

Lesson 1				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE
AD 4 A Identify and follow classroom and school routines., AD 4 B Identify work habits necessary for school success.	AD 4 A Identify and practice the steps for completing classroom assignments and activities. AD 4 B Develop and practice work habits necessary for school success.	AD 4 A Demonstrate skills needed to complete classroom tasks independently. AD 4 B Build individual work habits and study skills that apply to a variety of learning situations.	AD 4 A Identify and practice study skills and test-taking strategies. AD 4 B Recognize and practice basic time-management and organizational skills for assignments and/or task completion.	AD 4 A Apply study skills and test taking strategies to improve academic achievement. AD 4 B Apply time-management and organizational techniques necessary for assignments and/or task completion.
Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
1. Learning to listen 2. Focusing attention 3. Following directions	1. Listening to learn 2. Focusing attention 3. Following directions	1. Being respectful 2. Using self-talk	1. Being Respectful learners 2. Using self-talk	1. Empathy and Respect 2. Listening w/ Attention
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> ● name and demonstrate the rules for listening in a group ● demonstrate attention skills, listening, and following directions in the context of a game 	<ul style="list-style-type: none"> ● name and demonstrate the listening rules ● apply attention and memory skills ● state typical classroom verbal cues that request student attention 	<ul style="list-style-type: none"> ● identify respectful behavior in themselves and others ● identify examples of focusing attention ● identify examples of listening 	<ul style="list-style-type: none"> ● apply focusing-attention and listening skills ● identify classroom distractions ● demonstrate the use of self-talk 	<ul style="list-style-type: none"> ● define respect ● define empathy ● demonstrate listening with attention skills

Lesson 2				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE
AD6 A Identify the skills needed to be a successful learner. PS 1 C Identify character traits needed for different situations.	AD6 A Identify the skills needed to be a successful learner. PS 1 C Recognizing personal character traits.	PS 1 Understanding self as an individual and as a member of diverse local and global communities A. Self - Concept a. Express a variety of feelings	PS 1 Understanding self as an individual and as a member of diverse local and global communities A. Self - Concept & PS 1 C Identify the personal characteristics needed to contribute to the classroom. a. Identify positive characteristics and areas for personal growth.	PS 1 Understanding self as an individual and as a member of diverse local and global communities A. Self - Concept a. Recognize positive self-talk and communicate personal thoughts and feelings
Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
4. Self-talk for staying on task 5. Being assertive	4. Self-talk for learning 5. Being assertive	3. Using self-talk 4. Being assertive	3. Being assertive	3. Being Assertive
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets

<p>Students will be able to:</p> <ul style="list-style-type: none"> ● demonstrate self-talk for remembering directions ● demonstrate being assertive 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● demonstrate self-talk strategies for remembering directions ● distinguish an assertive request from a passive or aggressive one ● Identify assertive posture and tone of voice ● demonstrate assertive communication skills 	<ul style="list-style-type: none"> ● identify classroom distractions ● demonstrate using self-talk ● demonstrate assertive communication skills ● determine which adult to ask assertively for help 	<ul style="list-style-type: none"> ● Students will be able to demonstrate assertive communication skills. 	<ul style="list-style-type: none"> ● Students will be able to demonstrate assertive communication skills.
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Lesson 3				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE
PS 1 Understanding self as an individual and as a member of diverse local and global communities A. Self - Concept a. Identify basic feelings	PS 1 Understanding self as an individual and as a member of diverse local and global communities A. Self - Concept a. Identify a variety of feelings	PS 1 Understanding self as an individual and as a member of diverse local and global communities C. Citizenship and contribution within a diverse community a. Compare and contrast character traits needed for different situations.	PS 2 Interacting with others in ways that respect individual and group differences A. Quality relationships a. Identify the interpersonal skills necessary to build quality relationships.	PS 2 Interacting with others in ways that respect individual and group differences A. Quality relationships a. Demonstrate respect for others' personal opinions and ideas.
Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
6. Feelings 7. More Feelings 8. Identifying Anger	6. Identifying Feelings 7. Looking for More Clues	5. Identifying Feelings 6. Learning more about Feelings 7. Feeling Confident	5. Identifying Others' Feelings 6. Understanding Perspectives 7. Conflicting Feelings	5. Understanding Complex Feelings
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> ● Name happy and sad. ● Identify that happy is a comfortable feeling and sad is an uncomfortable feelings. ● Identify a variety of feelings. ● Name interested and afraid/scared. ● Name angry. 	<ul style="list-style-type: none"> ● Name feelings. 	<ul style="list-style-type: none"> ● Name a variety of feelings. ● Distinguish between comfortable and uncomfortable feelings. ● Label their own feelings as the same as or different from other's feelings. ● Identify physical and situational clues that indicate the feeling of confidence. ● Detect when their own and others' feelings change. 	<ul style="list-style-type: none"> ● Name variety of feelings ● Determine others' feelings ● Label their own feelings as the same as or different from others' feelings. ● Determine whether others' feelings have changed, in response to scenarios ● Identify two conflicting feelings a person could have in response to scenarios ● Explain possible reasons for someone's conflicting feelings 	<ul style="list-style-type: none"> ● Identify multiple feelings ● Give possible reasons for multiple feelings

Lesson 4				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE

PS 2 Interacting with others in ways that respect individual and group differences B. Respect for Self and Others a. Identify similarities and differences between self and others.	PS 2 Interacting with others in ways that respect individual and group differences B. Respect for Self and Others a. Identify similarities and differences among students within the school community.	PS 2 Interacting with others in ways that respect individual and group differences B. Respect for Self and Others a. Identify similarities and differences among families and their traditions.	PS 2 Interacting with others in ways that respect individual and group differences B. Respect for Self and Others a. Recognize and respect the differences between personal culture and other cultures.	PS 2 Interacting with others in ways that respect individual and group differences B. Respect for Self and Others a. Recognize and respect diverse groups within the school and community.
Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
9. Same or Different	8. Similarities & Differences	8. Respecting Different Preferences	8. Accepting Differences	4. Respecting Similarities & Differences 6. Understanding Different Perspectives
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> ● compare physical and emotional similarities and differences between two people ● demonstrate that people can have different feelings about the same situation 	<ul style="list-style-type: none"> ● compare physical and emotional similarities and differences between two people ● demonstrate that people can have different feelings about the same situation 	<ul style="list-style-type: none"> ● determine what others are feeling ● label their own preferences as the same as or different than others' preferences 	<ul style="list-style-type: none"> ● name similarities and differences between two people ● predict how others will feel when teased for being different 	<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 ● identify differing perspectives in given scenarios ● generate prosocial responses to scenarios in which different perspectives could cause a conflict

Lessons 5 & 6				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
N/A	N/A	N/A	N/A	N/A
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE
PS2A Demonstrate how to be a friend. PS 2 C Identify feelings of others.	PS2A Demonstrate the ability to be a friend. PS 2 C Express feelings effectively, both verbally and non-verbally.	PS2A Identify and demonstrate the interpersonal skills needed to make and keep a friend. PS 2 C Identify the steps of solving problems and conflicts with others.	PS2A Identify the interpersonal skills necessary to build quality relationships. PS 2 C Apply the steps of solving problems and conflicts with others.	PS 2 A Demonstrate respect for others' personal opinions and ideas. PS 2 C Identify and practice the skills used to compromise in a variety of situations
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets

<ul style="list-style-type: none"> ● Describe what bully is and what bullying isn't ● Describe bully behaviors, bystander behaviors and upstander behaviors ● Identify ways to respond to a bully ● Identify ways to help when they see or hear bullying behavior ● Demonstrate how to be a friend. ● Identify feelings of others ● Identify and describe the difference between tattling and reporting 	<ul style="list-style-type: none"> ● Describe what bully is and what bullying isn't ● Describe bully behaviors, bystander behaviors and upstander behaviors ● Identify ways to respond to a bully ● Identify ways to help when they see or hear bullying behavior ● Demonstrate the ability to be a friend ● Express feelings effectively, both verbally and non-verbally ● Identify and describe the difference between tattling and reporting 	<ul style="list-style-type: none"> ● Describe what bully is and what bullying isn't ● Describe bully behaviors, bystander behaviors and upstander behaviors ● Identify ways to respond to a bully ● Identify ways to help when they see or hear bullying behavior ● Identify and demonstrate the interpersonal skills needed to make and keep a friend ● Identify the steps of solving problems and conflicts with others ● Identify and describe the difference between tattling and reporting 	<ul style="list-style-type: none"> ● Describe what bully is and what bullying isn't ● Describe bully behaviors, bystander behaviors and upstander behaviors ● Identify ways to respond to a bully ● Identify ways to help when they see or hear bullying behavior ● Identify the interpersonal skills necessary to build quality relationships ● Apply the steps of solving problems and conflicts with others ● Identify and describe the difference between tattling and reporting 	<ul style="list-style-type: none"> ● Describe what bully is and what bullying isn't ● Describe bully behaviors, bystander behaviors and upstander behaviors ● Identify ways to respond to a bully ● Identify ways to help when they see or hear bullying behavior ● Demonstrate respect for others' personal opinions and ideas ● Identify and practice the skills used to compromise in a variety of situations ● Identify and describe the difference between tattling and reporting
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Lesson 7				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
N/A	N/A	N/A	N/A	N/A
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE
PS 3 - Applying Personal Safety Skills and Coping Strategies <ul style="list-style-type: none"> A. Safe and Healthy Choices <ul style="list-style-type: none"> ○ Identify safe and healthy choices at home and school B. Personal safety of self and others <ul style="list-style-type: none"> ○ Identify safe/unsafe situations 	PS 3 - Applying Personal Safety Skills and Coping Strategies <ul style="list-style-type: none"> C. Safe and Healthy Choices <ul style="list-style-type: none"> ○ Identify steps of problem solving and decision making for personal safety. D. Personal safety of self and others <ul style="list-style-type: none"> ○ Identify personal safety strategies. 	PS 3 - Applying Personal Safety Skills and Coping Strategies <ul style="list-style-type: none"> E. Safe and Healthy Choices <ul style="list-style-type: none"> ○ Practice the steps of problem solving and decision making for personal safety F. Personal safety of self and others <ul style="list-style-type: none"> ○ Apply personal safety strategies as they relate to different situations. 	PS 3 - Applying Personal Safety Skills and Coping Strategies <ul style="list-style-type: none"> G. Safe and Healthy Choices <ul style="list-style-type: none"> ○ Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. H. Personal safety of self and others <ul style="list-style-type: none"> ○ Identify issues that impact personal safety. 	PS 3 - Applying Personal Safety Skills and Coping Strategies <ul style="list-style-type: none"> I. Safe and Healthy Choices <ul style="list-style-type: none"> ○ Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices in various life situations. J. Personal safety of self and others <ul style="list-style-type: none"> ○ Describe different types of violence and harassment, and identify strategies for intervention.
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets

<ul style="list-style-type: none"> ● Identify safe and healthy choices at home and school ● Identify safe/unsafe situations ● Understand the difference between good/comfortable touch and bad/uncomfortable touch ● Realize they have a right to privacy ● Feel comfortable saying “no” in uncomfortable or unsafe situations ● Understand the importance of not keeping secrets from their parents ● Know how to effectively seek assistance from an adult ● Understand what to do if an adult tries to trick or threaten them ● Identify adults who they trust and who can help 	<ul style="list-style-type: none"> ● Identify steps of problem solving and decision making for personal safety. ● Identify personal safety strategies. ● Understand the difference between good/comfortable touch and bad/uncomfortable touch ● Realize they have a right to privacy ● Feel comfortable saying “no” in uncomfortable or unsafe situations ● Understand the importance of not keeping secrets from their parents ● Know how to effectively seek assistance from an adult ● Understand what to do if an adult tries to trick or threaten them ● Identify adults who they trust and who can help 	<ul style="list-style-type: none"> ● Practice the steps of problem solving and decision making for personal safety ● Apply personal safety strategies as they relate to different situations. ● Understand the difference between good/comfortable touch and bad/uncomfortable touch ● Realize they have a right to privacy ● Feel comfortable saying “no” in uncomfortable or unsafe situations ● Understand the importance of not keeping secrets from their parents ● Know how to effectively seek assistance from an adult ● Understand what to do if an adult tries to trick or threaten them ● Identify adults who they trust and who can help 	<ul style="list-style-type: none"> ● Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. ● Identify issues that impact personal safety. ● Understand the difference between good/comfortable touch and bad/uncomfortable touch ● Realize they have a right to privacy ● Feel comfortable saying “no” in uncomfortable or unsafe situations ● Understand the importance of not keeping secrets from their parents ● Know how to effectively seek assistance from an adult ● Understand what to do if an adult tries to trick or threaten them ● Identify adults who they trust and who can help 	<ul style="list-style-type: none"> ● Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices in various life situations. ● Describe different types of violence and harassment, and identify strategies for intervention. ● Understand the difference between good/comfortable touch and bad/uncomfortable touch ● Realize they have a right to privacy ● Feel comfortable saying “no” in uncomfortable or unsafe situations ● Understand the importance of not keeping secrets from their parents ● Know how to effectively seek assistance from an adult ● Understand what to do if an adult tries to trick or threaten them ● Identify adults who they trust and who can help
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Lesson 8				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE
CD 7 A a Identify likes and dislikes at home and school. CD 7 B Identify workers in the school and in families related to the six (6) career paths. CD 7 C Recognize that all work is important.	CD 7 A Identify strengths and interests at home and school. CD 7 B Identify workers in the local community related to the six (6) career paths CD 7 C Explain the importance of jobs in the family and school.	CD 7 A Identify new activities and interests to explore CD 7 B Identify the academic skills necessary for workers in the six (6) career paths. CD 7 C Explain the importance of jobs and workers in the community.	CD 7 A Identify and apply the steps to setting short-term and long-term, personal, and educational goals CD 7 B Compare and contrast the academic skills required of workers in the six (6) career paths. CD 7 C Recognize the contributions made by all workers to the school and community	CD 7 A Compare interests and strengths with those of workers in the local community. CD 7 B Identify school and community resources available for exploration of the six (6) career paths. CD 7 C Recognize the contributions of all jobs to the community.
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets

<ul style="list-style-type: none"> ● Identify likes and dislikes at home and school ● Identify workers in the school and in families related to the six (6) career paths. ● Recognize that all work is important. 	<ul style="list-style-type: none"> ● Identify strengths and interests at home and school. ● Identify workers in the local community related to the six (6) career paths ● Explain the importance of jobs in the family and school. 	<ul style="list-style-type: none"> ● Identify new activities and interests to explore. ● Identify the academic skills necessary for workers in the six (6) career paths. ● Explain the importance of jobs and workers in the community. 	<ul style="list-style-type: none"> ● Identify and apply the steps to setting short-term and long-term, personal, and educational goals. ● Compare and contrast the academic skills required of workers in the six (6) career paths. ● Recognize the contributions made by all workers to the school and community. 	<ul style="list-style-type: none"> ● Compare interests and strengths with those of workers in the local community. ● Identify school and community resources available for exploration of the six (6) career paths. ● Recognize the contributions of all jobs to the community.
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Lesson 9				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE
PS 1 C Identify character traits needed for different situations.	PS 1 C Recognizing personal character traits.	PS 1 C Compare and contrast character traits needed for different situations.	PS 1 C Identify the personal characteristics needed to contribute to the classroom.	PS 1 C Identify the personal characteristics that contribute to the school community.
Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
10. Accidents 11. Caring and Helping	9. Feelings Change 10. Accidents 11. Showing Care & Concern	9. Showing Compassion 10. Predicting Feelings	9. Showing Compassion 10. Making Friends	7. Conversation & Compliments 8. Joining In 9. Showing Compassion
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets
<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 accidents ● identify that listening and helping are ways to show you care ● demonstrate caring and helping behaviors in response to situations 	<ul style="list-style-type: none"> ● demonstrate welcoming and inviting behavior ● 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 ● demonstrate caring and 	<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 ● identify ways to show compassion for others 	<ul style="list-style-type: none"> ● Initiate, continue, and end a conversation in a friendly way in the context of a game ● identify ways to show compassion for others ● express appreciation for another person's concern 	<ul style="list-style-type: none"> ● Identify components of a successful conversation ● demonstrate giving and receiving a compliment ● identify skills for joining a group ● demonstrate expressing concern or showing compassion for someone

	helping in response to situations			
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Lesson 10				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE
PS 3 C Identify different life changes or events. AD 6 A Recognize the effects of life changes or events related to self and others.	PS 3 C Recognize the effects of life changes or events related to self. AD 6 A Demonstrate the skills needed to be a successful learner.	PS 3 C Recognize the effects of life changes or events related to self and others.	PS 3 C Identify coping skills for managing life changes or events. AD 4 A Identify and practice study skills and test-taking strategies.	PS 3 C Utilize coping skills for managing life changes or events.
Second Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
12. We Feel Feelings in Our Bodies 13. Managing Frustration 14. Calming Down Strong Feelings 15. Handling Waiting 16. Managing Anger 17. Managing Disappointment 18. Handling Being Knocked Down	12. Identifying our Own Feelings 13. Strong Feelings 14. Calming Down Anger 15. Self Talk for Calming Down 16. Managing Worry	11. Introducing Emotion Management 12. Managing Embarrassment 15. Managing Anger 13. Handling Making Mistakes 14. Managing Anxious Feelings	11. Introducing Emotion Management 13. Handling Accusations 14. Managing Disappointment 15. Managing Anger 12. Managing Test Anxiety	10. Introducing Emotion Management 11. Managing Strong Feelings 12. Calming Down Anger 13. Managing Anxiety
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets
Students will be able to: <ul style="list-style-type: none"> ● identify physical clues for feeling worried ● stop and name the feeling in response to different situations ● demonstrate belly breathing and turtling as ways to handle angry feelings ● name the physical signs of anger and apply calming down steps 	Students will be able to: <ul style="list-style-type: none"> ● identify physical clues in their bodies that help them identify their feelings ● recognize situations and physical body cues that signal strong feelings ● demonstrate calming down steps to manage strong feelings ● demonstrate belly breathing and turtling as ways to handle angry feelings ● Use a three step process to calm down: Say "stop" name your feeling, and do belly breathing. 	Students will be able to: <ul style="list-style-type: none"> ● identify physical clues that can help them name their feelings ● identify calm down steps and strategies ● use assertive communication skills 	Students will be able to: <ul style="list-style-type: none"> ● identify physical clues that can help them label their own feelings ● demonstrate calm down strategies ● demonstrate steps for handling accusations ● generate positive self-talk to use to calm down ● use assertive communication skills 	Students will be able to: <ul style="list-style-type: none"> ● describe what triggers their own strong emotions ● describe what happens in their brains and bodies when they experience a strong emotion ● demonstrate the ability to interrupt escalating emotions ● identify and name strong feelings as they occur ● demonstrate the strategies for calming down

Lesson 11				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE

PS 2 C Identify feelings of others.	PS 2 C Express feelings effectively, both verbally and non-verbally.	PS 2 C Identify the steps of solving problems and conflicts with others.	PS 2 C Apply the steps of solving problems and conflicts with others	PS 2 C Identify and practice the skills used to compromise in a variety of situations
Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
23. Handling Having Things Taken Away 24. Handling Name-Calling	21. Handling Name-Calling	20. Responding to Playground Exclusion 21. Playing Fairly on the Playground	16. Managing Hurt Feelings 20. Solving Peer-Exclusion Problems 21. Dealing with Negative Peer Pressure	14. Avoiding Jumping to Conclusions 15. Handling Put Downs 21. Dealing with Peer Pressure
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets
Students will be able to: <ul style="list-style-type: none"> ● identify a problem and generate solutions to the problem ● demonstrate assertive communication and effective strategies for handling name-calling that hurts feelings ● identify an adult to tell if they can't stop the name-calling 	Students will be able to: <ul style="list-style-type: none"> ● demonstrate assertive responses to name-calling ● identify adults to tell if name-calling doesn't stop 	Students will be able to: <ul style="list-style-type: none"> ● Apply the problem solving steps to situations that involve playground problems ● Identify what a rumor is and ways to stop rumors 	Students will be able to: <ul style="list-style-type: none"> ● identify situations that require using strategies to calm down ● apply problem solving steps to the problem of being excluded by peers ● demonstrate assertive communication skills ● apply problem solving steps to the problem of being negatively pressured by peers 	Students will be able to: <ul style="list-style-type: none"> ● Identify emotion-management strategies ● Demonstrate assertiveness skills to respond to peer pressure ● Identify and demonstrate positive self-talk statements ● Identify strategies for handling put-downs ● Demonstrate using problem-solving steps to figure out ways to resist peer pressure

Lesson 12				
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE	MCGP Standards/GLE
PS 3 A Identify safe and healthy choices at home and school.	PS 3 A Identify steps of problem solving and decision making for personal safety	PS 3 A Practice the steps of problem solving and decision making for personal safety.	PS 3 A Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.	PS 3 A Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.
Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson	Second Step Lesson
19. Solving Problems 20. Inviting to Play 21. Fair Ways to Play 22. Having Fun with our Friends	17. Solving Problems 18. Solving Problems 19. Fair Ways to Play 20. Inviting to Join In	16. Finishing Tasks 17. Solving Problems 18. Solving Problems 19. Taking Responsibility	17. Solving Problems 18. Solving Problems 19. Solving Classroom Problems	16. Solving Problems 17. Solving Problems 18. Making a Plan 19. Solving Playground Problems 20. Taking Responsibility for Your Actions
Learning Targets	Learning Targets	Learning Targets	Learning Targets	Learning Targets

<ul style="list-style-type: none"> ● use words to describe problems ● generate multiple solutions to problems ● demonstrate inviting someone to play ● identify sharing, trading, and taking turns as fair ways to play ● demonstrate problem-solving steps ● describe the importance of honesty 	<ul style="list-style-type: none"> ● use words to describe problems ● generate multiple solutions to problems ● define and differentiate sharing, trading, and taking turns ● apply problem-solving steps ● demonstrate how to invite someone to play ● describe the importance of honesty 	<ul style="list-style-type: none"> ● identify and demonstrate problem-solving steps ● determine if solutions are safe and respectful ● demonstrate accepting responsibility for their actions by admitting, apologizing, and offering to make amends ● describe the importance of honesty 	<ul style="list-style-type: none"> ● demonstrate problem-solving steps ● identify blaming language ● explore positive and negative consequences of solutions ● describe the importance of honesty 	<ul style="list-style-type: none"> ● Recall the steps of problem-solving ● state a problem without blaming anyone ● Generate safe and respectful solutions to a problem ● Identify consequences of potential solutions ● Identify common playground conflicts ● Demonstrate acknowledging mistakes ● Demonstrate making an apology and offering to make amends ● describe the importance of honesty
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