

Grade Two	Unit One: Skills For Learning	
Lesson One	Weekly Concepts	Student Objectives
Being Respectful	Thinking about how others want to be treated and treating them that way helps you be respectful.	Identify respectful behavior in themselves and others
	Being respectful helps you be a better learner.	Determine respectful responses to scenarios
Lesson Two	Weekly Concepts	Student Objectives
Focusing Attention and Listening	Focusing your attention and listening help you be a better learner.	Identify examples of focusing attention
	Focusing your attention and listening are ways to show respect.	Identify examples of listening
		Apply focusing-attention and listening skills in the context of a game and in response to scenarios
Lesson Three	Weekly Concepts	Student Objectives
Using Self-Talk	<i>Self-talk</i> means talking to yourself in a quiet voice or in your head.	Identify classroom distractions
	Self-talk helps you focus, stay on task, and handle distractions.	Demonstrate using self-talk in response to scenarios
Lesson Four	Weekly Concepts	Student Objectives
Being Assertive	Being <i>assertive</i> means asking for what you want or need in a calm and firm voice.	Demonstrate assertive communication skills in response to scenarios
	Being assertive is a respectful way to get what you want or need.	Determine which adult to ask assertively for help in response to scenarios
Grade Two	Unit Two: Empathy	
Lesson Five	Weekly Concepts	Student Objectives
Identifying Feelings	Clues in faces, bodies, and situations help you notice and understand how people are feeling.	Name a variety of feelings
	Everyone Feels a wide variety of emotions.	Distinguish between comfortable and uncomfortable feelings
	Some feelings are comfortable, and others are uncomfortable	Use physical, verbal, and situational clues to determine what others are feeling
Lesson Six	Weekly Concepts	Student Objectives
Learning More About Feelings	People can have different feelings about the same situation.	Use physical, verbal, and situational clues to determine what others are feeling
	People's feelings can change.	Label their own feelings as the same as or different from others' feelings

	<i>Empathy</i> is feeling or understanding what someone else is feeling.	
Lesson Seven	Weekly Concepts	Student Objectives
Feeling Confident	Practicing helps you build your confidence.	Identify physical and situational clues that indicate the feeling of confidence
	Feelings confident helps you do your best and makes you proud.	Detect when their own and other's' feelings change
	Noticing how others feel and understanding that their feelings can change helps you have empathy.	
Lesson Eight	Weekly Concepts	Student Objectives
Respecting Different Preferences	Having empathy helps you notice when others have different preferences from yours.	Determine what others are feeling using physical, verbal, and situational clues
	Respecting others' preferences helps you get along better with others.	Label their own preferences as the same as or different from others' preferences
Lesson Nine	Weekly Concepts	Student Objectives
Showing Compassion	Noticing and understanding what someone is feeling helps you have empathy.	Determine what others are feeling using physical, verbal, and situational clues.
	When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help.	Identify ways to show compassion for others in response to scenarios
	Showing care and concern is called showing <i>compassion</i> .	
Lesson Ten	Weekly Concepts	Student Objectives
Predicting Feelings	Accidents happen.	Predict others' feelings in response to scenarios
	If something happens to you by accident, think about how it could have been an accident and find out more information.	Offer possible reasons for others' actions and feelings in response to scenarios
	If you do something by accident, think about how the other person feels, apologize, and offer to help.	
Grade Two	Unit Three: Emotion Management	
Lesson Eleven	Weekly Concepts	Student Objectives
Introducing Emotion Management	When you feel strong feelings, it's hard to think clearly.	Identify physical clues that can help them name their own feelings
	Focusing attention on your body gives you clues about how you're feeling.	
	Thinking about your feelings helps the thinking part of your brain get back in control.	

Lesson Twelve	Weekly Concepts	Student Objectives
Managing Embarrassment	Using a stop signal and naming your feeling are the first two Calming-Down Steps.	Identify the first two Calming-Down Steps
		Demonstrate first two Calming-Down Steps in response to scenarios
Lesson Thirteen	Weekly Concepts	Student Objectives
Handling Making Mistakes	Everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down.	Demonstrate correct belly-breathing technique
	Making mistakes helps you learn, because mistakes show you what you need to practice more.	Use belly breathing to calm down in response to scenarios
	You can use belly breathing to calm down	
Lesson Fourteen	Weekly Concepts	Student Objectives
Managing Anxious Feelings	Negative self-talk can make strong feelings even stronger.	Generate positive self-talk they can use to calm down in response to scenarios
	When you feel really worried and anxious about something, calming down helps.	Use positive self-talk to calm down in response to scenarios
	Using positive self-talk can help you calm down.	
Lesson Fifteen	Weekly Concepts	Student Objectives
Managing Anger	Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.	Use counting to calm down in response to scenarios
	It's important to calm down angry feelings so you don't do something harmful.	Use assertive communication skills to get what they want or need in response to scenarios
	Being assertive is a respectful way to get what you want or need.	
Lesson Sixteen	Weekly Concepts	Student Objectives
Finishing Tasks	Calming down helps you stay focused and on task at school.	Identify situations that require the use of the Calming-Down Steps
	Using positive self-talk helps you stay focused and on task so you can be a better learner.	Demonstrate using the Calming-Down Steps in response to scenarios
		Use positive self-talk to stay focused and on task in response to scenarios
Grade Two	Unit Four: Problem Solving	
Lesson Seventeen	Weekly Concepts	Student Objectives
	Calming down helps you think so you can solve problems.	Recall the first Problem-Solving Step

Solving Problems, Part One	Following steps can help you solve problems.	Identify and say a problem in response to scenarios
	Saying the problem without blame is respectful.	
Lesson Eighteen	Weekly Concepts	Student Objectives
Solving Problems, Part Two	Following steps can help you solve problems	Recall the first two Problem-Solving Steps
	Solutions to problems must be safe and respectful.	Generate several solutions for a given problem in response to scenarios
		Determine if solutions are safe and respectful
Lesson Nineteen	Weekly Concepts	Student Objectives
Taking Responsibility	Following steps can help you solve problems.	Recall the Problem-Solving Steps
	When you hurt someone's feelings, it's important to take responsibility.	Apply the Problem-Solving Steps to scenarios about conflicts with friends.
	Taking responsibility means admitting what you did, apologizing, and offering to make amends.	Demonstrate accepting responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios
Lesson Twenty	Weekly Concepts	Student Objectives
Responding to Playground Exclusion	Following steps can help you solve problems.	Recall the Problem-Solving Steps
	Being left out is a problem.	Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally
	Inviting someone who is being left out to play is the respectful, compassionate thing to do.	
Lesson Twenty One	Weekly Concepts	Student Objectives
Playing Fairly on the Playground	Calming down helps you think so you can solve problems.	
	Following steps can help you solve problems.	
	When you can't agree on rules for a game, it's a problem.	
	Finding a respectful way to agree on rules helps you get along better with others.	
Lesson Twenty Two	Weekly Concepts	Student Objectives
Reviewing <i>Second Step</i> Skills	Using <i>Second Step</i> skills can help you be a better learner and get along with others.	Recall <i>Second Step</i> skills learned
		Identify <i>Second Step</i> skills in a story
		Relate personal examples of skill use