# Second Step: Skills for Social and Academic Success

## Grade 4

### Scope and Sequence

#### Second Step Program

<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. Empathy and Respect | • The Second Step program helps you succeed at school.  
                        • Having respect and empathy helps you get along with others. | • Define respect  
                           • Define empathy |
| 2. Listening with Attention | • Listening with attention helps you learn, work with others, and make friends. | • Demonstrate listening-with-attention skills. |
| 3. Being Assertive | • Being assertive means asking for what you want or need in a calm, firm, respectful voice.  
                           • Being assertive helps you be successful in a variety of social and academic situations. | • Identify passive, aggressive, and assertive responses  
                           • Demonstrate assertive responses with their partners |
| 4. Respecting Similarities and Differences | • 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. | • Identify clues that help them recognize other people’s feelings  
                                           • Identify similarities and differences between how two people feel |
| 5. Understanding Complex Feelings | • 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. | • Identify multiple feelings in a given scenario  
                                    • Give possible reasons for multiple feelings |
| 6. Understanding Different Perspectives | • People can have different perspectives about other people, places, and situations.  
                                      • Perspective taking is a central component of empathy. | • Identify differing perspectives in given scenarios  
                                      • Generate prosocial responses to scenarios in which different perspectives could cause a conflict |
| 7. Conversation and Compliments | • 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. | • Identify components of a successful conversation  
                                  • Demonstrate giving and receiving a compliment |
| 8. Joining In | • Being assertive can help you join and invite others to join a group. | • Identify skills for joining a group  
                     • Demonstrate skills for joining a group |
| 9. Showing Compassion | • Compassion means saying kind words or doing something helpful to show you care about how another person feels.  
                           • Having empathy helps you show compassion. | • Demonstrate expressing concern or showing compassion for someone |

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Second Step: Skills for Social and Academic Success
Lesson | Concepts | Objectives—Students will be able to:
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10. Introducing Emotion Management | • When you feel strong feelings, it’s hard to think clearly. • Unmanaged, strong emotions can lead to negative behavior and consequences. | • Describe what triggers their own strong emotions • Describe what happens in their brains and bodies when they experience strong emotions |
11. Managing Strong Feelings | • Staying in control of your emotions and actions helps you get along better with others and be successful at school. | • Demonstrate the ability to interrupt escalating emotions • Determine a person “signal” • Identify and name strong feelings as they occur |
12. Calming Down Anger | • Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences. | • 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 | • Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations. | • 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 | • Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions. | • Identify emotion-management strategies • Demonstrate Assertiveness Skills • Identify and demonstrate positive self-talk statements |
15. Handling Put-Downs | • Calming down helps you handle put-downs and avoid making conflicts escalate. | • Identify strategies for handling put-downs • Demonstrate what they’ve learned about strategies for calming down • Demonstrate assertive responses to put-downs |
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| 16. Solving Problems, Part 1 | • Following steps can help you solve problems.  
• Saying the problem without blame is respectful.  
• Solving problems helps you be successful at school.  
| • Recall the S: Say the problem step of the Problem-Solving Steps  
• State a problem without blaming anyone |
| 17. Solving Problems, Part 2 | • Solving problems helps you be successful at school.  
| • Generate safe and respectful solutions to a problem  
• Identify consequences of potential solutions  
• Select an appropriate solution to a problem |
| 18. Making a Plan | • Some solutions to problems are complicated and need a plan.  
• Plans help you break down a big task into smaller, more manageable parts.  
| • Explain the purpose of making a plan  
• Create a three-step plan to carry out a solution to a problem |
| 19. Solving Playground Problems | • You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.  
| • Identify common playground conflicts  
• Demonstrate using the Problem-Solving Steps to handle playground conflicts |
| 20. Taking Responsibility for Your Actions | • Taking responsibility for your actions is the respectful thing to do.  
| • Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged  
• Demonstrate acknowledging mistakes  
• Demonstrate making an apology and offering to make amends |
| 21. Dealing with Peer Pressure | • It is okay to say no to others, and it is okay for them to say no to you.  
• Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.  
| • Demonstrate using Assertiveness Skills to resist peer pressure  
• Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure |
| 22.Reviewing Second Step Skills | • The skills and concepts learned in the Second Step program can help you succeed in school.  
| • Identify Second Step skills and concepts being used in scenarios students might encounter at school  
• Include Second Step skills in a written script about solving a problem |