

## Scope and Sequence: Grade 4

	Lesson Concepts	Objectives—Students Will Be Able To
<b>UNIT 1: EMPATHY AND SKILLS FOR LEARNING</b>		
<b>LESSON 1</b> <b>Empathy and Respect</b>	The <i>Second Step</i> program helps you succeed at school. Having respect and empathy helps you get along with others.	Define <i>respect</i> Define <i>empathy</i>
<b>LESSON 2</b> <b>Listening with Attention</b>	Listening with attention helps you learn, work with others, and make friends.	Demonstrate listening-with-attention skills
<b>LESSON 3</b> <b>Being Assertive</b>	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
<b>LESSON 4</b> <b>Respecting Similarities and Differences</b>	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
<b>LESSON 5</b> <b>Understanding Complex Feelings</b>	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
<b>LESSON 6</b> <b>Understanding Different Perspectives</b>	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
<b>LESSON 7</b> <b>Conversation and Compliments</b>	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
<b>LESSON 8</b> <b>Joining In</b>	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
<b>LESSON 9</b> <b>Showing Compassion</b>	<i>Compassion</i> 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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<b>UNIT 2: EMOTION MANAGEMENT</b>		
<b>LESSON 10</b> <b>Introducing Emotion Management</b>	<p>When you feel strong feelings, it’s hard to think clearly.</p> <p>Unmanaged, strong emotions can lead to negative behavior and consequences.</p>	<p>Describe what triggers their own strong emotions</p> <p>Describe what happens in their brains and bodies when they experience strong emotions</p>
<b>LESSON 11</b> <b>Managing Strong Feelings</b>	<p>Staying in control of your emotions and actions helps you get along better with others and be successful at school.</p>	<p>Demonstrate the ability to interrupt escalating emotions</p> <p>Determine a personal “signal”</p> <p>Identify and name strong feelings as they occur</p>
<b>LESSON 12</b> <b>Calming Down Anger</b>	<p>Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.</p>	<p>Identify situations in which they might need to calm down</p> <p>Demonstrate the technique for deep, centered breathing</p> <p>Identify and demonstrate other Ways to Calm Down (counting, using positive self-talk)</p>
<b>LESSON 13</b> <b>Managing Anxiety</b>	<p>Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.</p>	<p>Identify situations that cause anxiety</p> <p>Apply what they’ve learned about calming down to anxiety-provoking scenarios, including academic challenges</p>
<b>LESSON 14</b> <b>Avoiding Jumping to Conclusions</b>	<p>Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.</p>	<p>Identify emotion-management strategies</p> <p>Demonstrate assertiveness skills</p> <p>Identify and demonstrate positive self-talk statements</p>
<b>LESSON 15</b> <b>Handling Put-Downs</b>	<p>Calming down helps you handle put-downs and avoid making conflicts escalate.</p>	<p>Identify strategies for handling put-downs</p> <p>Demonstrate what they’ve learned about strategies for calming down</p> <p>Demonstrate assertive responses to put-downs</p>

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### Lesson Concepts

### Objectives—Students Will Be Able To

#### UNIT 3: PROBLEM SOLVING

LESSON 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

LESSON 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

LESSON 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

LESSON 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

LESSON 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

LESSON 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

LESSON 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