



## FULL SCOPE AND SEQUENCE

# 2020 Second Step Middle School Program

LESSON TITLES AND OBJECTIVES MAY CHANGE SLIGHTLY BEFORE AUGUST 1, 2020.

## Grade 6

### Unit 1: Mindsets & Goals

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.

**Program Themes:** Academic Success, Belonging, Growth Mindset, Helping Others, Planning Ahead, Resilience

**CASEL Core Competencies:** Responsible Decision-Making, Self-Awareness, Self-Management

Lesson Title	Objectives
<b>Lesson 1A</b> Starting Middle School	By the end of this lesson, students will be able to describe challenges they might be facing when they start middle school and identify resources in the school community where they can get help.
<b>Lesson 1B</b> Helping New Students	By the end of this lesson, students will be able to use empathy skills to identify ways they can help new students feel welcome and comfortable at school.
<b>Lesson 2</b> Your Ever-Changing Brain	By the end of this lesson, students will be able to describe an example that illustrates how their brain is malleable and changes with experience and practice.
<b>Lesson 3</b> How to Grow Your Brain	By the end of this lesson, students will be able to describe what happens to their brain when they try new things and name new strategies to try when they encounter roadblocks.
<b>Lesson 4</b> Making Goals Specific	By the end of this lesson, students will be able to write a specific goal.
<b>Lesson 5</b> Breaking Down Your Goals	By the end of this lesson, students will be able to break a big, long-term goal down into smaller, short-term goals.
<b>Lesson 6</b> Monitoring Your Progress	By the end of this lesson, students will be able to set progress markers for their goal, determine when their goal has been achieved, and determine if they need to try a new strategy to reach their goal.
<b>Lesson 7</b> Bringing It All Together	By the end of this lesson, students will be able to create an action plan for achieving a goal.

## Unit 2: Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

**Program Themes:** Bullying and Harassment, Conflicts, Helping Others

**CASEL Core Competencies:** Relationship Skills, Responsible Decision-Making, Social Awareness

Lesson Title	Objectives
<b>Lesson 8</b> Recognizing Bullying	By the end of this lesson, students will be able to describe the effects of bullying and recognize the difference between bullying and joking around.
<b>Lesson 9</b> Common Types of Bullying	By the end of this lesson, students will be able to describe the three most common types of bullying (physical, relational, and verbal).
<b>Lesson 10</b> Responding to Cyberbullying	By the end of this lesson, students will be able to explain the effects of cyberbullying and identify strategies for responding to cyberbullying.
<b>Lesson 11</b> How to Be an Upstander	By the end of this lesson, students will be able to explain how to use three upstander strategies.
<b>Lesson 12</b> Standing Up and Staying Safe	By the end of this lesson, students will be able to describe the challenges of being an upstander and choose appropriate strategies for responding to bullying while staying safe.
<b>Lesson 13</b> Raising Awareness About Bullying	By the end of this lesson, students will be able to apply their knowledge from the unit to promote awareness about bullying at school.

## Unit 3: Thoughts, Emotions, & Decisions

Students learn how to recognize strong emotions and unhelpful thoughts, and apply strategies to manage their emotions and reduce stress.

**Program Themes:** Conflicts, Resilience, Staying Calm, Thoughts and Emotions

**CASEL Core Competencies:** Relationship Skills, Responsible Decision-Making, Self-Awareness, Self-Management, Social Awareness

Lesson Title	Objectives
<b>Lesson 14</b> Recognizing Your Emotions	By the end of this lesson, students will be able to categorize emotions as positive or negative and describe why all emotions matter.
<b>Lesson 15</b> Emotions and Your Brain	By the end of this lesson, students will be able to describe what happens in their brains when they feel a strong emotion.
<b>Lesson 16</b> How Emotions Affect Your Decisions	By the end of this lesson, students will be able to describe how strong emotions can influence the decisions they make.

Lesson Title	Objectives
<b>Lesson 17</b> Managing Your Emotions	By the end of this lesson, students will be able to demonstrate and evaluate strategies for managing their emotions.
<b>Lesson 18</b> What Works Best for You?	By the end of this lesson, students will be able to determine the emotion-managing strategies that work best for them and choose the best strategy to use in a situation, given the context.
<b>Lesson 19</b> Raising Awareness About Managing Emotions	By the end of this lesson, students will be able to apply their knowledge from the unit to promote awareness about emotion-managing strategies at school.

## Unit 4: Managing Relationships & Social Conflict

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

**Program Themes:** Conflicts, Growth Mindset, Perspective Taking, Relationships, Values

**CASEL Core Competencies:** Relationship Skills, Responsible Decision-Making, Self-Awareness, Self-Management, Social Awareness

Lesson Title	Objectives
<b>Lesson 20</b> Personalities Can Change	By the end of this lesson, students will be able to describe why personalities change and how relationships can be affected by these changes.
<b>Lesson 21</b> What Kind of Friend Am I?	By the end of this lesson, students will be able to evaluate what kind of friend they are in their relationships.
<b>Lesson 22</b> Considering Multiple Perspectives	By the end of this lesson, students will be able to examine a social conflict from multiple perspectives.
<b>Lesson 23</b> Major and Minor Social Conflicts	By the end of this lesson, students will be able to distinguish between minor and major social conflicts and generate strategies to resolve minor conflicts.
<b>Lesson 24</b> Resolving Conflicts	By the end of this lesson, students will be able to evaluate strategies for resolving a social conflict and choose the most appropriate strategy that considers everyone involved.
<b>Lesson 25</b> Making Amends	By the end of this lesson, students will be able to describe how to make amends after a social conflict.
<b>Lesson 26</b> My Conflict-Resolution Plan	By the end of this lesson, students will be able to apply their knowledge from the unit to demonstrate resolving a social conflict.



## Grade 7

### Unit 1: Mindsets & Goals

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.

**Program Themes:** Academic Success, Growth Mindset, Helping Others, Planning Ahead, Resilience, Starting Right

**CASEL Core Competencies:** Self-Awareness, Self-Management

Lesson Title	Objectives
<b>Lesson 1A</b> Starting Middle School	By the end of this lesson, students will be able to describe challenges students might be facing as they're starting middle school and identify resources in the school community where students can get help.
<b>Lesson 1B</b> Helping New Students	By the end of this lesson, students will be able to use empathy skills to identify why some students feel nervous when they're starting middle school and ways they can help new students feel welcome and comfortable at school.
<b>Lesson 2</b> Creating New Pathways in Your Brain	By the end of this lesson, students will be able to explain how the brain grows new neural pathways and grow new neural pathways in their brains by practicing something difficult.
<b>Lesson 3</b> Learning from Mistakes and Failure	By the end of this lesson, students will be able to analyze simple and complex scenarios to determine what they can learn from making mistakes.
<b>Lesson 4</b> Identifying Roadblocks	By the end of this lesson, students will be able to distinguish between internal and external roadblocks.
<b>Lesson 5</b> Overcoming Roadblocks 1	By the end of this lesson, students will be able to think of and select appropriate strategies as part of If-Then Plans for overcoming roadblocks.
<b>Lesson 6</b> Overcoming Roadblocks 2	By the end of this lesson, students will be able to create an If-Then Plan to anticipate and get past a roadblock that could prevent them from achieving a goal.
<b>Lesson 7</b> Is My Plan Effective?	By the end of this lesson, students will be able to evaluate their If-Then Plans to determine if they're effective for getting past a roadblock.

## Unit 2: Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

**Program Themes:** Bullying and Harassment, Conflicts, Helping Others, Relationships

**CASEL Core Competencies:** Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives
<b>Lesson 8</b> What Is Harassment?	By the end of this lesson, students will be able to define harassment in their own words and distinguish between bullying and harassment.
<b>Lesson 9</b> Gender-Based Harassment	By the end of this lesson, students will be able to recognize how stereotypes about gender contribute to gender-based harassment.
<b>Lesson 10</b> What Is Sexual Harassment?	By the end of this lesson, students will be able to recognize and define sexual harassment and explain the difference between flirting and sexual harassment.
<b>Lesson 11</b> The Effects of Sexual Harassment	By the end of this lesson, students will be able to describe the effects of sexual harassment and identify sexual harassment support resources available at school.
<b>Lesson 12</b> Your Rights and Responsibilities	By the end of this lesson, students will be able to describe their right to be protected from harassment in school, as well as the responsibilities they and their school have to create a harassment-free environment.
<b>Lesson 13</b> Preventing Harassment	By the end of this lesson, students will be able describe their rights and responsibilities regarding sexual harassment or gender-based harassment and the consequences of engaging in sexual harassment or gender-based harassment to their peers.

## Unit 3: Thoughts, Emotions, & Decisions

Students learn how to recognize strong emotions and unhelpful thoughts, and apply strategies to manage their emotions and reduce stress.

**Program Themes:** Conflicts, Resilience, Staying Calm, Thoughts and Emotions

**CASEL Core Competencies:** Relationship Skills, Responsible Decision-Making, Self-Awareness, Self-Management, Social Awareness

Lesson Title	Objectives
<b>Lesson 14</b> Emotions Matter	By the end of this lesson, students will be able to explain the importance of emotions and how they can affect their decisions.
<b>Lesson 15</b> Thoughts and Emotions	By the end of this lesson, students will be able to explain how thoughts and emotions are connected and can affect their decisions.

Lesson Title	Objectives
<b>Lesson 16</b> Unhelpful Thoughts	By the end of this lesson, students will be able to distinguish helpful thoughts from unhelpful thoughts and analyze how unhelpful thoughts can negatively affect the decisions they make.
<b>Lesson 17</b> Reframing Unhelpful Thoughts	By the end of this lesson, students will be able to explain how to interrupt and reframe unhelpful thoughts.
<b>Lesson 18</b> Practicing Positive Self-Talk	By the end of this lesson, students will be able to practice using positive self-talk to challenge unhelpful thoughts.
<b>Lesson 19</b> Making Better Decisions	By the end of this lesson, students will be able to apply their knowledge from the unit to demonstrate how strong emotions can prompt unhelpful thoughts, and model strategies for managing their emotions so they can make better decisions.

## Unit 4: Managing Relationships & Social Conflict

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

**Program Themes:** Conflicts, Perspective Taking, Planning Ahead, Relationships

**CASEL Core Competencies:** Relationship Skills, Responsible Decision-Making, Self-Management, Social Awareness

Lesson Title	Objectives
<b>Lesson 20</b> Why Do Social Conflicts Start?	By the end of this lesson, students will be able to distinguish between minor and major social conflicts and identify why a social conflict started.
<b>Lesson 21</b> Owning Your Part in a Conflict	By the end of this lesson, students will be able to recognize their part in a minor social conflict so they can keep it from escalating to a major conflict.
<b>Lesson 22</b> Keeping Calm During a Conflict	By the end of this lesson, students will be able to choose an appropriate strategy for handling a social conflict responsibly.
<b>Lesson 23</b> Handling Conflicts Responsibly	By the end of this lesson, students will be able to demonstrate how to handle a social conflict responsibly to de-escalate it.
<b>Lesson 24</b> Barriers to Resolving Conflicts	By the end of this lesson, students will be able to identify barriers to handling social conflicts responsibly.
<b>Lesson 25</b> Overcoming Barriers to Resolving Conflicts	By the end of this lesson, students will be able to develop a strategy for moving beyond a long-standing social conflict.
<b>Lesson 26</b> Acting It Out	By the end of this lesson, students will be able to identify how individual actions contribute to the escalation of a social conflict and demonstrate handling a social conflict responsibly.



## Grade 8

### Unit 1: Mindsets & Goals

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.

**Program Themes:** Academic Success, Belonging, Growth Mindset, Planning Ahead, Resilience

**CASEL Core Competencies:** Self-Awareness, Self-Management

Lesson Title	Objectives
<b>Lesson 1</b> Welcome!	By the end of this lesson, students will be able to describe how Second Step can help them navigate physical, social, and emotional changes in adolescence.
<b>Lesson 2</b> Who Am I? My Identity	By the end of this lesson, students will be able to name unique and important aspects of their identity.
<b>Lesson 3</b> My Interests and Strengths	By the end of this lesson, students will be able to describe how they used their personal strengths to develop an interest, skill, or ability.
<b>Lesson 4</b> Harnessing My Strengths	By the end of this lesson, students will be able to explain how to use their strengths to get better at something new.
<b>Lesson 5</b> Pursuing My Goals	By the end of this lesson, students will be able to describe ways to increase positive factors and decrease the effects of negative factors while pursuing an interest or goal.
<b>Lesson 6</b> My Future Self	By the end of this lesson, students will be able to describe important aspects of their future identities.
<b>Lesson 7</b> My Path Forward	By the end of this lesson, students will be able to apply their knowledge from the unit to identify strengths and skills they already have and explain how they can use them to develop their interests.

### Unit 2: Recognizing Bullying and Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

**Program Themes:** Bullying and Harassment, Conflicts, Helping Others

**CASEL Core Competencies:** Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives
<b>Lesson 8</b> Understanding Bullying	By the end of this lesson, students will be able to recognize that bullying is harmful behavior that is widespread across the globe.

Lesson Title	Objectives
<b>Lesson 9</b> Social Factors that Contribute to Bullying	By the end of this lesson, students will be able to recognize how social factors contribute to bullying and harassment.
<b>Lesson 10</b> Environmental Factors that Contribute to Bullying	By the end of this lesson, students will be able to identify environmental factors that contribute to bullying and harassment.
<b>Lesson 11</b> Disrupting Factors that Contribute to Bullying 1	By the end of this lesson, students will be able to explain how to use strategies to disrupt factors that contribute to bullying and harassment.
<b>Lesson 12</b> Disrupting Factors that Contribute to Bullying 2	By the end of this lesson, students will be able to explain how to use additional strategies to disrupt factors that contribute to bullying and harassment.
<b>Lesson 13</b> Stand Up and Disrupt!	By the end of this lesson, students will be able to apply their knowledge from the unit to create a plan for challenging environmental factors that contribute to bullying and harassment at school.

### Unit 3: Thoughts, Emotions, & Decisions

Students learn how to recognize strong emotions and unhelpful thoughts, and apply strategies to manage their emotions and reduce stress.

**Program Themes:** Resilience, Staying Calm, Thoughts and Emotions

**CASEL Core Competencies:** Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives
<b>Lesson 14</b> Understanding Stress and Anxiety	By the end of this lesson, students will be able to recognize the physical, emotional, and mental effects of stress and anxiety.
<b>Lesson 15</b> Where Does Stress Come From?	By the end of this lesson, students will be able to categorize common sources of stress and anxiety and explain the difference between controllable and uncontrollable stressors.
<b>Lesson 16</b> Can Stress Help You Grow?	By the end of this lesson, students will be able to reframe certain types of stress as opportunities for growth.
<b>Lesson 17</b> Strategies for Managing Stress	By the end of this lesson, students will be able to identify and demonstrate adaptive coping mechanisms to manage stress and anxiety.
<b>Lesson 18</b> Changing Strategies and Getting Help	By the end of this lesson, students will be able to analyze stressful situations and decide if they need to change strategies or get outside help to manage their stress.
<b>Lesson 19</b> My Stress-Management Plan	By the end of this lesson, students will be able to apply their knowledge from the unit to create an individual plan for managing their stress and anxiety.



## Unit 4: Managing Relationships & Social Conflict

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

**Program Themes:** Conflicts, Perspective Taking, Relationships, Values

**CASEL Core Competencies:** Relationship Skills, Responsible Decision-Making, Self-Management, Social Awareness

Lesson Title	Objectives
<b>Lesson 20</b> My Values and My Relationships	By the end of this lesson, students will be able to identify their core values so they can act on them in their relationships.
<b>Lesson 21</b> Healthy Relationships	By the end of this lesson, students will be able to identify characteristics of healthy relationships.
<b>Lesson 22</b> Unhealthy Relationships	By the end of this lesson, students will be able to identify characteristics of unhealthy relationships and distinguish between healthy and unhealthy relationships.
<b>Lesson 23</b> Conflicting Perspectives	By the end of this lesson, students will be able to recognize differing perspectives in a conflict and understand the benefits of maintaining respect between everyone involved in a conflict.
<b>Lesson 24</b> Managing Conflicts	By the end of this lesson, students will be able to choose and demonstrate effective conflict-management strategies for given scenarios and evaluate which conflict-management strategies work best for them.
<b>Lesson 25</b> Your Guide to Healthy Relationships	By the end of this lesson, students will be able to inform other students of the importance of choosing healthy relationships, know how to tell if a relationship is healthy, and know how to recognize and manage unhealthy relationships.
<b>Lesson 26</b> High School Challenges	By the end of this lesson, students will be able to identify challenges many students face when starting high school and identify people they can go to for help with these challenges.