


Second Step Monthly Themes and Weekly Skills

Themes and Skills Overview

<p>Each Monthly Theme has:</p> <ul style="list-style-type: none"> • One kick-off staff meeting agenda • One student assembly 		<p>Each Weekly Skill has:</p> <ul style="list-style-type: none"> • A morning announcement • A brief staff meeting activity • A “Notice and Reinforce” suggestion
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Monthly Theme	Week 1 Skill	Week 2 Skill	Week 3 Skill	Week 4 Skill
Month 1: Setting the Stage <small>(optional; no unit alignment)</small>	Welcoming	Being Safe	Being Respectful	Being Responsible
Month 2: Skills for Learning	Listening	Focusing Attention	Using Self-Talk	Being Assertive
Month 3: Empathy	Empathy	Identifying Feelings	Same and Different Feelings	Showing Compassion
Month 4: Emotion Management	Feelings in My Body	Stop and Name Feelings	Calming Down	Managing Learning Challenges
Month 5: Problem Solving	S: Say the Problem	T: Think of Solutions	E: Explore Consequences	P: Pick the Best Solution
Month 6: Friendship Skills	Inviting to Play	Playing Fairly	Making Amends	Handling Name-Calling

Overview

Month 1: Setting the Stage (optional; no unit alignment)	Week 1 Skill	Week 2 Skill	Week 3 Skill	Week 4 Skill
	Welcoming	Being Safe	Being Respectful	Being Responsible

Tools

Use these optional tools during the first month of school. This month’s tools aren’t aligned with a *Second Step* unit, but they show how the program supports school rules and positive climate policies, and they can help you set behavioral expectations and norms for the new school year.

One Kick-Off Staff Meeting (15 minutes)

- **Title:** Schoolwide Behavior Rules
- **Goal:** Review and reinforce schoolwide rules for positive behavior

Four Weekly Staff Meeting Activities (5–7 minutes each)

- **Week 1:** Welcoming (Grade 3, Lesson 8 Story and Discussion)
- **Week 2:** Being Safe (Kindergarten, Lesson 18 Story and Discussion)
- **Week 3:** Being Respectful (Grade 5, Lesson 7 Home Link)
- **Week 4:** Being Responsible (Grade 4, Lesson 20 Activity)

Four Morning Announcements

- **Week 1:** Welcoming
- **Week 2:** Being Safe
- **Week 3:** Being Respectful
- **Week 4:** Being Responsible

One Assembly (15 minutes)

- **Title:** Our School
- **Goal:** Communicate that the school is a welcoming place with norms for safety, respect, and responsibility



Digital versions of this month’s tools can be emailed or printed from the Principal Toolkit section of **SecondStep.org**

Kick-Off Staff Meeting: Schoolwide Behavior Rules

If your school uses PBIS, you can add this agenda to a staff PBIS kick-off meeting

Messages

- Our job is to make sure our school is a welcoming place where all students feel they belong.
- The *Second Step* program is teaching students how to speak in welcoming, safe, respectful, and responsible ways.
- When we reinforce students' skill use, they will use skills more naturally outside of lessons.
- When we model being welcoming and demonstrate being respectful, safe, and responsible, it's easier for students to act that way, too.

Materials

- One copy of your school rules handout for each staff member

Preparation

- Before the meeting, email the Success Stories Log PDF from the Principal Toolkit section of **SecondStep.org** to all staff. Ask staff to write one story each about successful reinforcement of respectful, safe, or responsible behavior.
- Ask a fourth-grade teacher to be prepared to lead the Day 2 Daily Practice Activity from the Grade 4, Lesson 1 Following Through Card.

Agenda (15 minutes)

School Rules Review (2 minutes)

- Using the school rules handout, review your school rules and how they support safe, respectful, and responsible behaviors and a welcoming school environment.
- Say: **Turn to the person next to you and discuss how the *Second Step* program will support our school rules.**
- Call on one or two staff at random to tell their ideas to the group.

Icebreaker Activity (4 minutes)

Say: **I asked _____ (fourth-grade teacher) to lead the next activity.** Have a fourth-grade teacher lead the Day 2 Daily Practice Activity from Grade 4, Lesson 1: Empathy and Respect.

Success Stories (4 minutes)

- Say: **Think about a time you've reinforced positive student behavior successfully.** Give think-time. **Let's have two or three of you tell us your stories.**
- Ask: **What other reinforcement strategies have you used successfully?**

Self-Reflection on Skill Use (3 minutes)

- Say: **This month's theme is about being welcoming, respectful, safe, and responsible. What opportunities will you have to model these behaviors this month?**
- Call on a few staff members to tell the group their ideas.

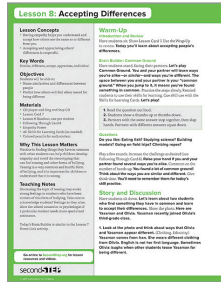
Wrap-Up (2 minutes)

Identify volunteer teachers to lead this month's *Second Step* Weekly Staff Meeting Activities (page 30) at regularly scheduled staff meetings.

Month 1: Setting the Stage

Weekly Staff Meeting Activities

Each activity takes 5–7 minutes.



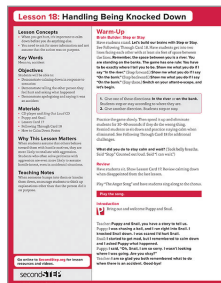
Week 1: Welcoming

Activity

Have a third-grade teacher lead the Grade 3, Lesson 8 Story and Discussion through Item 7.

Notice and Reinforce Suggestion

Say: **This week, let's notice students who welcome others with friendly, inclusive words or actions and reinforce their behavior verbally or with Recognition Tickets.**



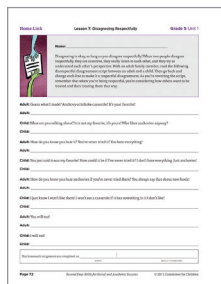
Week 2: Being Safe

Activity

Have a kindergarten teacher lead the Kindergarten, Lesson 18 Story and Discussion.

Notice and Reinforce Suggestion

Say: **This week, let's notice students demonstrating safe words or actions and reinforce their behavior verbally or with Recognition Tickets.**



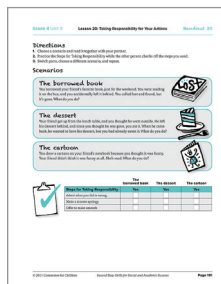
Week 3: Being Respectful

Activity

Have a fifth-grade teacher lead staff in pairs through the Grade 5, Lesson 7 Home Link. The teacher will need to make one copy of the Home Link for each pair.

Notice and Reinforce Suggestion

Say: **This week, let's notice students demonstrating respectful words or behaviors and reinforce their behavior verbally or with Recognition Tickets.**



Week 4: Being Responsible

Activity

Have a fourth-grade teacher lead the staff in pairs through the Grade 4, Lesson 20 Activity, using Student Handout 20. The teacher will need to make a copy of the handout for each pair.

Notice and Reinforce Suggestion

Say: **This week, let's notice students who demonstrate responsible words or behaviors and reinforce their behavior verbally or with Recognition Tickets.**

Morning Announcements

Week 1: Welcoming

Here at _____ school, we want everyone to feel welcome and that they belong. We know we're welcome when people smile at us and greet us with friendly words. We know we belong when we're included and invited to play at recess. We know we belong when we notice the ways we're all the same and accept the ways we're different. This week, take time to greet others with a smile and invite them to play.

Week 2: Being Safe

One rule we have at our school is "Be Safe" (substitute your school's safety rule here). Safe actions keep everyone's bodies from being hurt. When we act in safe ways, we keep our hands to ourselves and don't use them to touch others in hurtful ways. When we use safe words, we make sure nobody's feelings are hurt. Safe words are kind and respectful. This week, think about how you can act and speak in safe ways in the classroom, hallway, and lunchroom and out at recess.

Week 3: Being Respectful

One rule we have here at our school is "Be Respectful" (substitute your school's respect rule here). Being respectful helps everyone feel welcome and safe. When we act respectfully, we listen carefully to each other, help each other, and try to understand how someone else feels. When we speak respectfully, we use friendly words and say please and thank you. We don't call other people names. This week, think about how you can act and speak in respectful ways in the classroom, hallway, lunchroom, and out at recess.


Week 4: Being Responsible

One rule we have here at our school is "Be Responsible" (substitute your school's responsibility rule here). Being responsible helps make our school a place where everyone can learn. When we're responsible, we can be trusted to do the right thing. We help others. We clean up our messes. We admit when we make mistakes or do the wrong thing. We focus on our schoolwork. This week, think about how you can be responsible and do the right thing in class, in the lunchroom, and out at recess.

Assembly: Our School

Note: If your school uses Positive Behavioral Interventions and Supports (PBIS), this assembly would align well with your PBIS kick-off event.

<p>When Hold this assembly before <i>Second Step</i> lessons begin</p>	<p>Time 15 minutes</p>
<p>Key Messages</p> <ul style="list-style-type: none"> • We have rules that help us remember to use safe, respectful, and responsible words and actions. • The <i>Second Step</i> program teaches us to use safe, respectful, and responsible words and actions. • When we all act in these ways, it helps our school be a welcoming place where everyone belongs and can learn. 	<p>Materials</p> <ul style="list-style-type: none"> • Computer with speakers, projector, and screen • School motto, vision statement, and rules for projection • One copy of your school song or cheer (see Preparation)
<p>Preparation</p> <ul style="list-style-type: none"> • Ask a kindergarten teacher to lead the Clap and Count Brain Builder from Kindergarten, Lesson 12. Give this teacher a copy of the Assembly Script. • Make a copy of your school song or create a simple school cheer that reinforces your rules. An example is included in the script. 	

See reverse for assembly script 

Assembly Script (15 minutes)

Introduction (3 minutes)

Good morning, students. Welcome to our assembly. I'm so happy to see all of you here at school today! I hope you're happy to be here too! Our school _____. Fill in your school motto, vision statement, or mission statement here in student-friendly language. Explain it to the younger students if necessary.

We want all of you to feel welcome and that you belong here in our school. We want everyone to come to school excited to learn.

To help make sure our school is a welcoming, happy place, we have a few very important rules. Our school rules are _____. Fill in your own rules or expectations about safety, respect, and responsibility. You can also project your school rules and, using call and response, have students chant them together.

Activity 1: Clap and Count (6 minutes)

Now let's welcome _____ (kindergarten teacher) to play a Brain Builder game with us. This game is called Clap and Count. You'll need to be respectful, follow the rules of the game, and clap in safe ways, since you're sitting close together. Sit up straight and get ready to play.

Have a kindergarten teacher lead the Clap and Count Brain Builder from Kindergarten, Lesson 12.

Thank you, _____ (kindergarten teacher). And a big thanks to everyone for being safe and respectful during the game. It allowed everyone to have fun.

Activity 2: School Cheer (3 minutes)

If you already have a school cheer, lead everyone in chanting it now. Otherwise fill in the blanks in the cheer below and substitute your own rules.

Now I have a school cheer that we will all chant together. I'll say one line of the cheer, and you'll

say the same thing back to me. I want to hear you say it with spirit. This means with loud, happy voices!

Who are we? We're the _____ (school mascot)!

What do we do? We welcome everyone!

How do we do it? We smile and say, "We're so glad you're here today!"

And what are our rules? (Substitute your own rules.) Be safe! Be respectful! Be responsible!

We're the _____ (school mascot)!

Yay! Yay! Yay!

Conclusion (3 minutes)

That cheer was awesome! Give yourselves three big claps! I know we're going to have a wonderful year here at _____ school. When we follow our rules, we can all have fun!

This year, to help you do that, you'll have *Second Step* lessons. They teach you skills to help you learn, manage your strong feelings, and get along with others. These skills will help you be safe, respectful, and responsible here at school. When all of us—including all the adults—use our *Second Step* skills, our school will be a welcoming place where everyone can learn.

That's the end of our assembly for today. Thanks to all of you for being safe and respectful. Now follow your teacher back to class in a safe and respectful way.

Dismiss students.

Overview

Month 2: Skills for Learning	Week 1 Skill	Week 2 Skill	Week 3 Skill	Week 4 Skill
	Listening	Focusing Attention	Using Self-Talk	Being Assertive

Tools

Use these tools during or after the teaching of the Skills for Learning Unit.

One Kick-Off Staff Meeting (15 minutes)

- **Title:** Skills for Learning Every Day
- **Goal:** Familiarize staff with skills for learning language, Brain Builder games, and skill-reinforcement strategies

Four Weekly Staff Meeting Activities (5–7 minutes each)

- **Week 1:** Listening (Grade 5, Lesson 2 Activity)
- **Week 2:** Focusing Attention (Grade 1, Lesson 2 Story and Discussion and Skill Practice)
- **Week 3:** Using Self-Talk (Grade 2, Lesson 4 Doodle Dance Brain Builder)
- **Week 4:** Being Assertive (Grade 4, Lesson 3 Home Link)

Four Morning Announcements

- **Week 1:** Listening
- **Week 2:** Focusing Attention
- **Week 3:** Using Self-Talk
- **Week 4:** Being Assertive

One Assembly (15 minutes)

- **Title:** Skills for Learning
- **Goal:** Reinforce schoolwide use of the *Second Step* skills for learning



Digital versions of this month’s tools can be emailed or printed from the Principal Toolkit section of **SecondStep.org**

Kick-Off Staff Meeting: Skills for Learning Every Day

Hold this meeting during the Skills for Learning Unit

Goal

Familiarize staff with skills for learning language, Brain Builder games, and skill-reinforcement strategies

Messages

- Our job is to help every child be a successful learner.
- The *Second Step* program is teaching students skills for learning.
- When we reinforce successful use of skills for learning, students will use the skills more outside of *Second Step* lessons.
- When we model these skills ourselves, it's easier for students to learn them.

Materials

- One copy of Toolkit Handout 2: Skills for Learning Overview (page 19) for each staff member
- Skills for Learning Poster (optional)

Preparation

- Before the meeting, email the Success Stories Log PDF from the Principal Toolkit section of **SecondStep.org** to all staff. Ask staff to write one story each about successful reinforcement of a student's skills for learning.
- Ask a kindergarten teacher to be prepared to lead a kindergarten Brain Builder of his or her choice.

Agenda (15 minutes)

Skill Review (3 minutes)

- Go over Toolkit Handout 2: Skills for Learning Overview.
- Read the Why Skills for Learning Matter section on the handout.

Icebreaker (4 minutes)

- Say: **I asked _____ (kindergarten teacher) to lead the next activity.** Have the kindergarten teacher lead a Brain Builder of his or her choice.
- Ask: **What skills for learning did you use to play the game successfully?**
- Say: **The *Second Step* program includes Brain Builders because the brain grows stronger with effort and practice.**

Success Stories (3 minutes)

- Say: **Think about a time you've reinforced students' skills for learning successfully.** Give think-time. **Let's have two or three of you tell us your stories.**
- Ask: **What strategies did _____ (person telling story) use to reinforce the skills successfully?**

Self-Reflection on Skill Use (3 minutes)

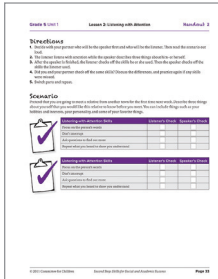
- Say: **When do you use skills for learning in your own life? And why are these skills important?** Give think-time.
- Call on a few staff members to tell the group their ideas.

Wrap-Up (2 minutes)

Identify volunteer teachers to lead this month's *Second Step* Weekly Staff Meeting Activities (page 38) at regularly scheduled staff meetings.

Weekly Staff Meeting Activities

Each activity takes 5–7 minutes.



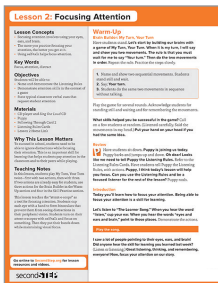
Week 1: Listening

Activity

Have a fifth-grade teacher lead staff in pairs through the Grade 5, Lesson 2 Activity using Student Handout 2. The teacher will need to make a copy of the handout for each pair.

Notice and Reinforce Suggestion

Say: **This week, let's notice students who have been listening and reinforce their behavior verbally or with Recognition Tickets.**



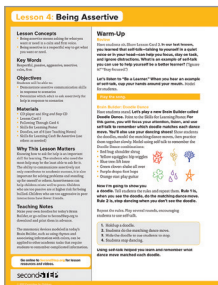
Week 2: Focusing Attention

Activity

Have a first-grade teacher lead the Grade 1, Lesson 2 Story and Discussion and Skill Practice. If there isn't time for both, have the teacher just do the Story and Discussion.

Notice and Reinforce Suggestion

Say: **This week, let's notice students who stay focused on learning and reinforce their behavior verbally or with Recognition Tickets.**



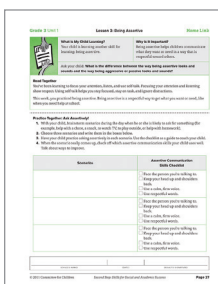
Week 3: Using Self-Talk

Activity

Have a second-grade teacher lead the Doodle Dance Brain Builder from Grade 2, Lesson 4. Ask: **How did you use self-talk to help you play the game?**

Notice and Reinforce Suggestion

Say: **This week, let's notice students who are on task and reinforce their behavior verbally or with Recognition Tickets.**



Week 4: Being Assertive

Activity

Have a third-grade teacher lead staff in pairs through the Grade 3, Lesson 3 Home Link. Have one person in each pair pretend to be the student. The teacher will need to make a copy of the Home Link for each pair.

Notice and Reinforce Suggestion

Say: **This week, let's notice students using assertive words and actions, including asking for help with learning tasks, and reinforce their behavior verbally or with Recognition Tickets.**

Morning Announcements

Week 1: Listening

At our school, we all work hard to be the best learners we can be. One skill for learning is to listen with attention. When we listen with attention, our eyes are watching the speaker, our ears are listening, our voices are quiet, and we're still. This week, practice being a great listener every day!

Week 2: Focusing Attention

Learning happens every day at our school. An important skill for learning is focusing attention. When we focus our attention we use our ears, our eyes, and our brain! This week, put on your attent-o-scopes and notice how they help you listen and learn.

Week 3: Using Self-Talk

This is another great week for learning at our school. An important skill for learning is using self-talk. Self-talk means talking to ourselves in a quiet voice or in our heads. Self-talk can help us stay on task and focus attention. Think about what self-talk you might use if you were trying to remember directions your teacher gave you. Remember to use self-talk today when you need to stay focused and on task!

Week 4: Being Assertive

Learning means doing something new every day. Sometimes when we're doing something new, we get stuck and don't know what to do. If we get stuck, we can use a skill for learning—being assertive—to ask for help. Being assertive means asking for what you need or want in a calm, firm, respectful way. Face the person you are talking to, and keep your head up and shoulders back. When you can't figure out what to do in class, remember to be assertive and ask for help.

Assembly: Skills for Learning

Goal Reinforce schoolwide use of the <i>Second Step</i> skills for learning	
<p>When Hold this assembly during the Skills for Learning Unit</p>	<p>Time 15 minutes</p>
<p>Key Messages</p> <ul style="list-style-type: none"> • We are all learners. • The <i>Second Step</i> program teaches us skills for learning. • The more we practice the skills for learning, the stronger our brains will become. • The stronger our brains become, the better we are able to learn. 	<p>Materials</p> <ul style="list-style-type: none"> • Computer with speakers, projector, and screen • Skills for Learning Mini-Poster downloaded to the computer from the Principal Toolkit section of SecondStep.org for projection • Grade 3 <i>Sing and Step</i> CD to play the “Be a Learner” song • Lyrics of the Grade 3 “Be a Learner” song downloaded to the computer from the Principal Toolkit section of SecondStep.org for projection (optional)
<p>Preparation</p> <ul style="list-style-type: none"> • Identify the following teachers to lead activities for the assembly: <ol style="list-style-type: none"> 1. One or more third-grade teachers to lead their classes in singing the “Be a Learner” song. Ask the teacher(s) to bring the <i>Sing and Step</i> CD to play the song. 2. A kindergarten teacher to lead the My Turn, Your Turn Brain Builder from Kindergarten, Lesson 19. • Give these teachers copies of this Assembly Script. 	

See reverse for assembly script

Assembly Script (15 minutes)

Introduction (3 minutes)

Good morning, students. Today is another great day for learning at _____ (school name). One thing we all have in common is we are all learners. Each of us is learning new things every single day. We are doing the *Second Step* program this year to help us all become better learners. The *Second Step* program teaches skills for learning. The more we practice these skills, the stronger our brains become. The stronger our brains become, the better we're able to learn.

Let's remind ourselves of the four skills for learning. Hold up or project the Skills for Learning Poster. Read each skill out loud and have students repeat it after you in unison.

Today you have a chance to practice the skills for learning. Make sure to listen, focus your attention, and use self-talk to remind yourself to be a respectful audience member.

Activity 1: "Be a Learner Song" (5 minutes)

Now please welcome _____ (third-grade teacher)'s class to the stage. They will be singing a song about the skills for learning. Project the lyrics on the screen. **I want all of you to join in when they sing the "yeah yeahs" and cup your hands behind your ears whenever you hear the word "listen." You can also sing along with these words if you want.**

Have the third-grade teacher you selected during preparation and his or her class lead the singing of "Be a Learner."

Thank you, _____ (third-grade teacher)'s class. I can tell you really enjoyed doing that by the big smiles on your faces! Let's give them a round of applause.

Activity 2: Brain Builder (5 minutes)

Now let's welcome _____ (kindergarten teacher) to play a Brain Builder game with us. You

will need to use skills for learning to play this game successfully. Please stand and get ready to play.

Have the kindergarten teacher you selected during preparation lead the class in the My Turn, Your Turn Brain Builder from Kindergarten, Lesson 19.

After the game is finished, have everyone sit down again. Then say:

- **If you listened to play the game successfully, tap your head.**
- **If you focused attention to play the game successfully, clap your hands twice.**
- **If you used self-talk to play the game successfully, put both thumbs up.**

Look at how many of you used skills for learning to play the game! Skills for learning can help you be successful with tricky games, and also with tricky schoolwork. Skills for learning can help you understand what to do, remember what to do, and stay on task as you do it!

Thank you, _____ (kindergarten teacher), for playing My Turn, Your Turn with us.

Conclusion (2 minutes)

Say and demonstrate: **Everyone give yourself a big pat on the back for using your skills for learning today!**

Now turn to both your neighbors and shake their hands. Thank each of them for listening, focusing their attention, and using self-talk to help them be respectful audience members today. Allow a minute for students to shake each other's hands.

That's the end of our assembly. Thanks to all of you for your listening and focused attention during this assembly. Now use your skills for learning again as you follow your teacher back to class.

Dismiss students.

Overview

Month 3: Empathy	Week 1 Skill	Week 2 Skill	Week 3 Skill	Week 4 Skill
	Empathy	Identifying Feelings	Same and Different Feelings	Showing Compassion

Tools

Use these tools during or after the teaching of the Empathy Unit.

One Kick-Off Staff Meeting (15 minutes)

- **Title:** Empathy and Compassion Every Day
- **Goal:** Familiarize staff with empathy and compassion concepts, language, and reinforcement strategies

Four Weekly Staff Meeting Activities (5–7 minutes each)

- **Week 1:** Empathy (Grade 4, Lesson 1 introductory video)
- **Week 2:** Identifying Feelings (Grade 1, Lesson 6 Home Link)
- **Week 3:** Same and Different Feelings (Grade 2, Lesson 8 Human Bar Graphs Brain Builder)
- **Week 4:** Showing Compassion (Grade 3, Lesson 9 Story and Discussion)

Four Morning Announcements

- **Week 1:** Empathy
- **Week 2:** Identifying Feelings
- **Week 3:** Same and Different Feelings
- **Week 4:** Showing Compassion

One Assembly (15 minutes)

- **Title:** Empathy
- **Goal:** Reinforce empathy and compassion schoolwide



Digital versions of this month’s tools can be emailed or printed from the Principal Toolkit section of **SecondStep.org**

Kick-Off Staff Meeting: Empathy and Compassion Every Day

Hold this meeting during the Empathy Unit

Goal

Familiarize staff with empathy and compassion concepts, language, and reinforcement strategies

Messages

- Our job is to help every child identify, understand, and respond in a caring way to how someone is feeling.
- The *Second Step* program is teaching students how to have empathy and show compassion.
- When we reinforce students' empathy and compassion, students will show these skills more outside of *Second Step* lesson time.
- When we model empathy and compassion ourselves, it's easier for students to do it.

Materials

- One copy of Toolkit Handout 3: Empathy Overview (page 20) for each staff member
- Empathy Poster (optional)

Preparation

- Before the meeting, email the Success Stories Log PDF from the Principal Toolkit section of **SecondStep.org** to all staff. Ask staff to write one story each about successful reinforcement of student empathy.
- Ask a fifth-grade teacher to lead the Grade 5, Lesson 4 Introductory Activity. Have that teacher copy Student Handout 4A beforehand and cut it into strips so each pair of participants will have one strip.

Agenda (15 minutes)

Skill Review (3 minutes)

- Go over Toolkit Handout 3: Empathy Overview.
- Read the Why Empathy Matters section on the handout.

Icebreaker (4 minutes)

- Say: **I asked _____ (fifth-grade teacher) to lead the next activity.** Have the fifth-grade teacher lead the Grade 5, Lesson 4 Introductory Activity.
- Ask: **Why is it important for both adults and students to be able to predict how someone might feel in a given situation?**

Success Stories (3 minutes)

- Say: **Think about a time you've reinforced students' empathy or compassion successfully.** Give think-time. **Let's have two or three of you tell us your stories.**
- Ask: **What strategies did _____ (person telling story) use to reinforce the skills successfully?**

Self-Reflection on Skill Use (3 minutes)

- Say: **When can you show empathy and compassion in your own life?** Give think-time.
- Call on a few staff members to tell the group their ideas.

Wrap-Up (2 minutes)

Identify volunteer teachers to lead this month's *Second Step* Weekly Staff Meeting Activities (page 46) at regularly scheduled staff meetings.

Weekly Staff Meeting Activities

Each activity takes 5–7 minutes.



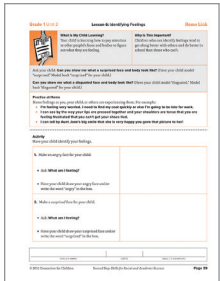
Week 1: Empathy

Activity

Have a fourth-grade teacher show the Grade 4, Lesson 1 introductory video.

Notice and Reinforce Suggestion

Say: **This week, let's notice when students show empathy for others and reinforce their behavior verbally or with Recognition Tickets.**



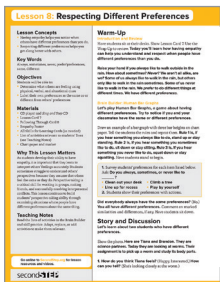
Week 2: Identifying Feelings

Activity

Have a first-grade teacher lead staff in pairs through the Grade 1, Lesson 6 Home Link. Have one staff member in each pair pretend to be the student. The teacher will need to make a copy of the Home Link for each pair.

Notice and Reinforce Suggestion

Say: **This week, let's notice when students use words to describe their own or others' feelings and reinforce their behavior verbally or with Recognition Tickets.**



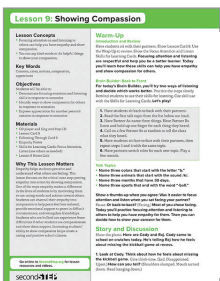
Week 3: Same and Different Feelings

Activity

Have a second-grade teacher lead the Human Bar Graphs Brain Builder from Grade 2, Lesson 8. Ask: **Think for a moment about challenges you face with respecting different feelings and preferences. Give think-time. What are some of those challenges?**

Notice and Reinforce Suggestion

Say: **This week, let's notice students who talk about how they have the same or different feelings from others and who notice other's preferences, and reinforce their behavior verbally or with Recognition Tickets.**



Week 4: Showing Compassion

Activity

Have a third-grade teacher lead the Grade 3, Lesson 9 Story and Discussion.

Notice and Reinforce Suggestion

Say: **This week, let's notice students who show compassion for others and reinforce their behavior verbally or with Recognition Tickets.**

Morning Announcements

Week 1: Empathy

Getting along with others helps make our school a happier place. To get along with others, we need to have empathy for each other. Empathy is feeling or understanding what someone else is feeling. This week, be a feelings detective! Try to notice how your classmates are feeling throughout the week. Watch their faces and bodies for clues!

Week 2: Identifying Feelings

We're all learning to identify our own and others' feelings. We can focus our attention on someone's face or body and on the situation for clues about how the person is feeling. Sometimes people's voices and the words they say also give us clues. If someone is yelling, it might be that this person is angry. If a person is using a very quiet voice, it might be that the person is scared or worried. This week, listen to people's voices for clues to figure out how they might be feeling!

Week 3: Same and Different Feelings

We all want to have friends here at school. But people can have similar or different feelings about the same situation. For example, I might feel scared to climb up high, and my friend might feel excited. Learning to respect other people's feelings can help us make and keep friends! This week, notice other people's feelings and whether they're the same or different from yours.

Week 4: Showing Compassion

Here at our school we want to put our empathy into action. This is called showing compassion. When we're able to understand how someone else is feeling and do something to show we understand, we are showing that person compassion. Listening, saying kind words, and helping are three ways to show compassion. Take a moment now to think about how you can show compassion to someone today. Then find a way to do it during the day.

Assembly: Empathy

Goal Reinforce empathy and compassion schoolwide	
<p>When Hold this assembly during the Empathy Unit</p>	<p>Time 15 minutes</p>
<p>Key Messages</p> <ul style="list-style-type: none"> • We can show empathy for others. • The <i>Second Step</i> program teaches us to have empathy and show compassion. • People can have similar or different feelings. • Having empathy and showing compassion will help you build strong relationships with your friends, teachers, and family. 	<p>Materials</p> <ul style="list-style-type: none"> • Computer with speakers, projector, and screen • Grade 4 DVD to play the “Walk, Walk, Walk” song
<p>Preparation</p> <ul style="list-style-type: none"> • Identify the following teachers to lead activities for the assembly: <ol style="list-style-type: none"> 1. One or more fourth-grade teachers to lead their classes in singing the “Walk, Walk, Walk” song. Ask the teacher(s) to bring a <i>Second Step</i> Grade 4 DVD to play the song. 2. A third-grade teacher to lead the Feelings Factory Brain Builder from Grade 3, Lesson 6. • Give these teachers copies of this Assembly script. 	

See reverse for assembly script

Assembly Script (15 minutes)

Introduction (3 minutes)

Good morning, students. Today is another great day for having empathy at _____ (school name). Empathy is feeling or understanding what someone else is feeling. Our *Second Step* program helps us learn to identify feelings in ourselves and others. When we're able to understand how someone else is feeling, we're able to show that person compassion. Compassion means saying kind words or doing something helpful to show you care about how another person feels. Having empathy and showing compassion for others helps us make and keep friends!

Today during our assembly, see if you can identify a feeling someone else is having. Remember to look for clues on the person's face and body.

Today you have a chance to practice the skills for learning. Make sure to listen, focus your attention, and use self-talk to remind yourself to be a respectful audience member.

Activity 1: "Walk, Walk, Walk" Song and Music Video (5 minutes)

Now please welcome _____ (fourth-grade teacher)'s class to the stage. They'll be singing a song about having empathy called "Walk, Walk, Walk." I want all of you to join in when they sing the words "walk, walk, walk" and make a heart shape with your hands when you hear the word "empathy." Let's all sing together!

Have the fourth-grade teacher and class lead the "Walk, Walk, Walk" song while the music video is projected behind them.

Thank you, _____ (fourth-grade teacher)'s class. I can tell you were focusing your attention when you learned this song. Let's give them a big round of applause.

Activity 2: Brain Builder (5 minutes)

Now let's welcome _____ (third-grade teacher) to play a Brain Builder with us. Everyone please stand up and get ready to play.

Have the third-grade teacher lead the Feelings Factory Brain Builder from Grade 3, Lesson 6.

After the game, have everyone sit down, then say:

- If you used self-talk to play the game successfully, tap your head two times.
- If you used listening skills to play the game successfully, cup your hands around your ears.
- If you've ever had a different feeling from someone else's about the same situation, clap three times.
- If you used clues on my face and body to know how I felt, tap your heart.

Wow! You used your empathy and your skills for learning to play this game successfully. Having empathy will help you build strong relationships with your friends, teachers, and family.

Thank you, _____ (third-grade teacher), for playing Feelings Factory with us.

Conclusion (2 minutes)

Say and demonstrate: Everyone grasp one of your hands with your other hand and give yourself a handshake for using your empathy today! Now turn to both of your neighbors and shake each of their hands. Thank each of them for being respectful and empathic audience members today. Allow a minute for students to shake each other's hands.

That's the end of our assembly for today. Thank you to all of you for practicing empathy during this assembly.

Dismiss students.

Overview

Month 4: Emotion Management	Week 1 Skill	Week 2 Skill	Week 3 Skill	Week 4 Skill
	Feelings in My Body	Stop and Name Feelings	Calming Down	Managing Learning Challenges

Tools

Use these tools during or after the teaching of the Emotion-Management Unit.

One Kick-Off Staff Meeting (15 minutes)

- **Title:** Emotion Management Every Day
- **Goal:** Familiarize staff with emotion-management skills, language, and reinforcement strategies

Four Weekly Staff Meeting Activities (5–7 minutes each)

- **Week 1:** Feelings in My Body (Grade 4, Lesson 10 Story and Discussion)
- **Week 2:** Stop and Name Feelings (Grade 2, Lesson 11 Frozen Feelings Factory Brain Builder)
- **Week 3:** Calming Down (Grade 5, Lesson 10 Activity)
- **Week 4:** Managing Learning Challenges (Kindergarten, Lesson 15 Move or Wait Brain Builder)

Four Morning Announcements

- **Week 1:** Feelings in My Body
- **Week 2:** Stop and Name Feelings
- **Week 3:** Calming Down
- **Week 4:** Managing Learning Challenges

One Assembly (15 minutes)

- **Title:** Emotion Management
- **Goal:** Reinforce schoolwide use of *Second Step* Calming-Down Steps



Digital versions of this month’s tools can be emailed or printed from the Principal Toolkit section of **SecondStep.org**

Kick-Off Staff Meeting: Emotion Management Every Day

Hold this meeting during the Emotion-Management Unit

Goal

Familiarize staff with emotion-management skills, language, and reinforcement strategies

Messages

- We can help every child learn to recognize and manage strong feelings by using the Calming-Down Steps.
- When we reinforce use of the Ways to Calm Down, students will use the skills more outside *Second Step* lesson time.
- When we model calming-down strategies ourselves, it's easy for students to learn them.

Materials

- One copy of Toolkit Handout 4: Emotion-Management Overview (page 21) for each staff member
- How to Calm Down Poster
- One copy of the Grade 3, Lesson 11 Home Link for each staff member

Preparation

- Before the meeting, email the Success Stories Log PDF from the Principal Toolkit section of **SecondStep.org** to all staff. Ask staff to write one story each about successful reinforcement of students' calming-down skills.
- Ask a third-grade teacher to be prepared to lead the Grade 3, Lesson 11 Home Link. The teacher will need to make a copy of the Home Link for each participant.

Agenda (15 minutes)

Skill Review (3 minutes)

- Go over Toolkit Handout 4: Emotion-Management Overview.
- Read the Why Emotion Management Matters section on the handout.

Icebreaker (4 minutes)

- Say: **I asked _____ (third-grade teacher) to lead the next activity.** Have the teacher lead the Grade 3, Lesson 11 Home Link.
- Say: **Read the description of the Hand-Brain from the Home Link.** Give reading time.
- Say: **When have you seen someone flipping his or her lid in your classroom? How did you know?**

Success Stories (3 minutes)

- Say: **Think about a time you've reinforced students' use of the Ways to Calm Down.** Give think-time. **Let's have two or three of you tell us your stories.**
- Ask: **What strategies did _____ (person telling story) use to reinforce the skills successfully?**

Self-Reflection on Skill Use (3 minutes)

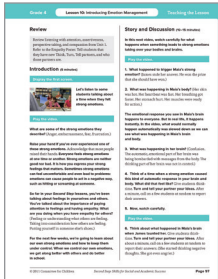
- Say: **When can you use the *Second Step* Ways to Calm Down in your own life?** Give think-time.
- Call on a few staff members to tell the group their ideas.

Wrap-Up (2 minutes)

Identify volunteer teachers to lead this month's *Second Step* Weekly Staff Meeting Activities (page 54) at regularly scheduled staff meetings.

Weekly Staff Meeting Activities

Each activity takes 5–7 minutes.



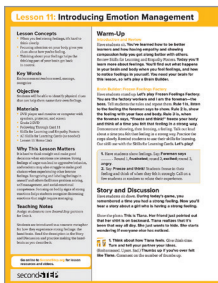
Week 1: Feelings in My Body

Activity

Have a fourth-grade teacher lead the Grade 4, Lesson 10 Story and Discussion. The teacher will need to be prepared to play the video.

Notice and Reinforce Suggestion

Say: **This week, let's notice when students name their own feelings and identify where they feel the emotion in their bodies and reinforce their behavior verbally or with Recognition Tickets.**



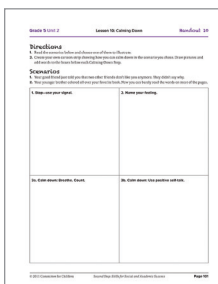
Week 2: Stop and Name Feelings

Activity

Have a second-grade teacher lead the staff in the Frozen Feelings Factory Brain Builder from Grade 2, Lesson 11. Ask: **Think for a moment about how strong feelings affect your ability to think clearly.** Give think-time. **How do they affect your ability to think?**

Notice and Reinforce Suggestion

Say: **This week, let's notice when students use their stop signals and name their feelings when having a strong feeling and reinforce their behavior verbally or with Recognition Tickets.**



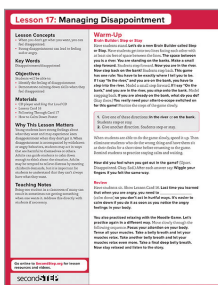
Week 3: Calming Down

Activity

Have a fifth-grade teacher lead the Grade 5, Lesson 10 Activity using Student Handout 10. The teacher will need to make a copy of the handout for each person.

Notice and Reinforce Suggestion

Say: **This week, let's notice when students calm themselves down and reinforce their behavior verbally or with Recognition Tickets.**



Week 4: Managing Learning Challenges

Activity

Have a kindergarten teacher lead the Move or Wait Brain Builder from Kindergarten, Lesson 15. The teacher will need to have music and speakers available. Ask: **During the school day, when can you give students an opportunity to practice waiting?**

Notice and Reinforce Suggestion

Say: **This week, let's notice when students use the Calming-Down Steps to manage learning challenges and reinforce their behavior verbally or with Recognition Tickets.**

Morning Announcements

Week 1: Feelings in My Body

Everyone feels a lot of different feelings. We feel these feelings in our bodies. Some feelings are comfortable, and others are uncomfortable, but all of them are okay! This week, notice what feelings you have. Pay attention to clues in your body and in the situation to help you understand how you feel. Which feelings are comfortable, and which ones are uncomfortable? See if you can name your feelings.

Week 2: Stop and Name Feelings

It's okay to have strong feelings. But when you have strong feelings, it can be hard to think about what to do. You can get back in control by calming down. The first step is to use a stop signal to catch your own attention and to tell yourself to stop. You might say "Chill out!" "Stop!" or "Relax!" Next use your feeling detective skills to name your feeling. When you recognize your feelings, the thinking part of your brain can start to manage them. Take a moment to decide what stop signal you will use this week.

Week 3: Calming Down

When you have a strong feeling, it's hard for your brain to think. After you use your stop signal and name your feeling, you're ready to calm down! You can calm down by doing some slow deep belly breathing, counting, or using positive self-talk. Think for a moment about your favorite Way to Calm Down. Remember to use it this week if you need to. Calming down helps you think clearly!

Week 4: Managing Learning Challenges

Using our Calming-Down Steps helps us be better learners! There are many opportunities to practice your calming-down skills at school. You may have a strong feeling when you have to wait, or when you make a mistake, or when you have trouble finishing a difficult task. These are perfect moments to practice using your stop signal, naming your feeling, and calming down. When staff and students at our school calm down our emotions, it helps us all learn.

Assembly: Emotion Management

Goal Reinforce schoolwide use of <i>Second Step</i> Calming-Down Steps	
<p>When Hold this assembly during the Emotion-Management Unit</p>	<p>Time 15 minutes</p>
<p>Key Messages</p> <ul style="list-style-type: none"> • When you feel strong feelings, it’s hard for your brain to think clearly. • The <i>Second Step</i> program teaches us calming-down skills. • Focusing attention on your body gives you clues about how you’re feeling. • You can use the Calming-Down Steps for managing learning challenges. 	<p>Materials</p> <ul style="list-style-type: none"> • Computer with speakers, projector, and screen • How to Calm Down Poster downloaded to a computer from the Principal Toolkit section of SecondStep.org for projection • Grade 2 DVD to project the “Calm It Down” dance video • Grade 3 DVD to play the belly breathing video from Grade 3, Lesson13
<p>Preparation</p> <ul style="list-style-type: none"> • Identify the following teachers to lead activities for the assembly: <ol style="list-style-type: none"> 1. One or more second-grade teachers to lead their classes in singing and dancing the “Calm It Down” song. Ask the teacher to bring a Grade 2 DVD to project the “Calm It Down” dance video. 2. A third-grade teacher to lead belly breathing using the Grade 3, Lesson 13 Story and Discussion Item 3 video. Ask the teacher to bring the lesson card and the <i>Second Step</i> Grade 3 DVD to project the video. • Give each of these teachers copies of this Assembly Script. 	

See reverse for assembly script

Assembly Script (15 minutes)

Introduction (3 minutes)

Good morning, and welcome to our assembly! At (name of your school), we're able to recognize our strong feelings and use the *Second Step Ways to Calm Down* to stay in control. Our bodies give us clues about how we're feeling. When you have a strong feeling, your face might get hot, your stomach might hurt, and your heart might beat fast.

Think for a moment about where you feel strong feelings in your body. Pause. Point to where you feel strong feelings in your body. Notice and comment on where students are pointing: I see students pointing to their heads, their stomachs, and their faces. When you have a strong feeling it can be hard to think clearly. Everyone has strong feelings, but it's important to calm down so you can think, learn, and get along with your friends.

Let's review using the *Calming-Down Steps* and think clearly. Hold up or project the *How to Calm Down* Poster. Read through it and have students repeat after you.

Today we'll have more opportunities to practice using the *Calming-Down Steps* and even learn a dance that reminds us how to calm down.

Activity 1: "Calm It Down" Dance (5 minutes)

Now please welcome _____ (second-grade teacher)'s class to the stage. They will be teaching us a song and dance about calming down strong feelings. The "Calm It Down" song has motions that match what happens in your brain and body when you feel strong feelings and calm them down.

Have the second-grade class lead the "Calm It Down" dance with the dance video playing behind them.

Wow! I could tell by the way you moved your bodies that you really enjoyed that dance! Please sit down. Now let's give _____ (second-grade teacher)'s class a round of applause for teaching us that song and dance.

Activity 2: Belly Breathing (5 minutes)

The "Calm It Down" song mentioned belly breathing, or deep, centered breathing, as one way you can calm down so you can think and get back in control. Let's welcome _____ (third-grade teacher) to help teach us about belly breathing.

Have the third-grade teacher play the Grade 3, Lesson 13 belly breathing video and model belly breathing.

After the video is finished, say:

- If your body feels calmer, nod your head yes.
- If you've ever used belly breathing to calm yourself down, pat your head three times.

You're all able to use belly breathing to calm down! Give yourself a pat on the back. Model patting yourself on the back. Calming down helps you think clearly. Belly breathing is a helpful way to calm down. Thank you, _____ (third-grade teacher), for teaching us how to belly breathe.

Conclusion (2 minutes)

Say and demonstrate: Everyone grasp one of your hands with your other hand to give yourself a handshake for practicing your calming-down skills today! Now turn to your neighbors and give them a gentle pat on the back for being respectful and calm audience members today. Allow a minute for students to give each other a pat on the back.

Before we walk calmly back to our rooms, let's take one more big belly breath together. Take a deep breath. Please follow your teacher back to class.

Dismiss students.

Overview

Month 5: Problem Solving	Week 1 Skill	Week 2 Skill	Week 3 Skill	Week 4 Skill
	S: Say the Problem	T: Think of Solutions	E: Explore Consequences	P: Pick the Best Solution

Tools

Use these tools during or after the teaching of the Problem-Solving Unit.

One Kick-Off Staff Meeting (15 minutes)

- **Title:** Solving Problems Every Day
- **Goal:** Familiarize staff with *Second Step* Problem-Solving Steps, language, and reinforcement strategies

Four Weekly Staff Meeting Activities (5–7 minutes each)

- **Week 1:** S—Say the Problem (Grade 3, Lesson 17 Home Link)
- **Week 2:** T—Think of Solutions (Grade 2, Lesson 18 Story and Discussion)
- **Week 3:** E—Explore Consequences (Grade 1, Lesson 18 Review and Skill Practice)
- **Week 4:** P—Pick the Best Solution (Grade 4, Lesson 17 Home Link)

Four Morning Announcements

- **Week 1:** S—Say the Problem
- **Week 2:** T—Think of Solutions
- **Week 3:** E—Explore Consequences
- **Week 4:** P—Pick the Best Solution

One Assembly (15 minutes)

- **Title:** Problem Solving
- **Goal:** Reinforce schoolwide use of *Second Step* Problem-Solving Steps



Digital versions of this month’s tools can be emailed or printed from the Principal Toolkit section of **SecondStep.org**

Kick-Off Staff Meeting: Solving Problems Every Day

Hold this meeting during the Problem-Solving Unit

Goal

Familiarize staff with the *Second Step* Problem-Solving Steps, language, and reinforcement strategies

Messages

- Our job is to have all children learn problem-solving skills so they're capable of handling interpersonal conflicts effectively.
- The *Second Step* program teaches students problem-solving skills.
- When we can reinforce successful use of problem-solving skills, students will use the skills more outside of *Second Step* Lesson time.
- When we model these skills ourselves, it's easier for students to learn them.

Materials

- One copy of Toolkit Handout 5: Problem-Solving Overview (page 22) for each staff member
- The Problem-Solving Steps Poster

Preparation

- Before the meeting, email the Success Stories Log PDF from the Principal Toolkit section of **SecondStep.org** to all staff. Ask staff to write one story each about successful reinforcement of a student's problem-solving skills.
- Ask a fifth-grade teacher to lead the Grade 5, Lesson 16 Introduction. (See icebreaker below.)

Agenda (15 minutes)

Skill Review (3 minutes)

- Go over Toolkit Handout 5: Problem-Solving Overview
- Read the Why Problem Solving Matters section on the handout.

Icebreaker (4 minutes)

- Say: **I asked _____ (fifth-grade teacher) to lead the next activity. We will use typical problems we might have with other adults at school instead of the student scenario.** Have the teacher lead the Grade 5, Lesson 16 Introduction.

Success Stories (3 minutes)

- Say: **Think about a time you've reinforced students' problem-solving skills.** Give think-time. **Let's have two or three of you tell us your stories.**
- Ask: **What strategies did _____ (person telling story) use to reinforce the skills successfully?**

Self-Reflection on Skill Use (3 minutes)

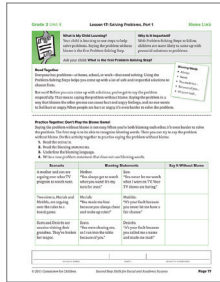
- Say: **When can you use the *Second Step* Problem-Solving Steps in your own life?** Give think-time.
- Call on a few staff members to tell the group their ideas.

Wrap-Up (2 minutes)

Identify volunteer teachers to lead this month's *Second Step* Weekly Staff Meeting Activities (page 62) at regularly scheduled staff meetings.

Weekly Staff Meeting Activities

Each activity takes 5–7 minutes.



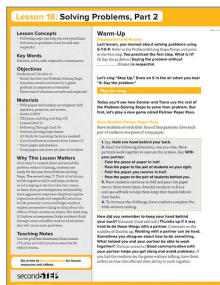
Week 1: S—Say the Problem

Activity

Have a third-grade teacher lead staff in pairs through the Grade 3, Lesson 17 Home Link. Have one staff member in each pair pretend to be the student. The teacher will need to make a copy of the Home Link for each pair.

Notice and Reinforce Suggestion

Say: **This week, let’s notice when students identify a problem without blaming the other person and reinforce their behavior verbally or with Recognition Tickets.**



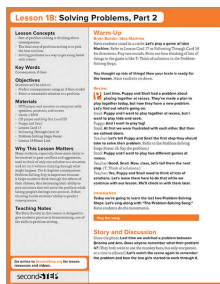
Week 2: T—Think of Solutions

Activity

Have a second-grade teacher lead the Grade 2, Lesson 18 Story and Discussion, stopping after question 2. The teacher will need to project the lesson videos.

Notice and Reinforce Suggestion

Say: **This week, let’s notice when students think of multiple solutions to a problem and reinforce their behavior verbally or with Recognition Tickets.**



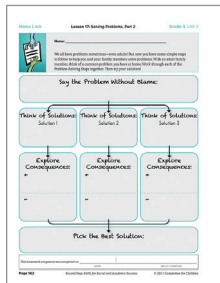
Week 3: E—Explore Consequences

Activity

Have a first-grade teacher do the Grade 1, Lesson 18 Review and Skill Practice sections with the puppets.

Notice and Reinforce Suggestion

Say: **This week, let’s notice when students explore consequences of different choices and reinforce their behavior verbally or with Recognition Tickets.**



Week 4: P—Pick the Best Solution

Activity

Have a fourth-grade teacher lead staff in pairs through the Grade 4, Lesson 17 Home Link. Have one staff member in each pair pretend to be the student. The teacher will need to make a copy of the Home Link for each pair.

Notice and Reinforce Suggestion

Say: **This week, let’s notice when students pick a safe and respectful solution to a problem and reinforce their behavior verbally or with Recognition Tickets.**

Morning Announcements

Week 1: S—Say the Problem

We all have problems that can be hard to solve. Using the *Second Step* Problem-Solving Steps can help us solve our problems! The first step is S: Say the problem. When you have a problem, it's very important to say what the problem is respectfully and without blame. Knowing exactly what the problem is will help you find the best solution! This week, remember to use your words and say the problem respectfully.

Week 2: T—Think of Solutions

Remembering the word “step,” S-T-E-P, will help you remember the *Second Step* Problem-Solving Steps. Last week we were focusing on the S step, S: Say the Problem. This week we'll focus on the T step, T: Think of Solutions. Solutions help you solve the problem. They're ideas about what you could do. Your solutions must always be safe and respectful. This week, if you have a problem, remember to say the problem and then think of solutions!

Week 3: E—Explore Consequences

The “E” in our *Second Step* Problem-Solving Steps stands for “explore the consequences.” A consequence is something that might happen if we chose to do one of our solutions. A consequence can be positive or negative. Exploring consequences helps us pick the best solution for our problem! This week, remember to ask yourself “If I did this solution, then what might happen?”

Week 4: P—Pick the Best Solution

The final Problem-Solving Step is P: Pick the best solution! Once you have named the positive and negative consequence of each solution you thought of, you can pick the solution that works best. It's easy to remember our Problem-Solving Steps because they spell the word “step,” S, T, E, P. Using the Problem-Solving Steps will help you get along better with your friends and family. This week, if you have a problem, remember to STEP it up and use the Problem-Solving Steps.

Assembly: Problem Solving

Goal Reinforce schoolwide use of <i>Second Step</i> Problem-Solving Steps	
<p>When Hold this assembly during the Problem-Solving Unit</p>	<p>Time 15 minutes</p>
<p>Key Messages</p> <ul style="list-style-type: none"> • Calming down fast helps you think so you can solve problems. • Saying the problem without blame helps keep the conflict from getting worse. • The <i>Second Step</i> program teaches us how to solve problems. • Solving problems safely and respectfully helps us get along better with others. 	<p>Materials</p> <ul style="list-style-type: none"> • Computer with speakers, projector, and screen • Problem-Solving Steps Poster downloaded to the computer from the Principal Toolkit section of SecondStep.org for projection • Kindergarten <i>Sing Out Loud</i> CD to play the “Problem-Solving Song” • Lyrics of the kindergarten “Problem-Solving Song” downloaded to the computer from the Principal Toolkit section of SecondStep.org for projection (optional) • One set of Shape Moves Cards (see Preparation below)
<p>Preparation</p> <ul style="list-style-type: none"> • Identify the following teachers to lead activities for the assembly: <ol style="list-style-type: none"> 1. One or more kindergarten teachers to lead their classes in the “The Problem-Solving Song.” Ask the teacher to bring a <i>Sing Out Loud</i> CD to play “The Problem-Solving Song.” 2. A first-grade teacher to lead the Shape Moves Brain Builder from Grade 1, Lesson 19. Ask the teacher to draw and bring the nine shape cards needed for the game, too. • Give these teachers copies of this Assembly Script. 	

See reverse for assembly script

Assembly Script (15 minutes)

Introduction (3 minutes)

Good morning, problem solvers, and welcome to our assembly! Today we're going to talk about what to do when you have a problem. Raise your hand if you've ever had a problem. At _____ (name of school) we use the **Second Step Problem-Solving Steps** to help us remember what to do when we have a problem. Remember that calming down strong feelings before you solve your problem will help you think more clearly. Using the **Problem-Solving Steps** helps you get along better and have more fun with friends.

Hold up or project the Problem-Solving Steps Poster.

The four Problem-Solving Steps spell out the word "STEP." Remembering this word will help you remember how to solve your problems!

Activity 1: Problem-Solving Steps (5 minutes)

Now please welcome _____ (kindergarten teacher)'s class to the stage. They will be singing a song about the **Problem-Solving Steps**. When they sing "I am a Problem-Solver," I want you to point to yourselves, because you're all problem-solvers!

Have the kindergarten class lead "The Problem-Solving Song." If possible, project the lyrics on a screen.

Thank you, _____ (kindergarten teacher)'s class. I saw so many problem-solvers being active and respectful audience members!

Activity 2: Brain Builder (5 minutes)

Let's welcome _____ (first-grade teacher) to play a game that builds the parts of your brain that pay attention, remember things, and control your body. Your brain gets stronger every time you make it work hard! Everyone please stand and get ready to play the game.

Have the first-grade teacher lead the Shape Moves Brain Builder from Grade 1, Lesson 19.

After the game is finished, have everyone sit down.

Then say:

- **Wow! I saw so many people using their brains to play that game.**
- **If you focused attention during that game, put on your attent-o-scope.**
- **If you used self-talk to be successful, tap your brain.**
- **If you used your calming-down skills, pat yourself on the back three times.**

Being successful problem solvers means using our brains to solve our problems instead of just reacting. **Brain Builders help our brains grow stronger.**

Thank you, _____ (first-grade teacher), for playing Shape Moves with us.

Conclusion (2 minutes)

Say: **Everyone give yourselves a round of applause for being such excellent problem-solvers today!**

Model clapping your hands and moving them in a circle. **Now turn to your neighbors and say, "You know how to solve problems!"** Allow a minute for students to say it to their neighbors.

Please follow your teacher back to class.

Dismiss students.

Overview

Month 6: Friendship Skills (Problem-Solving Unit)	Week 1 Skill	Week 2 Skill	Week 3 Skill	Week 4 Skill
	Inviting to Play	Playing Fairly	Making Amends	Handling Name-Calling

Tools

Use these tools during or after the teaching of the friendship skills lessons in the Problem-Solving Unit.

One Kick-Off Staff Meeting (15 minutes)

- **Title:** Friendship Skills Every Day
- **Goal:** Familiarize staff with *Second Step* friendship skills and reinforcement strategies

Four Weekly Staff Meeting Activities (5–7 minutes each)

- **Week 1:** Inviting to Play (Kindergarten, Lesson 20 Skill Practice and Wrap-Up)
- **Week 2:** Playing Fairly (Grade 2, Lesson 21 Story and Discussion)
- **Week 3:** Making Amends (Grade 4, Lesson 20 Activity)
- **Week 4:** Handling Name-Calling (Grade 5, Lesson 20 Home Link)

Four Morning Announcements

- **Week 1:** Inviting to Play
- **Week 2:** Playing Fairly
- **Week 3:** Making Amends
- **Week 4:** Handling Name-Calling

One Assembly (15 minutes)

- **Title:** Friendship Skills
- **Goal:** Reinforce schoolwide friendship skills



Digital versions of this month’s tools can be emailed or printed from the Principal Toolkit section of **SecondStep.org**

Kick-Off Staff Meeting: Friendship Skills Every Day

Hold this meeting during the friendship skills lessons in the Problem-Solving Unit

Goal

Familiarize staff with *Second Step* friendship skills and reinforcement strategies

Messages

- We can help every child learn friendship skills to handle interpersonal conflicts effectively.
- The *Second Step* program is teaching students friendship skills.
- When we reinforce successful use of friendship skills, students will use the skills more outside of *Second Step* lesson time.
- When we model these skills ourselves, it's easier for students to learn them.

Preparation

- Before the meeting, email the Success Stories Log PDF from the Principal Toolkit section of **SecondStep.org** to all staff. Ask staff members to write one story each about successful reinforcement of a friendship skill with a student.
- Ask a second-grade teacher to be prepared to lead the Choral Clapping Brain Builder from the Grade 2, Lesson 20 Following Through Card.

Agenda (15 minutes)

Skill Review (3 minutes)

Say: **What friendship skills are taught in the *Second Step* program?** (Inviting others to play. Joining a group. The Fair Ways to Play. Making amends. Taking responsibility. Being respectful. Accepting differences. Having empathy. Showing compassion.)

Icebreaker (4 minutes)

- Say: **I asked _____ (second-grade teacher) to lead the next activity. We will use problems we might have with another adult at school instead of the student scenario.** Have the teacher lead the Grade 2, Lesson 20 Choral Clapping Brain Builder, using the Small Groups Version.
- Say: **It's important to notice and have empathy for children who are left out.**

Success Stories (3 minutes)

- Say: **Think about a time you've reinforced students' friendship skills successfully.** Give think-time. **Let's have two or three of you tell us your stories.**
- Ask: **What strategies did _____ (person telling story) use to reinforce the skills successfully?**

Self-Reflection on Skill Use (3 minutes)

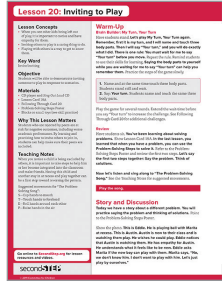
- Say: **When can you use the *Second Step* friendship skills in your own life?** Give think-time.
- Call on a few staff members to tell the group their ideas.

Wrap-Up (2 minutes)

Identify volunteer teachers to lead this month's *Second Step* Weekly Staff Meeting Activities (page 70) at regularly scheduled staff meetings.

Weekly Staff Meeting Activities

Each activity takes 5–7 minutes.



Week 1: Inviting to Play

Activity

Have a kindergarten teacher lead the Kindergarten, Lesson 20 Skill Practice and Wrap-Up.

Notice and Reinforce Suggestion

Say: **This week, let's notice when students invite others to play and reinforce their behavior verbally or with Recognition Tickets.**



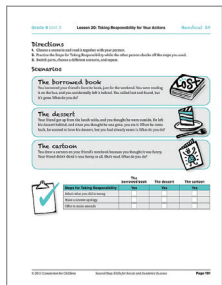
Week 2: Playing Fairly

Activity

Have a second-grade teacher lead the Grade 2, Lesson 21 Story and Discussion.

Notice and Reinforce Suggestion

Say: **This week, let's notice when students find respectful ways to play together and reinforce their behavior verbally or with Recognition Tickets.**



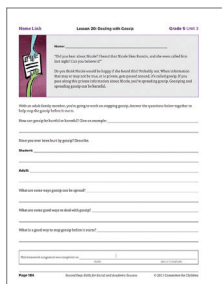
Week 3: Making Amends

Activity

Have a fourth-grade teacher lead staff in pairs through the Grade 4, Lesson 20 Activity using Student Handout 20. The teacher will need to make a copy of the handout for each pair.

Notice and Reinforce Suggestion

Say: **This week, let's notice when students take responsibility and reinforce their behavior verbally or by using Recognition Tickets.**



Week 4: Handling Name-Calling

Activity

Have a fifth-grade teacher lead staff in pairs through the Grade 5, Lesson 20 Home Link. Have one staff member in each pair pretend to be the student. The teacher will need to make a copy of the Home Link for each pair.

Notice and Reinforce Suggestion

Say: **This week, let's notice when students respond appropriately to name-calling and reinforce their behavior verbally or with Recognition Tickets.**

Morning Announcements

Week 1: Inviting to Play

At our school it's important to notice and have empathy when other kids are being left out. Inviting other students to play is a caring thing to do. When we invite others to play, we will get to know them. At recess this week, notice if anyone is being left out and be sure to ask that person to join in and play!

Week 2: Playing Fairly

At our school we play in fair ways. Being able to play fairly with others will help you make and keep friends. When you can't agree on how to play together, it's a problem. Finding a respectful way to agree on rules during a game helps you get along better with others. Sharing, trading, and taking turns are also fair and fun ways to play together. Think about how you can play fairly with your friends this week.

Week 3: Making Amends

Everyone makes mistakes sometimes. When you hurt someone's feelings, it's important to take responsibility. Taking responsibility means admitting what you did, apologizing, and offering to make the situation better. This is called making amends. It can be hard to take responsibility, but it's the right thing to do, and it helps everyone feel better. This week, if you make a mistake, remember to find a way to make amends.

Week 4: Handling Name-Calling

In our school we have a rule about being respectful. It's not respectful to call people names that hurt their feelings. If someone calls you a name, you can ignore the person or speak to him or her assertively. You can tell the person it's not okay to call you names. If the person doesn't stop calling you names, you should tell an adult. Saying kind words to others helps you make and keep friends!

Assembly: Friendship Skills

Goal Reinforce schoolwide friendship skills	
<p>When Hold this assembly during the friendship skills lessons in the Problem-Solving Unit</p>	<p>Time 15 minutes</p>
<p>Key Messages</p> <ul style="list-style-type: none"> • We can resolve friendship conflicts better when we can calm down and use the <i>Second Step</i> Problem-Solving Steps. • We can choose to have fun with others rather than only getting our own way. • Getting along with others helps us be better learners at school and more successful at home and later in life. • The <i>Second Step</i> program teaches us how to make and keep friends. 	<p>Materials</p> <ul style="list-style-type: none"> • Computer with speakers, projector, and screen • Grade 5 DVD to play the “Step Up to Be Cool” music video • Kindergarten <i>Sing Out Loud</i> CD to play the “Fair Ways to Play” song
<p>Preparation</p> <ul style="list-style-type: none"> • Identify the following teachers to lead activities for the assembly: <ol style="list-style-type: none"> 1. One or more fifth-grade teachers to lead their classes in the “Step Up to Be Cool” song. Ask the teacher(s) to bring a Grade 5 DVD to project the “Step Up to Be Cool” video. 2. One or more kindergarten teachers to lead their classes in the “Fair Ways to Play” song. Ask the teacher to bring a Kindergarten <i>Sing Out Loud</i> CD. • Give these teachers copies of this Assembly Script. 	

See reverse for assembly script

Assembly Script (15 minutes)

Introduction (3 minutes)

Good morning, and welcome to our assembly! During your *Second Step* lessons you've been learning and practicing skills to help you get along better with others. These skills will help you be more successful in school, at home, and later in life. When we play fairly, everyone has fun. Other kids might have different wants or preferences than you do, but choosing to have fun with others instead of only getting your own way helps you be a better friend.

Activity 1: "Step Up to Be Cool" Video (5 minutes)

Now please welcome _____ (fifth-grade teacher)'s class to the stage. They will be showing us a music video about the Problem-Solving Steps. Remember, using the Problem-Solving Steps helps you solve difficult friendship problems, like name-calling.

Have the fifth-grade class lead the "Step Up to Be Cool" music video.

Thank you, _____ (fifth-grade teacher)'s class. I saw so many friends being focused and attentive listeners!

Activity 2: "Fair Ways to Play" Song (5 minutes)

Next let's welcome _____ (kindergarten teacher)'s class to the stage. They will be singing the "Fair Ways to Play" song with us. The "Fair Ways to Play" song teaches us three different ways we can play together: sharing, trading, and taking turns. Put your thumb up every time you hear a Fair Way to Play.

Have the kindergarten class lead the "Fair Ways to Play" song.

Thank you, (kindergarten teacher)'s class, for teaching us this song. I can tell you really enjoyed it by the way you smiled and sang. Let's give them a big round of applause.

Conclusion (2 minutes)

We learned so much today about how to be a friend. Turn to your neighbor and shake his or her hand and Say, "You know how to be a good friend!" Allow a minute for students to say it to their neighbors.

Please follow your teacher back to class.

Dismiss students.