviting to Join In | • 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. | • Apply the Problem-Solving Steps  
• Demonstrate how to invite someone to play in response to scenarios |
| 21. Handling Name-Calling | • It is not okay to call people names that hurt their feelings.  
• If someone calls you a name, you can ignore the person or speak assertively.  
• If the person doesn’t stop calling you names, you should tell a grown-up. | • Demonstrate assertive responses to name-calling  
• Identify adults to tell if name-calling doesn’t stop |
| 22. Reviewing Second Step Skills | • You have all learned a lot of new skills.  
• You can notice how much you have learned. | • Recall skills on all the posters  
• Demonstrate the Listening Rules  
• Demonstrate the Calming-Down Steps  
• Name one concept or skill they learned in their Second Step lessons |