

1. Circle the boxes that show a Listening Rule.



A. Ears listening

B. Voice quiet

C. Nose smelling

2. Circle the boxes that show a Skill for Learning you use when playing a Brain Builder game.



A. Listen

B. Focus attention

C. Use self-talk

3. Circle the box that shows someone feeling angry.



A

B

C

4. Circle the boxes that list ways to show caring.

<p>Ask Amelia, "Do you want to play with me?"</p>	<p>Leave Amelia alone.</p>	<p>Share a toy with Amelia.</p>
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A

B

C

5. Circle the boxes that say what you should do to begin to calm down.

<p>Reach to the sky</p>	<p>Stop</p>	<p>Name your feeling</p>
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A

B

C

6. Circle the boxes that show what else you can do to calm down.

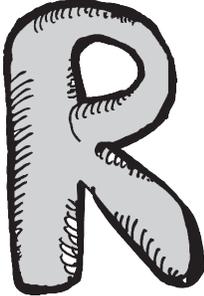
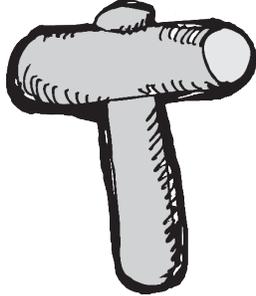
		
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A. Hit something

B. Belly breathe

C. Yell

7. Circle the boxes that say one of the Problem-Solving Steps.

 <p>S: Say the problem</p>	 <p>R: Run away</p>	 <p>T: Think of solutions</p>
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A

B

C

8. Circle the boxes that show the Fair Ways to Play.

		
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A. Hide the toy

B. Share the toy

C. Take turns with the toy

Now that you have finished your *Second Step* lessons, we are going to see how much you remember. I'm going to read all the words on your paper out loud, and you're going to circle the boxes with the best answers.

Unit 1: Skills for Learning

1. Find question number one. This one is about the Listening Rules. The Listening Rules help you remember how to listen. Put your finger on the box with the letter A. This box says "Ears listening." If "Ears listening" is one of the Listening Rules, circle the box.

Continue in the same manner with each of the other boxes.



A. Ears listening

B. Voice quiet

C. Nose smelling

2. Find question number two. This one is about the Skills for Learning you use when you play a Brain Builder game. Put your finger on the box with the letter A. This box says "Listen." If "Listen" is a Skill for Learning that you use to play the games, circle the box.

Continue in the same manner with each of the other boxes.



A. Listen

B. Focus attention

C. Use self-talk

Unit 2: Empathy

3. Find question number three. This one is about telling how someone is feeling.

Circle the box that shows someone feeling angry.



A

B

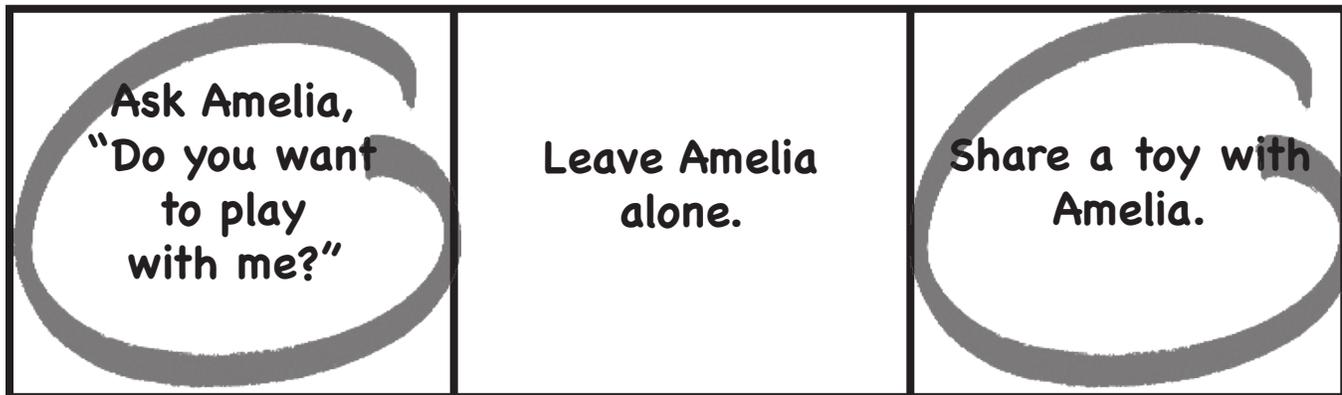
C

4. Find question number four. This one is about caring.

Here is the story. Mario's classmate, Amelia, is sitting alone at recess. She is looking down at the ground, with her chin in her hands. Mario thinks Amelia must feel sad about something. He asks her, "What's the matter?" Amelia tells him that she feels sad that her friend Emma is gone from school today and Amelia has no one to play with. What can Mario do to show Amelia that he cares about how she is feeling?

Put your finger on the box with the letter A. In this box it says, "Ask Amelia, 'Do you want to play with me?'" If this is a way that Mario could show he cares about how Amelia is feeling, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A

B

C

Unit 3: Emotion Management

5. Find question number five. This one is about calming down.

Pretend that someone just called you a name, and you are feeling angry.

Put your finger on the box with the letter A. In this box it says, "Reach to the sky." If this is something you should do to begin to calm down, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Reach to the sky

B. Say "Stop"

C. Name your feeling

6. Find question number six. This one is also about calming down.

Pretend you are doing a puzzle and are having trouble getting the puzzle pieces to fit. You are feeling frustrated. You put your hand on your tummy, you say "Stop," then you name your feeling: You are frustrated. Now what else can you do to calm down?

Put your finger on the box with the letter A. This box says, "Hit something." If this something you can do to calm down, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Hit something

B. Belly breathe

C. Yell

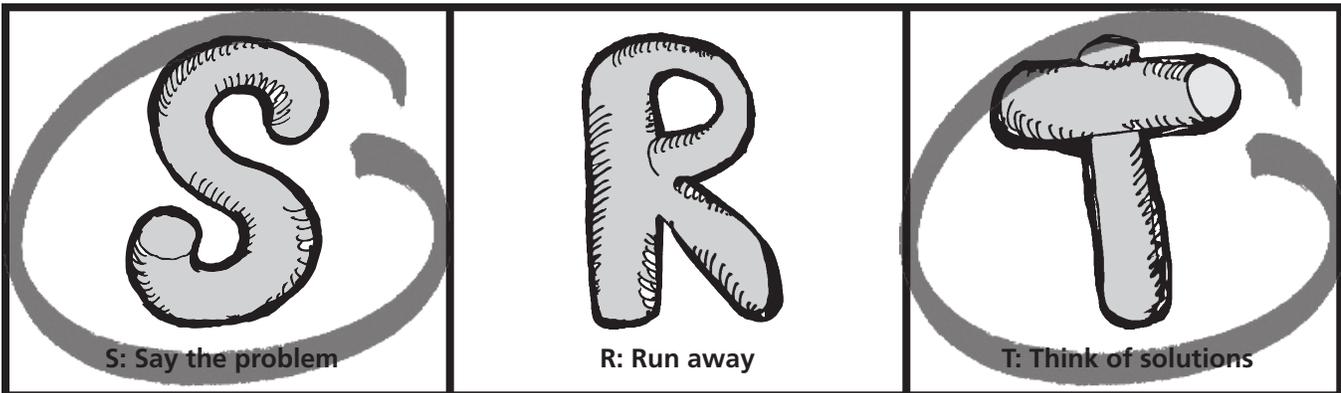
Unit 4: Problem Solving

7. Find question number seven. This one is about the Problem-Solving Steps.

Pretend you and a friend can't decide who gets to be the first one to start a game. You have a problem. What are the first two Problem-Solving Steps you should take?

Put your finger on the box with the letter A. This box says: "S: Say the problem." If this is one of the Problem-Solving Steps, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Say the problem

B. Run away

C. Think of solutions

8. Find question number eight. This one is about the Fair Ways to Play.

Pretend you and a friend both want to play with the same toy. What are fair ways you could play with that toy?

Put your finger on the box with the letter A. This box says: "Hide the toy." If this is one of the Fair Ways to Play, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Hide the toy

B. Share the toy

C. Take turns with the toy

1. Circle the boxes that show a part of your body you use when you are listening and focusing your attention.



A. Ears

B. Feet

C. Brain

2. Circle the boxes that show a Skill for Learning you use during Think, Turn, Tell.

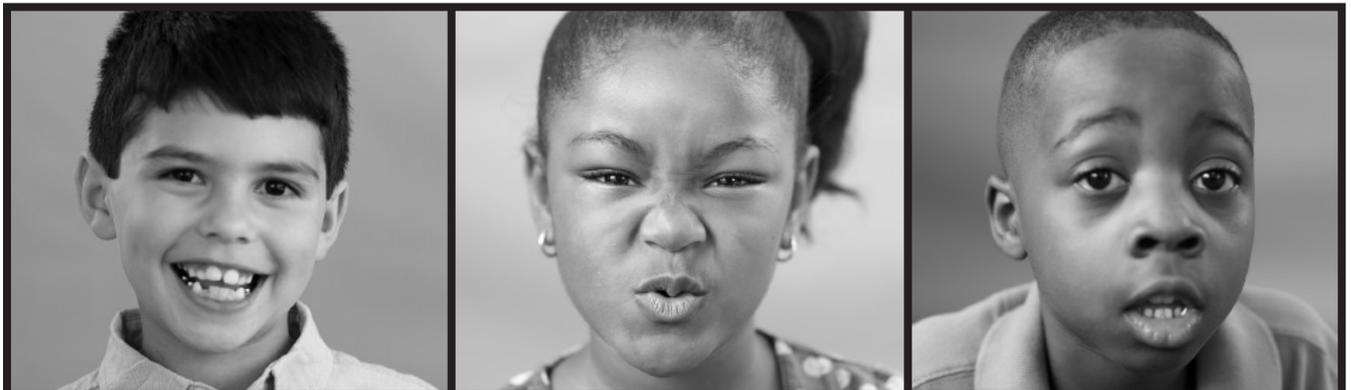


A. Listen

B. Focus attention

C. Belly breathe

3. Circle the box that shows someone feeling disgusted.



A

B

C

4. Circle the boxes that list a way to show caring.

<p>Ask Kisha, "Do you want to walk with me to the program?"</p>	<p>Leave Kisha alone.</p>	<p>Tell Kisha, "I know how you feel. I was scared my first day too."</p>
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A

B

C

5. Circle the boxes that list what you should do to begin to calm down.

<p>Put your hand on your tummy</p>	<p>Stop</p>	<p>Name your feeling</p>
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A

B

C

6. Circle the boxes that show what else you can do to calm down.

		
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A. Push someone

B. Yell

C. Belly breathe

7. Circle the boxes that list one of the Problem-Solving Steps.

 <p>S: Say the problem</p>	 <p>D: Decide who's causing the problem</p>	 <p>T: Think of solutions</p>
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A

B

C

8. Circle the boxes that show the Fair Ways to Play.

		
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A. Take turns with the blocks

B. Share the blocks

C. Hide the blocks

Now that you have finished your *Second Step* lessons, we are going to see how much you remember. I'm going to read all the words on your paper out loud, and you're going to circle the boxes with the best answers.

Unit 1: Skills for Learning

1. Find question number one. This one is about listening and focusing your attention. Listening and focusing your attention are important skills that help you learn. Which parts of your body do you use when you are listening and focusing your attention?

Put your finger on the box with the letter A. This box says: "Ears." If this is a part of your body you use when you are listening and focusing your attention, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Ears

B. Feet

C. Brain

2. Find question number two. This one is about the Skills for Learning you use when you practice Think, Turn, Tell. Put your finger on the box with the letter A. This box says "Listen." If "Listen" is one of the Skills for Learning you use when you practice Think, Turn, Tell, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Listen

B. Focus attention

C. Belly breathe

Unit 2: Empathy

3. Find question number three. This one is about telling how someone is feeling.

Circle the box that shows someone feeling disgusted.



A

B

C

4. Find question number four. This one is about caring.

Here is the story. Kisha's mom is starting a new job today. Kisha will have to go to an after-school program. Kisha has never gone to an after-school program before. She is feeling worried. Her classmate, Maurice, goes to the same after-school program that Kisha will go to. He sees Kisha standing alone on the way to the after-school program. He asks Kisha, "What's the matter?" Kisha tells Maurice that she is a little scared and that she misses her mom. Maurice knows how she feels. He was a little scared his first day of the after-school program too. What can Maurice do to show Kisha he cares?

Put your finger on the box with the letter A. This box says: "Ask Kisha, 'Do you want to walk with me to the program?'" If this is a way Maurice could show he cares about how Kisha is feeling, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A

B

C

Unit 3: Emotion Management

5. Find question number five. This one is about calming down.

Pretend you are learning how to cut stars out of paper. You keep trying and trying, but can't quite get your star to look right. You feel like throwing the scissors across the room. You are feeling frustrated. What should you do to begin to calm down?

Put your finger on the box with the letter A. In this box it says: "Put your hand on your tummy." If this is something you should do to begin to calm down, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Put your hand on your tummy

B. Say "Stop"

C. Name your feeling

6. Find question number six. This one is also about calming down.

Pretend you are waiting in line to climb the bars at recess. It is almost your turn when someone cuts right in front of you. You are so angry! You need to calm down. You put your hand on your tummy, you say "Stop," then you name your feeling: You are angry. Now what else can you do to calm down?

Put your finger on the box with the letter A. This box says: "Push someone." If this is something you can do to calm down, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Push someone

B. Yell

C. Belly breathe

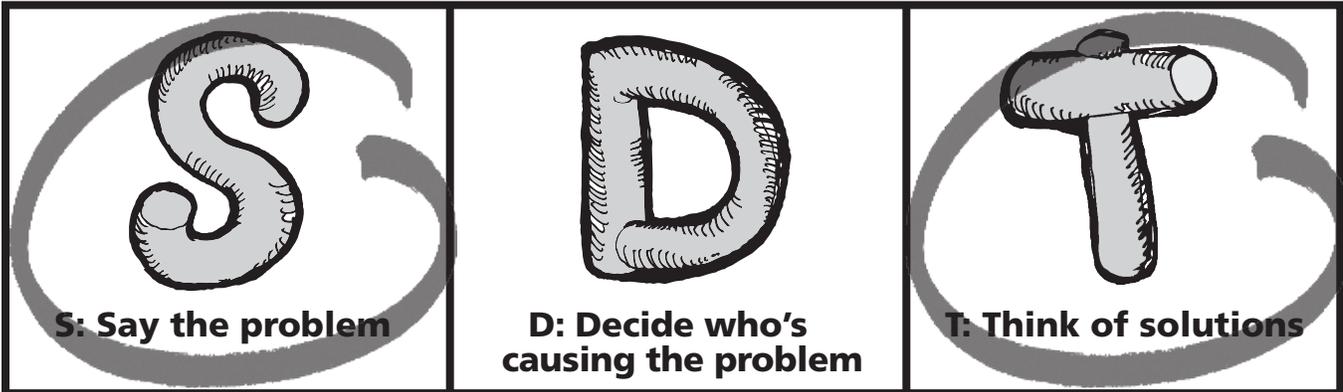
Unit 4: Problem Solving

7. Find question number seven. This one is about the Problem-Solving Steps.

Pretend you and a classmate both want to read the same book, but there is only one copy. You have a problem. Think about the Problem-Solving Steps you should take. Say them to yourself inside your head.

Now put your finger on the box with the letter A. This box says, "S: Say the problem." If this is one of the Problem-Solving Steps, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A: Say the problem

B: Decide who's causing the problem

C: Think of solutions

8. Find question number eight. This one is about the Fair Ways to Play.

Pretend you and a friend both want to play with the same blocks. What are fair ways you could play with the blocks?

Put your finger on the box with the letter A. This box says, "Take turns with the blocks." If this is one of the Fair Ways to Play, circle the box with the letter A.

Continue in the same manner with each of the other boxes.



A. Take turns with the blocks

B. Share the blocks

C. Hide the blocks

Directions

1. Look at the photo.
2. Listen to your teacher read the questions.
3. Check the best answer or answers.
 1. Check off all the ways that tell how Estela and Kareem are focusing their attention and listening.
 - a. Looking at the speaker
 - b. Ignoring distractions
 - c. Interrupting
 - d. Being still
 2. Check off the skill for learning that Estela is using to help her remember directions.
 - a. Focus attention
 - b. Listen
 - c. Use self-talk
 - d. Be assertive
 3. Check off all the clues that help you tell that Kareem and Estela have different feelings about how to work on math.
 - a. Their faces
 - b. Their fingerprints
 - c. The situation
 - d. Their bodies
 4. Check off how you think Estela is feeling.
 - a. Scared
 - b. Frustrated
 - c. Happy
 - d. Surprised
 5. Check off all the Calming-Down Steps you learned in your *Second Step* lessons.
 - a. Say "Stop"
 - b. Name your feeling
 - c. Break your pencil
 - d. Calm down

6. Check off the answer that tells how to belly breathe.
- a. Breathe a few times. Check your belly.
 - b. Put your hands on your belly. Breathe in and out slowly.
 - c. Breathe in and out as fast as you can.
 - d. Rub your belly with your hands. Take a breath.
7. Check off all the Problem-Solving Steps Estela and Kareem can use to solve their problem.
- a. T: Think of solutions
 - b. D: Decide who is to blame
 - c. E: Explore consequences
 - d. S: Say the problem
 - e. P: Pick the best solution
8. Check off each answer that says what “respectful” means.
- a. Treating others how you think they’d like to be treated
 - b. Being polite
 - c. Being bossy
 - d. Being kind
9. Check off each answer that says what it means to explore the consequences of a solution.
- a. Think of the positive things that could happen.
 - b. Think about how other people might feel.
 - c. Think of the quickest one to do.
 - d. Think of the negative things that could happen.
10. Check off the answer with the best solution to Estela and Kareem’s problem.
- a. Copy the answer from another group.
 - b. Don’t do the problem.
 - c. Ask the teacher for help in a calm, firm voice.
 - d. Count to 10.

Lesson Concept

Using *Second Step* skills can help you be a better learner and get along with others.

Key Words

Specific, examples, review

Objectives

Students will be able to:

- Recall *Second Step* skills learned
- Identify *Second Step* skills in a story
- Relate personal examples of skill use

Materials

- Lesson Card 21
- Summative Knowledge Assessment handout, one for each student
- All posters
- All Skills for Learning Cards (as needed)
- Following Through Card 22

Why This Lesson Matters

This lesson reviews the *Second Step* skills students have learned during the year. Students given the opportunity to reflect on their individual growth and learning are more likely to retain and apply the information and skills learned. The more students review and practice, the stronger their skills become.

When teachers provide repeated practice of social-emotional skills in a variety of real-life situations, students are more likely to retain and continue to develop the skills that they've learned in the formal program. This lesson sets the stage for ongoing skill practice through follow-up activities and informally prompting students to use the skills as appropriate situations arise.

Teaching Notes

Read this lesson's Summative Knowledge Assessment section and student handout before you teach the lesson.

Go online to SecondStep.org for lesson resources and videos.

Warm-Up

Review

Today is your last *Second Step* lesson. This year you learned and practiced skills to help you be better learners and get along with others. Show Lesson Card 21. Last week you used what you've learned to solve a playground problem. What skills did you use? (Skills for learning. Calming-down skills. Problem-solving skills.) How did these skills help you solve the problem? Think of *specific examples*. Give think-time. (Various answers.) Learning and practicing these skills all year has helped you get better at using them.

The Brain Builders you've played this year have also helped improve your skills. You've built the parts of your brain that help you focus your attention, listen, and remember. Show two thumbs up if your skills have improved. Comment on the number of thumbs up. You've become better learners!

Summative Knowledge Assessment

Today you'll review all the skills you've learned and practiced this year. First, you'll look at photos and listen to a story about two second-grade students who are using their *Second Step* skills. Then you'll answer questions to show what you know about the skills the students are using. Distribute the Summative Knowledge Assessment handout, one per student. Read the directions out loud.



1. Here are Estela and Kareem. Their teacher, Ms. Nelson, is explaining a new way of doing math. Look at Number 1 on your handout. Check off all the ways that tell how Estela

and Kareem are focusing their attention and listening: a. Looking at the speaker; b. Ignoring distractions; c. Interrupting; d. Being still. (a, b, d.)

2. While Ms. Nelson gives the students directions for a partner assignment, Estela repeats the directions quietly to herself. Look at Number 2 on your handout. Check off the Skill for Learning that Estela is using to help herself remember directions: a. Focus attention; b. Listen; c. Use self-talk; d. Be assertive. (c.)



3. Look at the photo. Kareem is Estela's new math partner. Kareem likes to take his time and write down each problem. Estela likes to do

math problems differently. She likes to do them fast, in her head. Estela thinks Kareem's way of doing math takes too long. She wants to finish quickly so they can go out to recess! Look at Number 3 on your handout. Check off all the clues that help you tell that Kareem and Estela have different feelings about how to do math: a. Their faces; b. Their fingerprints; c. The situation; d. Their bodies. (a, c, d.)

4. Look at the photo. Look at Number 4 on your handout. Check off how you think Estela is feeling: a. scared; b. frustrated; c. happy; d. surprised. (b.)

5. Estela's strong feelings are making it hard for her to do her work. She needs to calm down. Estela decides to use the Calming-Down Steps she learned in her *Second Step* lessons. Look at Number 5 on your handout. Check off all the Calming-Down Steps you learned in your *Second Step* lessons: a. Say "Stop"; b. Name your feeling; c. Break your pencil; d. Calm down. (a, b, d.)



6. Look at the photo. Estela decides to do some belly breathing. Look at Number 6 on your handout. Check off the one that tells how to belly breathe: a. Breathe a few times. Check your belly; b. Put your hands on your belly. Breathe in and out slowly; c. Breathe in and out as fast as you can; d. Rub your belly with your hands. Take a breath. (b.)



7. Look at the photo. After belly breathing, Estela calms down. She realizes it's okay that she and Kareem like to do math differently. But now they have a problem!

They're stuck on the last question. Neither of them knows how to do it. If they don't finish soon, they'll miss recess. Look at Number 7 on your handout. Check off all the Problem-Solving Steps Estela and Kareem can use to solve their problem: a. T: Think of solutions; b. D: Decide who is to blame; c. E: Explore consequences; d. S: Say the problem; e. P: Pick the best solution. (a, c, d, e.)

8. Estela and Kareem need to think of safe and respectful solutions to their problem. *Safe* means no one's body or feelings get hurt. Look at Number 8 on your handout. Check off each answer that says what "respectful" means. a. Treating others how you think they'd like to be treated; b. Being polite; c. Being bossy; d. Being kind. (a, b, d.)

9. Estela and Kareem think of many solutions. Then they explore consequences for each solution. Look at Number 9 on your handout. Check off each answer that says what it means to explore the consequences of a solution: a. Think of the positive things that could happen; b. Think about how other people might feel; c. Think of the quickest one to do; d. Think of the negative things that could happen. (a, b, d.)

10. Estela and Kareem decide that they want to learn how to do the math problem they're stuck on. Look at Number 10 on your handout. Check off the answer with the best solution to Estela and Kareem's problem: a. Copy the answer from another group; b. Don't do the problem; c. Ask the teacher for help in a calm, firm voice; d. Count to ten. (c.)

Skill Practice

You just showed what you know about the *Second Step* skills used in that story. Now it's your turn to think about when you can use these skills to help you in school. Explain the steps below to students. Instead of having them raise their hands, have students use an action related to each poster to show they want to speak. See action suggestions below.

- Refer to the poster and review.
- Ask students: **When can you use _____ (name of skill) to help you in school?**
- Give think-time.
- Have students use actions to show they want to speak.
- Call on a few students at random to tell the class their ideas.
- Do steps 1–5 again with the next poster.

Posters and Action Suggestions

- Skills for Learning Poster: Stand at attention
- Empathy Poster: Make a heart with thumbs and pointer fingers
- How to Calm Down Poster: Show the hand-brain
- Problem-Solving Steps Poster: Stand and step in place

Wrap-Up

In this year's *Second Step* lessons, you've learned a lot that will help you learn and get along better with others! Give yourself a big round of applause. Model clapping while making a circle in the air with your hands.

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 22.

1. Look at the photo.
2. Listen to your teacher read the questions.
3. Check the best answer or answers.
 1. Check off how you think Yosef is feeling. You can check off more than one feeling.
 - a. Sad
 - b. Lonely
 - c. Surprised
 - d. Left out
 2. Check off the word that best completes this sentence: Cheng is feeling _____ for Yosef.
 - a. Anger
 - b. Respect
 - c. Jealousy
 - d. Empathy
 3. Check off all the skills for learning Cheng can use to make conversation with Yosef.
 - a. Be assertive
 - b. Use self-talk
 - c. Listen
 - d. Focus attention
 4. Check off all the ways you can tell Cheng is being assertive.
 - a. Head up, shoulders back
 - b. Speaking calmly and firmly
 - c. Looking at his shoes
 - d. Pointing at Yosef
 5. Check off the first two Calming-Down Steps you learned in your *Second Step* lessons.
 - a. Say the problem
 - b. Name your feeling
 - c. Be assertive
 - d. Stop—use your signal

6. Check off an example of positive self-talk that Omar could use to help himself calm down. You can check more than one example.
- a. I'm never going to be able to do this.
 - b. I hate math.
 - c. It's going to be fine.
 - d. I'm good at math.
7. Check off the answer that tells how to belly breathe.
- a. Put your hands on your belly. Breathe in and out slowly.
 - b. Push out your belly. Breathe on the person next to you.
 - c. Breathe in and out as fast as you can.
 - d. Squeeze your belly with your hands. Take a breath.
8. Check off the best way to say Omar and Naomi's problem.
- a. Omar always thinks it's his turn to take the basketball when it's really Naomi's turn.
 - b. Naomi never gets to do what she wants, and Omar always does.
 - c. Omar and Naomi both want to take the same basketball out to recess.
 - d. Naomi is always telling people what to do, even when it's not her turn.
9. Check off all the other Problem-Solving Steps Omar and Naomi can use to solve their problem.
- a. E: Explore consequences
 - b. D: Decide who is to blame
 - c. T: Think of solutions
 - d. P: Pick the best solution
10. Check off the two words that best complete this sentence: Solutions to a problem should be _____ and _____.
- a. Safe
 - b. Right
 - c. Easy
 - d. Respectful

Lesson Concept

Using *Second Step* skills can help you be a better learner and get along with others.

Key Words

Specific, examples, review

Objectives

Students will be able to:

- Recall *Second Step* skills learned
- Identify *Second Step* skills in a story
- Relate personal examples of skill use

Materials

- DVD player and monitor or computer with speakers, projector, and screen
- Grade 3 DVD
- Summative Knowledge Assessment handout
- Lesson Card 21
- All posters
- All Skills for Learning Cards (as needed)
- Following Through Card 22

Why This Lesson Matters

This lesson reviews the skills students have learned during the year. When students are given the opportunity to reflect on their individual growth and learning, they are more likely to retain and apply the skills and concepts they have learned. The more students review and practice, the stronger their skills become.

When teachers provide repeated practice of social-emotional skills in a variety of real-life situations, students are more likely to retain and continue to develop the skills that they've learned in the formal program. This lesson sets the stage for ongoing skill practice through follow-up activities and informally prompting students to use the skills as appropriate situations arise.

Teaching Notes

Read this lesson's Summative Knowledge Assessment section and student handout before you teach the lesson.

Go online to SecondStep.org for lesson resources and videos.

Warm-Up

Review

Today is your last *Second Step* lesson. This year you learned and practiced skills for learning and getting along with others. Show Lesson Card 21. Last week you used what you've learned to resist negative peer pressure. What skills did you use? (Various answers.) How did these skills help you solve the problem? Think of *specific examples*. Give think-time. (Various answers.) Learning and practicing these skills all year has helped you get better at using them.

The Brain Builders you've played this year have also helped improve your skills. You've built the parts of your brain that help you focus your attention, listen, and remember. Put two thumbs up if your skills have improved. Comment on the number of thumbs up. You've become better learners!

Summative Knowledge Assessment

Today you'll review all the skills you've learned and practiced this year. First, you'll look at photos and listen to stories about third-grade students who are using their *Second Step* skills. Then you'll answer questions to show what you know about the skills the students are using. Distribute the Summative Knowledge Assessment handout, one per student. Read the directions out loud.



1. Here are Cheng and Yosef. Cheng was having fun playing soccer at recess until he noticed a new classmate, Yosef, standing alone. Cheng looks at Yosef's face and

body for clues about how he's feeling. Look at Number 1 on your handout. Check off how you think Yosef is feeling. You can check off more than one feeling: a. Sad; b. Lonely; c. Surprised; d. Left out. (a, b, d.)

2. Cheng understands Yosef's feelings because he felt the same when he was a new student last year. Look at Number 2 on your handout. Check off the word that best completes this sentence: Cheng is feeling _____ for Yosef: a. Anger; b. Respect; c. Jealousy; d. Empathy. (d.)



3. Cheng decides to help Yosef feel better by making conversation with him and asking him to join the soccer game. Check off all the skills for learning Cheng can use

to make conversation with Yosef: a. Be assertive; b. Use self-talk; c. Listen; d. Focus attention. (a, c, d.)



4. Look at the photo. Before Cheng goes to talk to Yosef, he says to his friends (assertive tone): "I want Yosef to join our soccer game." Look at Number 4 on your handout. Check off all the ways you can tell Cheng is being assertive: a. Head up, shoulders back; b. speaking calmly and firmly; c. Looking at his shoes; d. Pointing at Yosef. (a, b.)

Cheng asks Yosef if he wants to join the soccer game, and he agrees. They have fun playing soccer together.



5. Naomi is having strong feelings. They're making it hard for her to get her work done. She needs to calm down. Naomi decides to use the Calming-Down Steps she learned

in her *Second Step* lessons. Look at Number 5 on your handout. Check off the first two Calming-Down Steps you learned in your *Second Step* lessons: a. Say the problem; b. Name your feeling; c. Be assertive; d. Stop—use your signal. (b, d.)

6. Omar is about to take a math test, but he's feeling really anxious, and it's making it hard for him to think. He needs to use some positive self-talk to help himself calm down. Look at Number 6 on your handout. Check off an example of positive self-talk that Omar could use to help himself calm down. You can check more than one example: a. I'm never going to be able to do this; b. I hate math; c. It's going to be fine; d. I'm good at math. (c, d.)

7. The person behind Omar in the lunch line accused him of cutting. He felt so angry! He didn't cut, and he wanted to yell back. Instead, he said to himself, "Stop. I'm angry. I need to calm down." He took some belly breaths to calm down. Look at Number 7 on your handout. Check off the answer that tells how to belly breathe: a. Put your hands on your belly. Breathe in and out slowly; b. Push out your belly. Breathe on the person next to you; c. Breathe in and out as fast as you can; d. Squeeze your belly with your hands. Take a breath. (a.)

8. It's time for recess. Omar thinks it's his turn to take the basketball to the playground; however, Naomi thinks it's her turn. Look at Number 8 on your handout. Check off the best way to say Omar and Naomi's problem: a. Omar always thinks it's his turn to take the basketball when it's really Naomi's turn; b. Naomi never gets to do what she wants, and Omar always does; c. Omar and Naomi both want to take the same basketball out to

recess; d. Naomi is always telling people what to do, even when it's not her turn. (c.)

9. Saying the problem was the first step Omar and Naomi took to solve their problem. Look at Number 9 on your handout. Check off all the other Problem-Solving Steps Omar and Naomi can use to solve their problem: a. E: Explore consequences; b. D: Decide who is to blame; c. T: Think of solutions; d. P: Pick the best solution. (a, c, d.)

10. Omar and Naomi are ready to think of solutions to their problem. Look at Number 10 on your handout. Check off the two words that best complete this sentence: Solutions to a problem should be _____ and _____: a. Safe; b. Right; c. Easy; d. Respectful. (a, d.) Omar and Naomi decide the best solution is to take the basketball out to recess and shoot hoops together!

Skill Practice

You just showed what you know about *Second Step* skills. Now it's your turn to think about when you can use these skills to help you in school. Explain the steps below to students. Instead of having students raise their hands, have them use an action related to each poster to show they want to speak. See suggestions below.

- Refer to the poster and review.
- Ask students: **When can you use _____ (name of skill) to help you in school?**
- Give think-time.
- Have students use actions to show they want to speak.
- Call on a few students at random to tell their ideas.
- Do steps 1–5 again with each poster.

Poster action suggestions

- Skills for Learning Poster: stand at attention
- Empathy Poster: make a heart with thumbs and pointer fingers
- How to Calm Down Poster: show the hand-brain
- Problem-Solving Steps Poster: stand and step up in place

Wrap-Up

In this year's *Second Step* lessons, you've learned a lot that will help you learn and get along better with others! Give yourself a big round of applause. Model clapping while making a circle in the air with your hands.

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 22.

1. When you have empathy for people, you (select all that apply):
 - a. Notice how they are feeling
 - b. Listen with attention to what they are saying
 - c. Tell them how they should feel
 - d. Try to understand their point of view

2. Select the best example of being assertive when someone cuts in front of you in line:
 - a. Hey, get out of the way!
 - b. Oh...I don't know, but I think I was in front of you, maybe.
 - c. Who do you think you are—the king of the world?
 - d. It is not okay to cut in front of me. The end of the line is back there.

3. There is a new boy in your class. You've decided to start a conversation with him so you can get to know him better. What are some things you can do to keep a conversation going? (Select all that apply.)
 - a. Listen to him with attention when he is talking
 - b. Face him when you are talking with him
 - c. Use friendly, respectful, sincere words and tone of voice
 - d. Ask more questions to keep the conversation going

4. Jill was very excited that her older sister was coming home for a visit. Then she found out that her sister had a change of plans and couldn't make it home. Jill is very disappointed. What is a compassionate thing you could do for Jill?
 - a. Ignore her and hope she will feel better soon
 - b. Tell her you are sorry her sister is not coming for a visit and invite her over to your house to watch a movie instead
 - c. Look at her very sadly
 - d. Wish that she felt better

5. You experience strong emotions only in your brain.
 - a. True
 - b. False

6. Select the first two things you should do to begin to calm down:
 - a. Stop—use your signal
 - b. Run
 - c. Name your feeling
 - d. Lie down

7. You are playing a game at recess. You notice that someone on the other team is cheating. You are so angry! What can you do to calm down?
- a. Call the kid a cheater, and make sure everyone hears you
 - b. Belly breathe
 - c. Count to 10
 - d. Tell yourself: "Chill. Maybe he doesn't know the rules."
8. Anxiety is the uneasy feeling you get when you are worried about something that might or might not happen. When you feel anxious it is good to (select all that apply):
- a. Yell
 - b. Clench your teeth
 - c. Use self-talk to tell yourself that it will be okay
 - d. Talk to a grown-up
9. Which one of the following is not one of the *Second Step* Problem-Solving Steps?
- a. D: Decide who is to blame
 - b. T: Think of solutions
 - c. P: Pick the best solution
 - d. E: Explore consequences
10. It's recess, and you and your friend want to play tetherball. But Jessie and Alex are already playing there... again! They've played tetherball at recess for the last two days. You have a problem. How can you say the problem in a way that doesn't blame anyone?
- a. Jessie and Alex are hogging the tetherball, and they need to let us play now.
 - b. It's our turn, so we are going to play tetherball. We don't care what Jessie and Alex think.
 - c. We all want to play tetherball at the same time, and there is just one tetherball.
 - d. Jessie and Alex always get to do what they want—it's not fair.
11. Sometimes solutions to problems are complicated and require a plan. Select all of the following that are good to remember when making a plan:
- a. The order makes sense
 - b. There is enough time to do it
 - c. Make sure it's a little complicated
 - d. It's realistic, and you're able to do it
12. Your friend wants you to take some money from your big sister's money-box when she is not home to ask. It is best to say to your friend:
- a. No, I don't want to do that.
 - b. I need to think about it.
 - c. If you want to do it, that's fine with me.
 - d. Do you think I will get in trouble?

Directions for the Teacher

Explain to your students that for some questions, there is more than one correct answer. For those questions, they must choose all the possibilities that are correct.

Depending on the reading level of your students, you may need to read the questions and possible responses out loud to your students before they answer each question.

Unit 1: Learning and Empathy

(multiple response)

1. When you have empathy for people, you (select all that apply):

- a. Notice how they are feeling
- b. Listen with attention to what they are saying
- c. Tell them how they should feel
- d. Try to understand their point of view

Answers: a, b, d

(multiple choice)

2. Select the best example of being assertive when someone cuts in front of you in line:

- a. Hey, get out of the way!
- b. Oh...I don't know, but I think I was in front of you, maybe.
- c. Who do you think you are—the king of the world?
- d. It is not okay to cut in front of me. The end of the line is back there.

Answer: d

(multiple response)

3. There is a new boy in your class. You've decided to start a conversation with him so you can get to know him better. What are some things you can do to keep a conversation going? (Select all that apply.)

- a. Listen to him with attention when he is talking
- b. Face him when you are talking with him
- c. Use friendly, respectful, sincere words and tone of voice
- d. Ask more questions to keep the conversation going

Answers: a, b, c, d

(multiple choice)

4. Jill was very excited that her older sister was coming home for a visit. Then she found out that her sister had a change of plans and couldn't make it home. Jill is very disappointed. What is a compassionate thing you could do for Jill?

- a. Ignore her and hope she will feel better soon
- b. Tell her you are sorry her sister is not coming for a visit and invite her over to your house to watch a movie instead
- c. Look at her very sadly
- d. Wish that she felt better

Answer: b

Unit 2: Emotion Management

(true/false)

5. You experience strong emotions only in your brain.

- a. True
- b. False

Answer: b. False; you experience strong emotions in your brain and body.

(multiple response)

6. Select the first two things you should do to begin to calm down:

- a. Stop—use your signal
- b. Run
- c. Name your feeling
- d. Lie down

Answers: a, c

(multiple response)

7. You are playing a game at recess. You notice that someone on the other team is cheating. You are so angry! What can you do to calm down?

- a. Call the kid a cheater, and make sure everyone hears you
- b. Belly breathe
- c. Count to 10
- d. Tell yourself: "Chill. Maybe he doesn't know the rules."

Answers: b, c, d

(multiple response)

8. Anxiety is the uneasy feeling you get when you are worried about something that might or might not happen. When you feel anxious it is good to (select all that apply):

- a. Yell
- b. Clench your teeth
- c. Use self-talk to tell yourself that it will be okay
- d. Talk to a grown-up

Answers: c, d

Unit 3: Problem Solving

(multiple choice)

9. Which one of the following is not one of the *Second Step* Problem-Solving Steps?

- a. D: Decide who is to blame
- b. T: Think of solutions
- c. P: Pick the best solution
- d. E: Explore consequences

Answer: a

(multiple choice)

10. It's recess, and you and your friend want to play tetherball. But Jessie and Alex are already playing there... again! They've played tetherball at recess for the last two days. You have a problem. How can you say the problem in a way that doesn't blame anyone?

- a. Jessie and Alex are hogging the tetherball, and they need to let us play now.
- b. It's our turn, so we are going to play tetherball. We don't care what Jessie and Alex think.
- c. We all want to play tetherball at the same time, and there is just one tetherball.
- d. Jessie and Alex always get to do what they want—it's not fair.

Answer: c

(multiple response)

11. Sometimes solutions to problems are complicated and require a plan. Select all of the following that are good to remember when making a plan:

- a. The order makes sense
- b. There is enough time to do it
- c. Make sure it's a little complicated
- d. It's realistic, and you're able to do it

Answers: a, b, d

(multiple choice)

12. Your friend wants you to take some money from your big sister's money-box when she is not home to ask. It is best to say to your friend:

- a. No, I don't want to do that.
- b. I need to think about it.
- c. If you want do it, that's fine with me.
- d. Do you think I will get in trouble?

Answer: a

1. You are talking to a classmate in the hallway before school. She just had an argument with her best friend. You are listening to her with attention as she tells you how sad she is feeling. You understand how she feels. You've felt sad after having an argument with a friend too. You are:
 - a. Feeling happy that you are not her
 - b. Having empathy for her
 - c. Thinking she will not have many friends
 - d. Wondering why she is so sad

2. You were having trouble paying attention when your teacher explained what do for a social studies project. Now everyone is getting started, and you don't know what you're supposed to do! The best thing to do is to:
 - a. Just do the project the way you want
 - b. Assertively ask your teacher how to do it
 - c. Read a book instead
 - d. Wait quietly at your desk and hope someone comes to help you

3. Some kids at the after-school program are starting to play a board game. It looks like it could be fun. Which of the following is the best way for you to join in?
 - a. Aggressively say that you know all about how to play the game
 - b. Wait a long time for them to ask you if you want to play
 - c. Ask a question about the game, then politely ask if you can play too
 - d. Wait until they start playing, then ask them to stop what they are doing and let you play

4. Garrett's older brother gave him his old bike. Garrett is very excited. He rides the bike to the park to meet you. Unfortunately, on the way to the park something hits his wheel and bends the spokes. He is very disappointed. What is a compassionate thing you could do for Garrett?
 - a. Tell him "It's just a bike—no big deal"
 - b. Tell him you are sorry about the wheel and you can ask an adult to help fix it
 - c. It's best not to say anything
 - d. Wish Garrett had gone a different way to the park

5. You experience strong emotions only in your body.
 - a. True
 - b. False

6. You are taking a test. You still have two more questions to go, but you only have a little more time. You are starting to feel anxious. What should you do to calm down? (Select all that apply.)
 - a. Stop—use your signal
 - b. Cry
 - c. Name your feeling
 - d. Calm down—use a Calming-Down Strategy

7. You are learning how to make folded paper birds in art class. Everyone seems to be able do it but you! Every time you try, you get it wrong. You feel like ripping the whole thing up and throwing it on the floor! You are really frustrated. What can you do to calm down? (Select all that apply.)
- a. Take a break, and try again later
 - b. Bang the table to show how frustrated you feel
 - c. Use self-talk to tell yourself that you can do it, you just need to take your time
 - d. Do deep, centered breathing
8. You and a partner have just finished building a rocket for a science project. You are carrying your completed rocket up to the front of the class when you trip over someone's foot. You drop the rocket and it cracks. You turn around and see a classmate with his foot in the aisle. You are so angry! You feel like breaking his rocket. You want to punch him. Instead, you decide to calm down. What positive self- talk can you use to calm down?
- a. "I know he was trying to trip me on purpose."
 - b. "He probably didn't stick his foot out on purpose. I can always fix my rocket."
 - c. "I should have stepped on his foot."
 - d. "I'm going push his foot back into his face!"
9. When you solve problems, first calm down, then (select all that apply):
- a. P: Pick the best solution
 - b. D: Decide who's to blame
 - c. T: Think of solutions
 - d. E: Explore consequences
 - e. S: Say the problem
10. Bella hears some of her friends talking about another friend of hers, Karin. Bella is sure that what they are saying is untrue and hurtful to Karin. Bella knows this is a problem. What are some possible solutions that are safe and respectful? (Select all that apply.)
- a. Walk away and refuse to listen
 - b. Confront the gossipers and tell them to stop
 - c. Just stand there and listen quietly
 - d. Assertively state the truth
11. Rashid borrowed his friend's favorite book. Now his friend wants it back, but Rashid can't find it! He decides he needs to tell his friend what happened and replace the book. However, this solution is not simple. It requires a plan. Select all of the following that Rashid should remember when making his plan:
- a. The order makes sense
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12. You have to show your completed homework to your teacher before you go out to recess. Your friend didn't finish hers and wants to copy yours. What should you do?
- a. Let her copy it, so she can join you at recess
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 - c. Tell her no, you don't want to let her do that, but you can play with her next recess after she gets her homework done
 - d. Tell on her

Directions for the Teacher

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Unit 1: Learning and Empathy

(multiple choice)

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- a. Feeling happy that you are not her
- b. Having empathy for her
- c. Thinking she will not have many friends
- d. Wondering why she is so sad

Answer: b

(multiple choice)

2. You were having trouble paying attention when your teacher explained what do for a social studies project. Now everyone is getting started, and you don't know what you're supposed to do! The best thing to do is to:

- a. Just do the project the way you want
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- c. Read a book instead
- d. Wait quietly at your desk and hope someone comes to help you

Answer: b

(multiple choice)

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- d. Wait until they start playing, then ask them to stop what they are doing and let you play

Answer: c

(multiple choice)

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- c. It's best not to say anything
- d. Wish Garrett had gone a different way to the park

Answer: b

Unit 2: Emotion Management

(true/false)

5. You experience strong emotions only in your body.

- a. True
 b. False

Answer: b. False; you experience strong emotions in your brain and your body.

(multiple response)

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 d. "I'm going push his foot back into his face!"

Answer: b

Unit 3: Problem Solving

(Multiple response)

9. When you solve problems, first calm down, then (select all that apply):

- a. P: Pick the best solution
- b. D: Decide who's to blame
- c. T: Think of solutions
- d. E: Explore consequences
- e. S: Say the problem

Answers: a, c, d, e

(multiple response)

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- c. Tell her no, you don't want to let her do that, but you can play with her next recess after she gets her homework done
- d. Tell on her

Answer: c