

Grade 1
Scope and Sequence

Second Step Program

	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

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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