

SECOND STEP

Kindergarten



The [Indiana Employability Skills Standards](#) provide students with support and preparation for the ever-changing needs of today's workforce beginning in kindergarten and progressing through grade twelve. The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, the Governor's Work Ethic Certificate, and the Indiana Department of Education's Social Emotional Learning Competencies. The standards are arranged within four key areas: [Mindsets \(M\)](#), [Work Ethic \(WE\)](#), [Learning Strategies \(LS\)](#), and [Social and Emotional Skills \(SE\)](#). (IDOE, 2019)

The Indiana Employability Skills Standards are supported through grade-level curriculum maps and a selection of curriculum materials to support these maps, including *Second Step Elementary*. These curriculum maps and materials are aligned to the Indiana Academic standards while also meeting the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

Do you Have The Skills Indiana's Employers Are Searching For?

INDIANA EMPLOYERS WANT HIGHLY-SKILLED EMPLOYEES. DEVELOPING THESE 18 Employability Skills CAN HELP YOU LAND YOUR DREAM JOB!

- MINDSETS**
 - Lifelong Learning**: Demonstrate willingness to work and learn, and continually apply new knowledge.
 - Self-Confidence**: Possess belief in own ability to succeed and assert self when necessary.
- WORK ETHIC**
 - Self-Discipline**: Successfully carry out expectations with minimal supervision.
 - PERSEVERANCE**: Demonstrate endurance and capacity to complete tasks.
 - TIME MANAGEMENT & ORGANIZATION**: Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.
 - INTEGRITY**: Act in a trustworthy and honest manner.
 - ADAPTABILITY**: Manage transitions and adjust to changing situations and responsibilities.
 - PROFESSIONALISM**: Demonstrate skills and behaviors appropriate for school and work.
- LEARNING STRATEGIES**
 - Effective Communication**: Apply skills to clearly, effectively, and convincingly express ideas and messages that are appropriate to the environment.
 - DECISION-MAKING**: Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.
 - INITIATIVE**: Apply self-motivation and self-direction to work and learning.
 - Attention to Detail**: Achieve thoroughness and accuracy when accomplishing a task.
 - APTITUDE AWARENESS**: Identify and communicate individual interests and skills that align your work and experiences to potential career paths and to in-demand occupations.
 - PROBLEM SOLVING**: Apply critical and creative thinking skills to resolve problems.
- SOCIAL & EMOTIONAL SKILLS**
 - Connection**: Demonstrate the ability to network with others through social awareness and cultural sensitivity.
 - REGULATION**: Recognize and manage one's emotions.
 - Collaboration**: Work well with others in a team.

Want to learn more? www.employabilityskills.in.gov

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Second Step



The *Second Step* units serve as the curriculum materials for all kindergarten learners and are aligned with [Indiana's Employability Skills Standards \(K-2\)](#).

Table 1: Kindergarten Units for Second Step: Unit 1 - Skills for Learning

Second Step Unit 1: Skills for Learning Lesson Overview	Second Step Learning Outcomes Learners will...
Learning to Listen	Name and demonstrate the rules for listening in a group.
Focusing Attention	Name and demonstrate the listening rules. Demonstrate attention skills in the context of a game. Attend to the stories of others using the listening rules.
Following Directions	Demonstrate listening and following directions within the context of a game.
Self-Talk for Staying on Task	Demonstrate self-talk for remembering directions in the context of a drawing game.
Being Assertive	Demonstrate being assertive in response to scenarios.

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Table 2: Kindergarten Units for Second Step: Unit 2 - Empathy

Second Step Unit 2: Empathy Lesson Overview	Second Step Learning Outcomes Learners will...
Feelings	Name <i>happy</i> and <i>sad</i> when presented with physical clues. Identify that happy is a comfortable feeling and sad is an uncomfortable feeling. Identify a variety of feelings displayed in response to scenarios.
More Feelings	Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues. Identify that interested is a comfortable feeling and scared is an uncomfortable one. Identify a variety of feelings displayed in response to scenarios.
Identifying Anger	Name <i>angry</i> when presented with physical and situational clues. Identify that anger is an uncomfortable feeling. Identify a variety of feelings displayed in response to scenarios.
Same or Different	Compare physical and emotional similarities and differences between two students depicted in a story. Identify same and different feelings in response to scenarios.
Accidents	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 scenarios.
Caring and Helping	Identify that listening is one way to show you care. Identify that helping is another way to show you care. Demonstrate caring and helping behaviors in response to scenarios.

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Table 3: Kindergarten Units for Second Step: Unit 3 - Emotion Management

<p>Second Step Unit 3: Emotion Management Lesson Overview</p>	<p>Second Step Learning Outcomes Learners will...</p>
<p>We Feel Feelings in Our Body</p>	<p>Identify physical clues for feeling worried. Identify a grown-up to talk to when they feel worried.</p>
<p>Managing Frustration</p>	<p>Identify “Stop” and “Name your feeling” as ways to begin to calm down. Demonstrate saying “Stop” and naming feelings in response to scenarios</p>
<p>Calming Down Strong Feelings</p>	<p>Demonstrate belly breathing. Identify and demonstrate the calming-down steps.</p>
<p>Handling Waiting</p>	<p>Identify the Calming-Down Steps. Apply the Calming-Down Steps while waiting in a game situation.</p>
<p>Managing Anger</p>	<p>Name physical signs of anger. Apply the Calming-Down Steps in a game situation.</p>
<p>Managing Disappointment</p>	<p>Identify the feeling of disappointment. Demonstrate calming-down skills when they feel disappointed.</p>
<p>Handling Being Knocked Down</p>	<p>Demonstrate calming down in response to scenarios. Demonstrate telling the other person they feel hurt and asking what happened. Demonstrate apologizing and saying it was an accident.</p>

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Table 4: Kindergarten Units for Second Step: Unit 4 - Problem Solving

Second Step Unit 4: Problem Solving Lesson Overview	Second Step Learning Outcomes Learners will...
Solving Problems	Use words to describe problems presented in scenarios. Generate multiple solutions to problems presented in scenarios.
Inviting to Play	Demonstrate inviting someone to play in response to scenarios.
Fair Ways to Play	Identify a problem in response to a scenario. Generate solutions in response to a scenario. Name <i>sharing</i> , <i>trading</i> , and <i>taking turns</i> as fair solutions when two students want to play with the same thing.
Having Fun with Our Friends	Demonstrate the Problem-Solving Steps with a problem in the lesson.
Handling Having Things Taken Away	Identify a problem in response to scenarios. Generate solutions in response to scenarios. Demonstrate assertive communication in response to scenarios.
Handling Name Calling	Demonstrate assertiveness and ignoring as effective strategies for handling name- calling that hurts feelings. Identify an adult to tell if they cannot stop the name-calling.
Review	Recall and demonstrate the Listening Rules. Demonstrate how to calm down. Recall the Fair Ways to Play.