

**Second Step Adapted Lessons Manual**

**GRADE 2**

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**Amy Deegan, LCSW**

**SASED**

## Second Step Grade 2

Each unit is broken down into lessons containing concepts and objectives.

Lessons include Warm-ups (review of previous material), Brain Builders (exercises to practice curriculum skills), Story and Discussion (using picture and script), Skill Practice, and Wrap-Up. Review each section while planning and decide what is appropriate or what needs adapting. Utilize this document to choose alternative activities that may replace challenging material.

Note: lesson activity options may include worksheets from outside sources, books, suggestions for group activities, etc. TeachTown and Howard B Wigglebottom videos are not captioned, but are visually clear. TeachTown videos are accompanied by social comic and worksheet printables.

Pre-Teach/Review Skills before Starting Second Step Lessons:

Listening Rules: Eyes Watching, Ears Listening (use “focus” where appropriate), Voice (Signs) Quiet, Body Calm

Think-Turn-Tell: Challenging concept for this population. Might be worthwhile to practice and enrich class/small-group discussion expectations.

Lessons are once a week for 30 minutes

Register your kit online at [secondstep.org](http://secondstep.org) to access streaming online media, downloads, resources, etc.

Units 1-4: Skills for Learning, Empathy, Emotion Management, Problem Solving

TeachTown log in: [lkhan@sased.org](mailto:lkhan@sased.org), Agree-Pan-4; click “Amy Deegan” then “curriculum”

## **Second Step: 2nd Grade Lesson Worksheets**

Thank you for downloading this resource. These lesson worksheets were designed to follow the 21 lessons of the Second Step Curriculum for 2nd Grade. They are the perfect extension to the lessons, homework, or small group lessons to reteach or reinforce the concepts. They have limited amount of writing so they are great adaptations for 2nd Grade students who are averse to writing or have special needs. This resource is intended for teachers, special educators, counselors, social workers, or psychologists to use after each lesson.

This resource includes 21 lessons:

- Lesson 1-I Can Be Respectful (Boy and Girl)
- Lesson 2-Focus and Listen to Directions (with Teacher Guide)
- Lesson 3-Classroom Distractions
- Lesson 4-My Assertive Words
- Lesson 5-Comfortable or Uncomfortable?
- Lesson 6-Feeling Photographs
- Lesson 7-How I Show Confidence
- Lesson 8-What Do You Like?
- Lesson 9-I Show My Care
- Lesson 10-When it's an Accident
- Lesson 11-Focus on Body Clues
- Lesson 12-Dealing with Strong Feelings
- Lesson 13-How I Belly Breathe
- Lesson 14-Positive or Negative Self Talk
- Lesson 15-The Anger Rules
- Lesson 16-Focused and On Task (with Teacher Guide)
- Lesson 17-Blaming Words
- Lesson 18-Safe and Respectful Solutions
- Lesson 19-Responsible Choices
- Lesson 20-Including Others
- Lesson 21-Rules of the Game

**Thank you! If you enjoyed this resource  
or have feedback, please see my store at:  
[teacherspayteachers.com/Store/Behavior-Savers](https://www.teacherspayteachers.com/Store/Behavior-Savers)**



## Unit 1- Skills for Learning

### **Lesson 1: Being Respectful**

Main idea: being a respectful listener, whole body listening

Vocabulary/Concepts: Respect/Respectful, Behavior

Start with warm-up/brain-builder adapted as needed

Begin lesson by Introducing/Reviewing the vocabulary word RESPECT using the LESSON CARD story and discussion

- Treat others how they want to be treated.
- At school it means listening to the teacher, following school rules.

#### Lesson activity Options:

Menu Memory: Have students take turns sharing with partners or groups what they ate for breakfast, notice if other children are being respectful by using the listening rules.

TPT Supplement: I Can Be Respectful Worksheet

Read a story to the group, praise students for demonstrating respectful behaviors, explain how you feel as the teacher on the receiving end of respectful behavior

TeachTown Video Lesson, Social Comic, Worksheet- Following Rules: Listen When the Teacher Talks

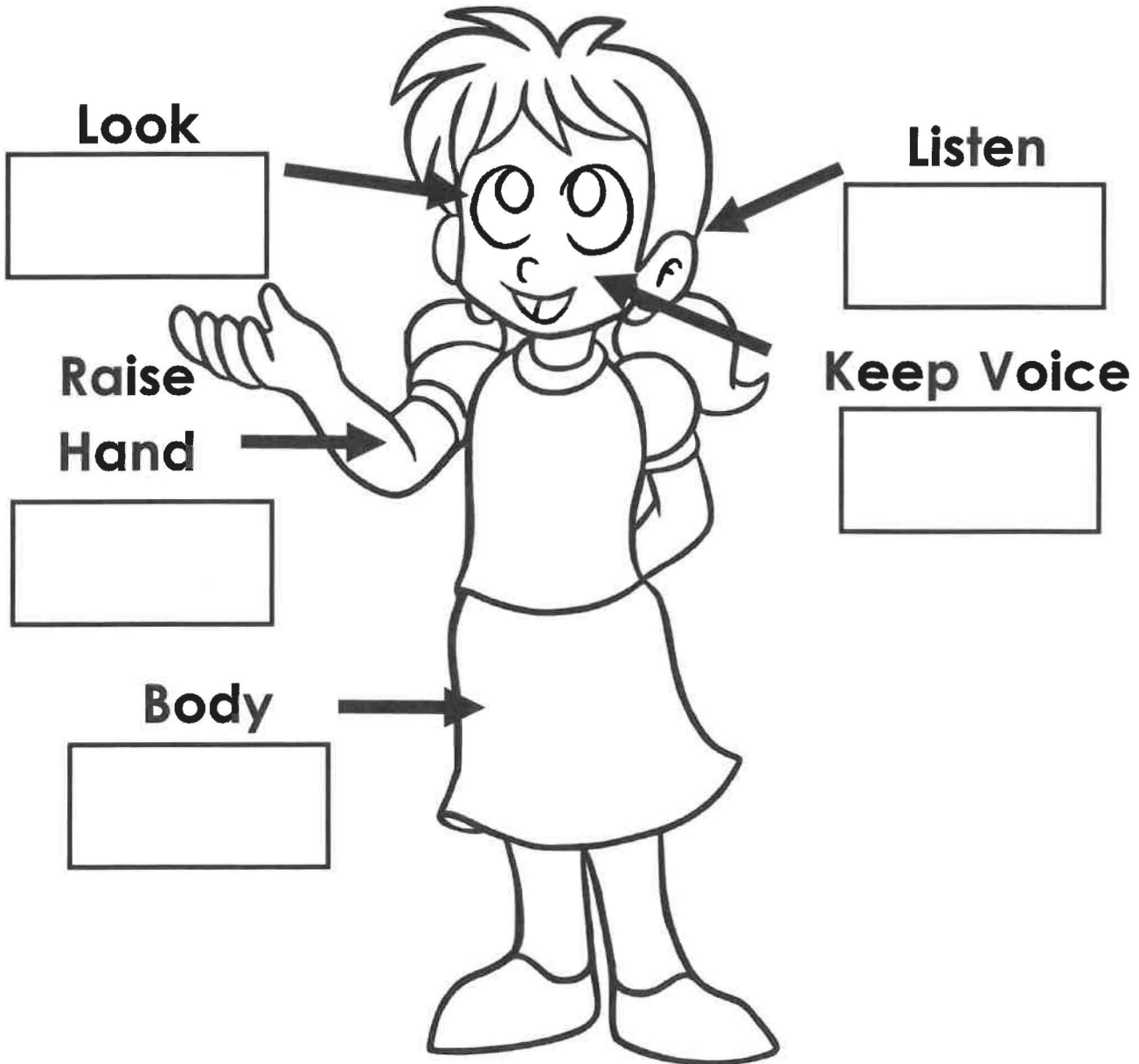
Ways to Be Respectful Visual

Literary Supplement: The Way I Act, Steve Metzger; Being Respectful: A Book about Respectfulness, Mary Small



# I Can Be Respectful!

We learned what being respectful looks like. Cut and paste the actions or write them in the boxes. Color when you are finished.



At the  
Speaker

Quiet  
or Off

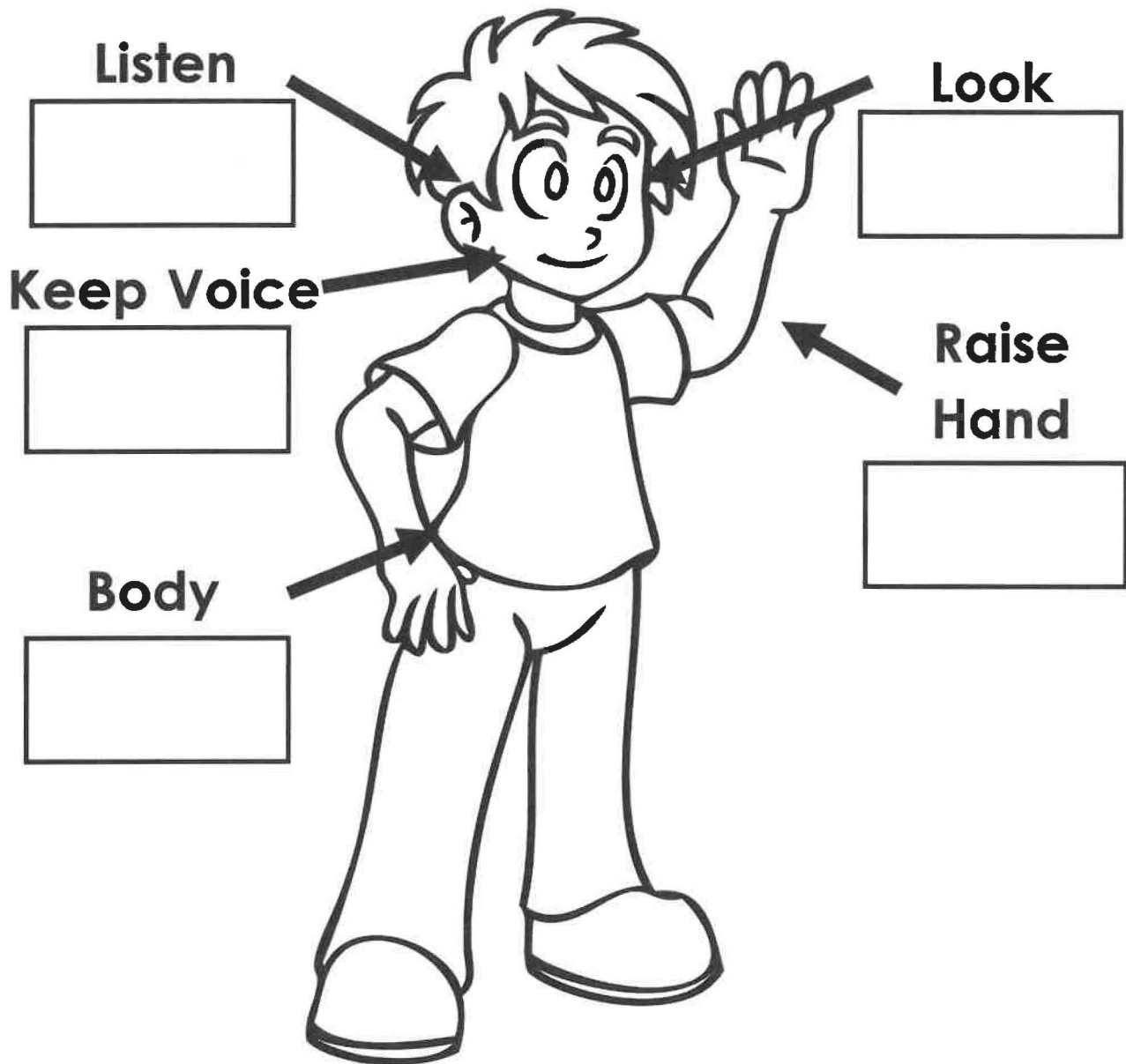
Carefully

Still

To Speak

# I Can Be Respectful!

We learned what being respectful looks like. Cut and paste the actions or write them in the boxes. Color when you are finished.



At the  
Speaker

Quiet  
or Off

Carefully

Still

To Speak

# Ways to be Respectful



- Use Kind Words like “Please” and “Thank You”
- Follow Directions
- Talk in a Respectful Tone
- Raise Your Hand
- Keep Your Hands and Feet to Yourself
- Walk

# Second Step Lesson Survey

Please complete this survey after each Second Step Lesson and return it to Deegan. Thank You!

## 1. Date

Example: December 15, 2012

## 2. Lesson Number

## 3. Did you teach the lesson exactly as written in the curriculum?

Mark only one oval.

- Yes  
 No

## 4. What, if any, adaptations did you use to teach the lesson?

Mark only one oval.

- Teachers Pay Teachers Supplement worksheet  
 Teach Town  
 Wedolisten.org  
 Children's Book/Literary Supplement  
 Role Play  
 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
 Zones of Regulation Materials  
 Other: \_\_\_\_\_

## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

Mark only one oval.

- 1      2      3      4      5
- No Adaptations                  Significantly Adapted

## **Lesson 2: Focusing Attention and Listening**

Main idea: focusing attention

Vocabulary/Concepts: Focus/Attention/Concentrate, Listen, Skill, Distract

Start with warm-up/brain-builder adapted as needed

Begin lesson by introducing the vocabulary word FOCUS using the LESSON CARD story and discussion

- Using the listening rules to learn or show others you care about them

Lesson activity options:

Simon Says- allow students to take turns acting as “simon”

Partner interviews

Whole Body Listening Worksheet

TPT Supplement: Focus and Listen to Directions

Following Directions Worksheets

Wedolisten.org – Howard B. Wigglebottom Learns to Listen

TeachTown Video Lesson, Social Comic, Worksheet- Interpersonal Skills: Be a Good Listener

Literary Support: Monkey Needs to Listen, Sue Graves; Whole Body Listening Larry at School, Kristen Wilson

GoNoodle: <https://app.gonoodle.com/categories/enhance-focus>

# **Focus and Listen to Directions**

## **Teacher Directions**

**Read the following directions to your students. Have them use their focusing attention and listening skills to complete each step. For students who need it, you might have to write the directions on the board.**

1. Color the Sun Yellow
2. Color the Umbrella Green
3. Draw a beach ball between the kids
4. Color the Sand Castle Grey
5. Color the Blanket 2 different colors





Name: \_\_\_\_\_

# Focus and Listen to Directions

Listen to your teacher and do what you are told to do.

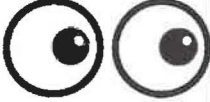

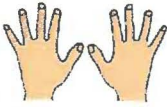


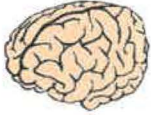


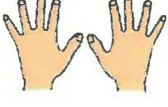



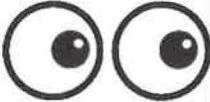




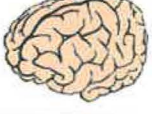


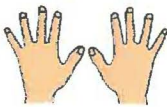


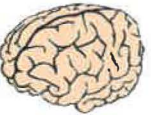




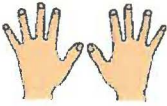


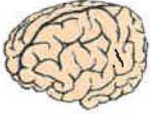
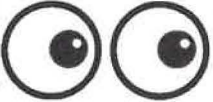

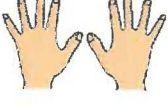



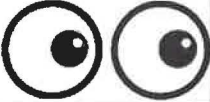




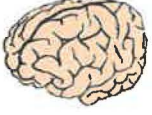


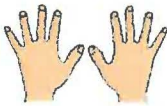


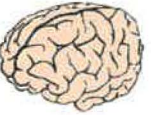
Name: \_\_\_\_\_

Cut and glue the parts of your body you use for listening.

# Whole Body Listening

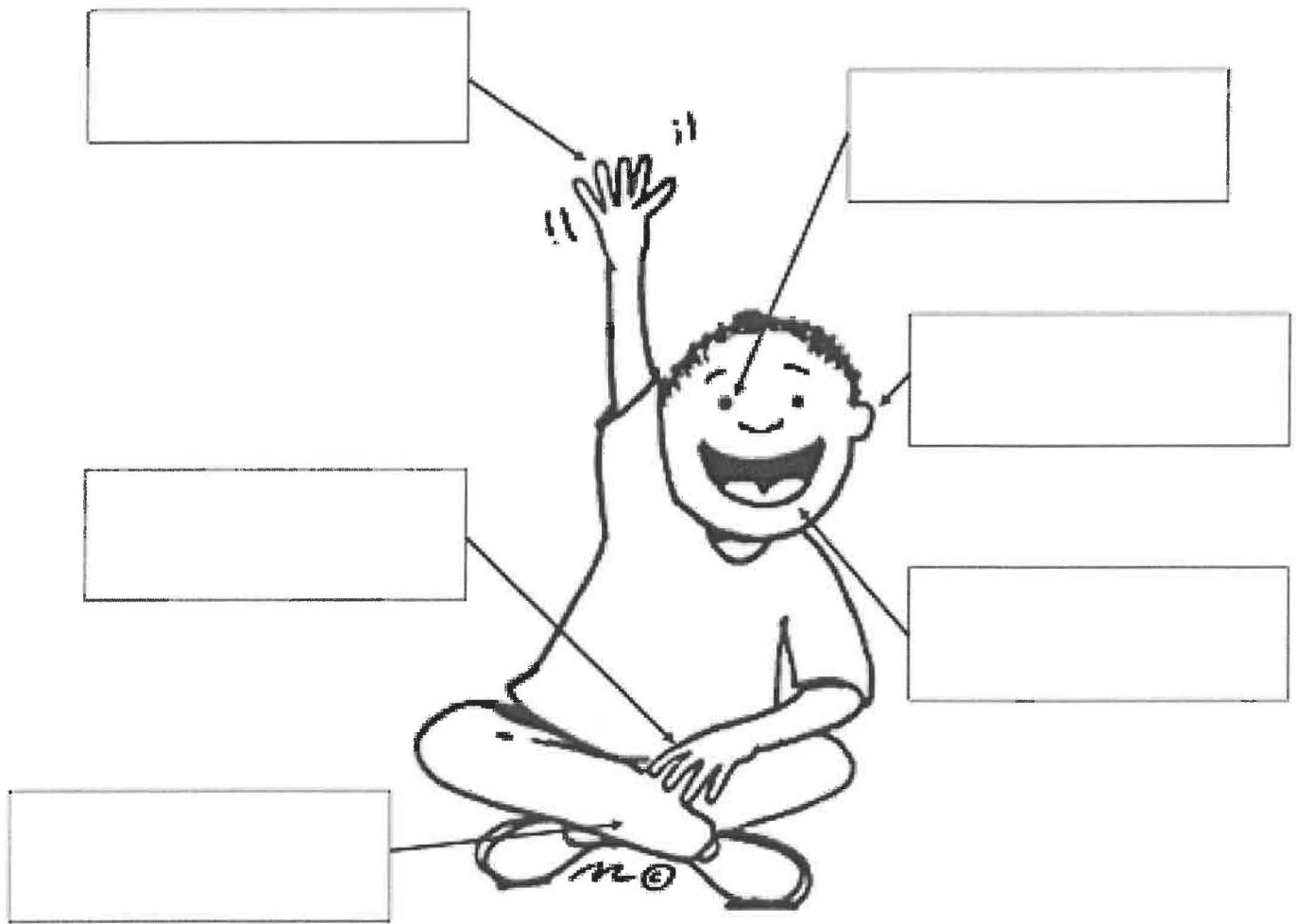
I am proud when I use  
Whole Body Listening!

Eyes 	Ears 	Hands 	Mouth 	Feet 	Brain 
Eyes 	Ears 	Hands 	Mouth 	Feet 	Brain 
Eyes 	Ears 	Hands 	Mouth 	Feet 	Brain 
Eyes 	Ears 	Hands 	Mouth 	Feet 	Brain 

Eyes 	Ears 	Hands 	Mouth 	Feet 	Brain 
Eyes 	Ears 	Hands 	Mouth 	Feet 	Brain 
Eyes 	Ears 	Hands 	Mouth 	Feet 	Brain 
Eyes 	Ears 	Hands 	Mouth 	Feet 	Brain 

Name \_\_\_\_\_

# Diagram of a Listener



hands in lap

2

raise hand  
to talk

1

ears listening

5

legs criss-cross

3

eyes watching

4

mouth waiting  
to talk

6

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Listening with my...

Eyes: Looking at the speaker



Ears: Both ears are ready to hear



Mouth: No talking, humming, or making noises



Hands: Hands are quietly in your lap or at your side



Feet: Standing still or feet flat on ground



Body: Facing the speaker



Brain: Thinking about what the speaker is saying



Heart: Caring about what the speaker is saying



Reviewed  
before class

Did I do this  
during class?

yes



no



yes



no



yes



no



yes



no



yes



no



yes



no



yes



no



yes



no

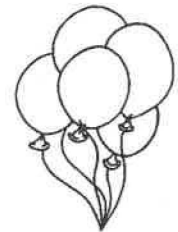
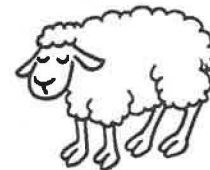
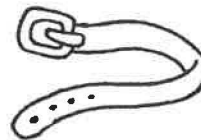
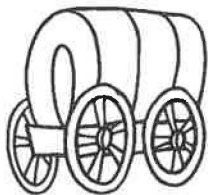
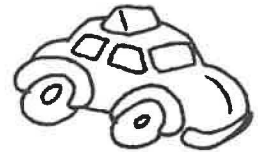
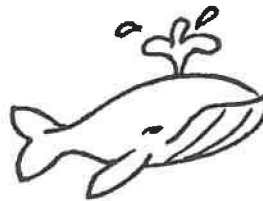
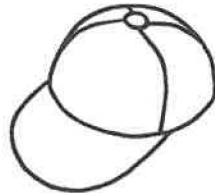
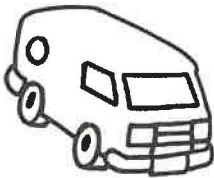
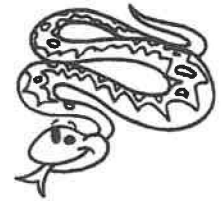
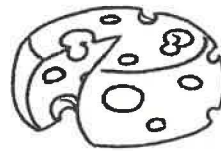
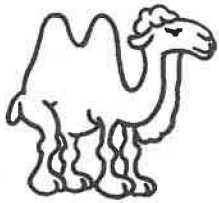




# Step by Step

Following directions using colors

1. Color the pictures.
2. Draw a red ○ around the animals.
3. Draw a blue X on the things with wheels.
4. Draw a green □ around things you can wear.
5. Draw a yellow △ around things you can eat.



*Hopsalot Says:*



Roll pairs of different colored socks into balls. Tell your child to listen carefully as you give specific directions where to put the socks. Example: Put the green socks in the bottom drawer. Put the white socks on top of the dresser. Put the yellow socks underneath the dresser.



## Second Step Lesson Survey

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*Example: December 15, 2012*

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*Mark only one oval.*

- Yes  
 No

### 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

- Teachers Pay Teachers Supplement worksheet  
 Teach Town  
 Wedolisten.org  
 Children's Book/Literary Supplement  
 Role Play  
 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
 Zones of Regulation Materials  
 Other:

### 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- 1      2      3      4      5
- No Adaptations                  Significantly Adapted

### **Lesson 3: Using Self-Talk**

Main idea: Helping yourself stay focused and ignore distractions

Vocabulary/Concepts: ignore, self-talk, on-task, distractions

Start with warm-up/brain-builder adapted as needed

Alternative Brain Builder: Simon Says or I Have Who Has while throwing in distractions such as flashing lights on and off, talking to a friend, etc.

Begin lesson by introducing vocabulary concept SELF-TALK using LESSON CARD story and discussion

- Thinking inside to help focus
- "I can do it." "I can ignore" ... etc.

Lesson activity options:

TPT Supplement: Classroom Distractions

Role Playing: Utilize an assistant to demonstrate working on an assignment while assistant distracts you. Pretend to use "self-talk" to ignore and concentrate on your work. Have students take turns role playing.

Zones of Regulation: Inner Coach


Positive Affirmation Cootie Catcher

Mindfulness: introduce the topic of mindfulness through self-talk- helping yourself stay calm. Think of ways to help yourself focus. (deep breaths, taking a break, etc)

Literary Supplement: The Mindful Dragon: A Dragon Book about Mindfulness, Steve Herman

# Classroom Distractions

Read the situations and match the best self-talk statement you could use to stay on task.



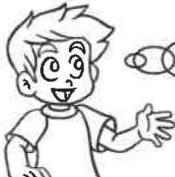
**You are bored during math**



**"I need to raise my hand"**  
**"I can wait"**




**Someone is singing during silent reading**



**"Ignore him"**  
**"I can focus on my reading"**



**You know the answer and want to shout it out.**



**"Ignore them"**  
**"I can focus on the movie"**



**Someone is laughing during the movie**



**"Look Up"**  
**"Focus on the math questions"**

# YOU ARE SUPER AWESOME

POSITIVE AFFIRMATION FORTUNE TELLER

1  
AFFIRMATION

2



You are  
BRAVE!

3

You  
are  
friendly.



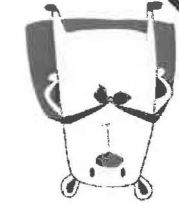
4

You  
play great  
with  
others!



5  
YOU BELONG.

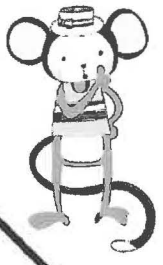
6



YOU  
BELONG.

7

You  
are  
curious.



8

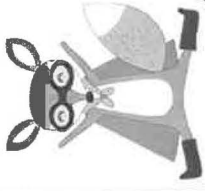
YOU  
ARE  
AWESOME!



9  
SUPER

10

You  
are  
clever!



11

You  
can try  
hard things.



12  
AWESOME



# Inner Coach

**Inner coaches help us use positive self-talk to give us the courage and strength to get through stressful situations.**

Difficult times I may need my inner coach are:

---

---

---

**My inner coach reminds me to use strategies to keep myself calm.**

To help me get to the Green Zone, my inner coach reminds me to:

---

---

---

**My inner coach also helps to keep positive thoughts in my head so I can be successful.**

My inner coach might say to me:

---

---

---

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### 2. Lesson Number

### 3. Did you teach the lesson exactly as written in the curriculum?

*Mark only one oval.*

Yes

No

### 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

Teachers Pay Teachers Supplement worksheet

Teach Town

Wedolisten.org

Children's Book/Literary Supplement

Role Play

Art Activity

GoNoodle Video

Alternate activity listed in manual (worksheet, provided activity)

Zones of Regulation Materials

Other:

### 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

1

2

3

4

5

No Adaptations

Significantly Adapted



## **Lesson 4: Being Assertive**

Main idea: Get what you want or need in a respectful way.

Vocabulary/Concepts: Passive, Aggressive, Assertive/Firm, Calm

Start with warm-up/brain-builder adapted as needed

Adapt Brain Builder: May need to reduce amount of images used in game.

Encourage to use “self-talk” to focus. Can sequence the images to “choreograph” a dance.

Begin Lesson by introducing vocabulary concept ASSERTIVE by using the LESSON CARD Story and Discussion

- Getting what you want in a respectful way.
- It is ok to ask for help.

Using Card Image, role play asking for help- passive, aggressive, assertive.

Lesson Activity Options:

Role Playing: Invite students to role play asking for help in passive, aggressive, and assertive ways. Give scenarios if needed.

TPT Supplement: My Assertive Words

TeachTown Video, Social Comic, Worksheet- Self-Regulation and Coping: Asking an Adult for Help

Have students list who they can ask for help

Literary Supplement: The Mouse, The Monster, and Me: Assertiveness for Young People, Pat Palmer

# Assertive Words Clues

Read the situations and look at the facial expressions to decide if the student used assertive words or not.



Yes



No

"Please Stop"



"Go Away! I got there first"



"Stop it"



"That's Mine"



"I can't button my jacket and need help"



"A friend spilled milk and needs help"



"I don't know how to do number 5"



"I don't want you to stand by me"



"I am saving that spot for my friend"



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Yes

No

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Teachers Pay Teachers Supplement worksheet

Teach Town

Wedolisten.org

Children's Book/Literary Supplement

Role Play

Art Activity

GoNoodle Video

Alternate activity listed in manual (worksheet, provided activity)

Zones of Regulation Materials

Other:

### 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

1

2

3

4

5

No Adaptations

Significantly Adapted

## Unit 2- Empathy

### **Lesson 5: Identifying Feelings**

Main idea: Using face and body clues to identify how others feel

Vocabulary/Concepts: Clue, Situation, Comfortable, Uncomfortable

Start with warm-up/brain-builder adapted as needed

Begin lesson by introducing vocabulary concepts COMFORTABLE and UNCOMFORTABLE with LESSON CARD story and discussion

- Comfortable- feels good like a fluffy pillow on your bed, etc.
- Uncomfortable- feels bad like a scratchy sweater, etc.
- Some feelings are comfortable, uncomfortable...

#### Lesson Activity Options:

TPT Supplement: Comfortable and Uncomfortable?

Show lesson video from DVD or online streaming

List feeling words, have students decide if they are comfortable or uncomfortable

“If you’re happy and you know it” – match actions to feeling (happy-clap, angry-stop, etc.)

Read a story and ask students about how the character is feeling, how you know, etc.

How are you Feeling handout

Show pictures of different feelings, ask students to look for “clues” that help us identify the feeling (eyes, mouth, nose, eyebrows, body language, etc.)

Charades- students demonstrate a feeling and others guess by identifying clues

Literary Supplement: The Way I Feel, Janan Cain

Name: \_\_\_\_\_

## Comfortable or Uncomfortable?

Cut out the feelings and decide if it is a comfortable or uncomfortable feeling.

<b>Comfortable</b>	<b>Uncomfortable</b>

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[www.teacherspayteachers.com/Store/Behavior-Savers](http://www.teacherspayteachers.com/Store/Behavior-Savers)

**Happy****Sad****Mad****Scared****Anxious****Excited****Tired****Angry****Bored****Worried****Frustrated****Relaxed**

# How are you Feeling?



Confused



Embarrassed



Happy



Angry



Worried



Proud



Excited



Sad



Scared





Happy

Green Zone



Mad

Red Zone



Tired

Blue Zone



Surprised

Yellow Zone



Bored

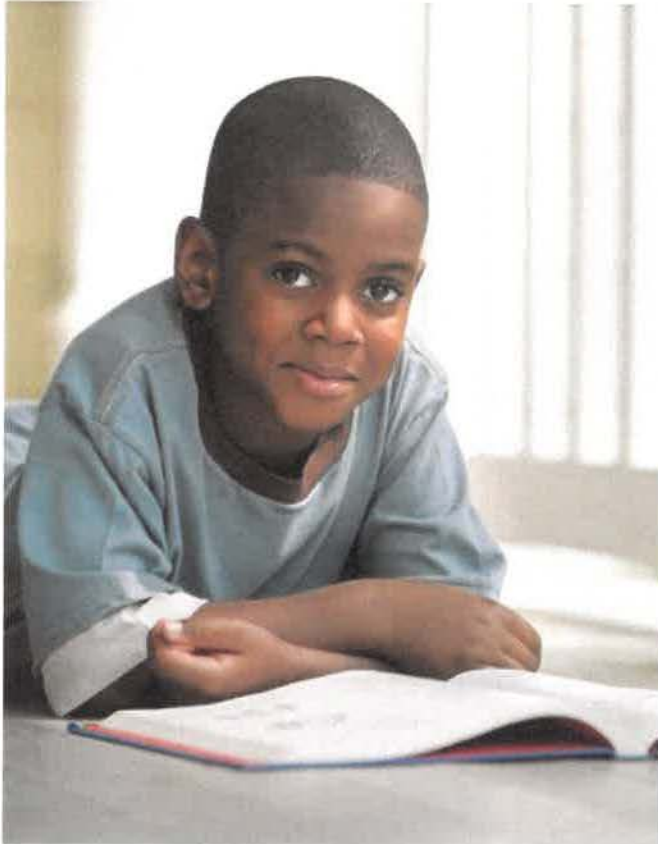
Blue Zone



Silly

Yellow Zone





Calm

Green Zone

## Second Step Lesson Survey

Please complete this survey after each Second Step Lesson and return it to Deegan. Thank You!

### 1. Date

*Example: December 15, 2012*

### 2. Lesson Number

### 3. Did you teach the lesson exactly as written in the curriculum?

*Mark only one oval.*

Yes

No

### 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

Teachers Pay Teachers Supplement worksheet

Teach Town

Wedolisten.org

Children's Book/Literary Supplement

Role Play

Art Activity

GoNoodle Video

Alternate activity listed in manual (worksheet, provided activity)

Zones of Regulation Materials

Other:

### 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

1      2      3      4      5

No Adaptations

Significantly Adapted

## **Lesson 6: Learning More About Feelings**

Main idea: Empathy- People have many feelings. People can feel the same or different from others.

Vocabulary/Concepts: Same, Different, Empathy, Before, After

Start with warm-up/brain-builder adapted as needed

Begin lesson by introducing vocabulary concept EMPATHY with LESSON CARD story and discussion

- Understanding how other people feel
- Other people might feel the same or different from you.
- Feelings change

Lesson Activity Options:

Show video from DVD or online streaming media

TPT Supplement: Feeling Photographs

Read story to students, ask how characters feel and how feelings change

Show scenario pictures, have students identify how person feels and why they might feel that way. Ask how their feeling might change if you think it's appropriate. (ex: girl who fell off her bike. Feels sad because she fell. She will feel happy if her mom helps her.)

Give scenarios to students- how would you feel if...

Literary Supplement: Stand in my Shoes: Kids Learning About Empathy, Bob Sornson; Empathy: I Know How You Feel, Liz George

# Feeling Photographs

Read the situations. Write the feeling word and draw the faces for how you would feel.

You lost on your favorite game



I Feel \_\_\_\_\_

You don't remember the directions




I Feel \_\_\_\_\_

You hurt your arm



I Feel \_\_\_\_\_

You got all the answers right



I Feel \_\_\_\_\_









# Second Step Lesson Survey

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*Mark only one oval.*

- Yes
- No

## 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

- Teachers Pay Teachers Supplement worksheet
- Teach Town
- Wedolisten.org
- Children's Book/Literary Supplement
- Role Play
- Art Activity
- GoNoodle Video
- Alternate activity listed in manual (worksheet, provided activity)
- Zones of Regulation Materials
- Other:

## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- |                |                       |                       |                       |                       |                       |                       |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                | 1                     | 2                     | 3                     | 4                     | 5                     |                       |
| No Adaptations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Significantly Adapted |

## **Lesson 7: Feeling Confident**

Main idea: practicing something new until you feel confident

Vocabulary/Concepts: Practice, Confident/Confidence, proud

Start with warm-up/brain-builder adapted as needed

Alternative Brain Builder: Pick something that is challenging at first. Example: One partner holds a popsicle stick and another partner stacks as many dice as they can for 30 seconds, hop on one foot for a full minute, etc.

Begin lesson by introducing vocabulary concept CONFIDENT with LESSON CARD story and discussion.

- Feeling happy or proud of yourself.
- Something is very hard at first, so you feel frustrated. Then you practice and feel confident. (ex: learning to swim, ride a bike, read, etc.)

Lesson Activity Options:

TPT Supplement: How I Show Confidence

Play Brain-Builder again with practice rounds first, discuss how feelings may have changed

Have students draw a picture and/or write about something they feel confident doing.

What Are My Strengths worksheet

Literary Supplement: The Dot, Peter H. Reynolds; Everyone Can Learn to Ride a Bicycle, Chris Raschka

Name: \_\_\_\_\_

## How I Show Confidence

Circle the things that show you are confident.



Sit up Straight



Answer Questions



Put head down



Smile

Draw a picture of something you do well that makes you feel confident.

A large, empty rounded rectangle with a thick black border, intended for the student to draw a picture of something they do well at.

# What Are My Strengths?



I'm a  
superstar!



I'm good at  
this.



I need some  
help.




READING



WRITING



LISTENING



MATH

# Second Step Lesson Survey

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*Mark only one oval.*

Yes

No

## 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

Teachers Pay Teachers Supplement worksheet

Teach Town

Wedolisten.org

Children's Book/Literary Supplement

Role Play

Art Activity

GoNoodle Video

Alternate activity listed in manual (worksheet, provided activity)

Zones of Regulation Materials

Other:

## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

1      2      3      4      5

No Adaptations

Significantly Adapted



## **Lesson 8: Respecting Different Preferences**

Main idea: People can have different opinions and preferences.

Vocabulary/Concepts: Prefer/Preferences, Same, Different, Always, Sometimes, Never

Start with warm-up/brain-builder adapted as needed

\*Note: This lesson attempts to teach two concepts: Always, Sometimes, Never and Preference. It is recommended that you start with the concept of preference and move into always, sometimes, never if it is appropriate. This may require the lesson to be split into two different weeks.

Warm-up/Brain Builder: Review empathy- helps us understand that people can think differently/the same about things. Is it ok to think differently from/the same as others?

Alternative Brain Builder: Name things like foods, activities, or animals. Like it- stand up, Don't like it- stay sitting. Count how many like it and how many do not.

Begin lesson by introducing vocabulary concept PREFERENCE with LESSON CARD story and discussion.

- Something you like.
- Something you like more than something else. You like pizza and cake, but you prefer cake. I like pizza and cake, but I prefer pizza.

Always, Sometimes, Never

- There are things we like to do always, sometimes, and never. I always like to eat cookies. I sometimes like to watch tv. I never like to clean my bathroom.
- Give activity examples and have kids raise their hands and keep tallies on the board

Lesson Activity Options:

TPT Supplement: What Do You Like?

Make bar graphs based on students' ideas/questions about each other

Literary Supplement: Pete The Cat: Too Cool For School, Kimberly Dean

# What Do You Like?

Interview your classmates and ask them if they like the following. Put Tally Marks for either Always, Sometimes or Never.

**Eat Sandwiches**



Always

Sometimes

Never

**Play with Dogs**



Always

Sometimes

Never

**Wash Dishes**



Always

Sometimes

Never

**Clowns**



Always

Sometimes

Never

## Second Step Lesson Survey

Please complete this survey after each Second Step Lesson and return it to Deegan. Thank You!

### 1. Date

.....  
*Example: December 15, 2012*

### 2. Lesson Number

.....

### 3. Did you teach the lesson exactly as written in the curriculum?

*Mark only one oval.*

Yes

No

### 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

Teachers Pay Teachers Supplement worksheet

Teach Town

Wedolisten.org

Children's Book/Literary Supplement

Role Play

Art Activity

GoNoodle Video

Alternate activity listed in manual (worksheet, provided activity)

Zones of Regulation Materials

Other:

### 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

1      2      3      4      5

No Adaptations

Significantly Adapted

## **Lesson 9: Showing Compassion**

Main idea: compassion- We notice and care about how others feel.

Vocabulary/Concepts: Notice, Care, Concern, Compassion

Start with warm-up/brain-builder adapted as needed

Alternative Brain Builder: I Do You Do. Teacher demonstrates an action such as clapping twice and patting her head. Students wait while teacher demonstrates. Students copy same sequence when teacher indicates it is their turn.

Begin lesson by introducing vocabulary concept COMPASSION with LESSON CARD story and discussion.

- Showing you care about others.
- Noticing how others are feeling.
- Showing others you understand their feelings.

### Lesson Activity Options:

Role play: Students take turns showing how they would help each other or use kind words if one dropped markers, fell down, lost a pencil, need a certain color, didn't understand work, etc.

TPT supplement: I Show My Care

TeachTown Video, Social Comic, Worksheet- Friendship: Helping Others

Have you Filled a Bucket Today?; How Full is Your Bucket? – Book and activities

Literary Supplement: Bear Feels Sick, Karma Wilson

# I Show My Care

Read the situations. Draw 2 things you can do to show you care.

**Your friend fell down on the playground**



I can help by \_\_\_\_\_

**Your friend feels like she might get sick**



I can help by \_\_\_\_\_

I am a

BUCKET FILLER



When I...

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

A large rounded rectangular box for drawing or coloring.

©Artist's Corner 2012

By:

share! smile!

help

Be kind!

Be friends!



# Second Step Lesson Survey

Please complete this survey after each Second Step Lesson and return it to Deegan. Thank You!

## 1. Date

*Example: December 15, 2012*

## 2. Lesson Number

## 3. Did you teach the lesson exactly as written in the curriculum?

*Mark only one oval.*

- Yes  
 No

## 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

- Teachers Pay Teachers Supplement worksheet  
 Teach Town  
 Wedolisten.org  
 Children's Book/Literary Supplement  
 Role Play  
 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
 Zones of Regulation Materials  
 Other:

## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- 1      2      3      4      5
- No Adaptations                        Significantly Adapted

## **Lesson 10: Predicting Feelings**

Main idea: Accidents- Sometimes people do things on accident.

Vocabulary/Concepts: On Purpose, accident, intend, information, responsible, apologize, if-then

Start with warm-up/brain-builder adapted as needed

Warm up: Review Empathy concept with lesson 9 card touching on the idea of thinking about how someone might feel depending on what you do

Brain Builder: Give scenario- How would you/someone feel if.....

Begin lesson by introducing vocabulary concept ACCIDENT with LESSON CARD story and discussion.

- Sometimes people do things they don't want to do- it is an accident. An "oops."
- Sometimes people do things they want to do- it is on purpose.
- When something happens, you need to decide if it is an accident or on purpose. Then you can decide what to do.
- Think about how others will feel.

### Lesson Activity Options:

TPT Supplement: When It's an Accident

TeachTown Video, Social Comic, Worksheet- Interpersonal Skills: Sometimes Things Break by Accident

Zones of Regulation: Size of the Problem

Literary Supplement: Accident, Andrea Tsurumi

Name: \_\_\_\_\_

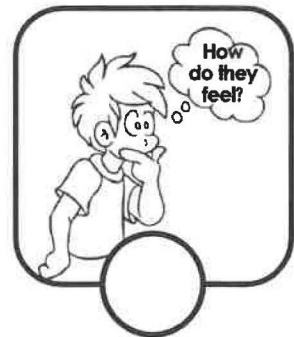
# When it's an Accident

Read the situations and order the pictures from 1 to 3 of how you should handle accidents.

While lining up you pushed into your classmate



You spilled your juice on a classmate's sweatshirt during lunch



You dropped your friend's toy in a puddle



## Second Step Lesson Survey

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### 2. Lesson Number

### 3. Did you teach the lesson exactly as written in the curriculum?

Mark only one oval.

- Yes  
 No

### 4. What, if any, adaptations did you use to teach the lesson?

Mark only one oval.

- Teachers Pay Teachers Supplement worksheet  
 Teach Town  
 Wedolisten.org  
 Children's Book/Literary Supplement  
 Role Play  
 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
 Zones of Regulation Materials  
 Other:

### 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

Mark only one oval.

- 1      2      3      4      5
- No Adaptations                  Significantly Adapted

### Unit 3: Emotion Management

This unit utilizes the DVD for the “Calm It Down Dance.” View and decide if it is appropriate for your group.

#### **Lesson 11: Introducing Emotion Management**

Main idea: Managing uncomfortable feelings, introducing calming strategies

Vocabulary/Concepts: Embarrassed, Manage, Recognize

Start with warm-up/brain-builder adapted as needed

Begin lesson by introducing vocabulary concept MANAGE with LESSON CARD story and discussion.

- We sometimes have strong feelings. We need to learn how to manage/control our strong feelings.
- It is hard to think when we have strong feelings.
- There are clues in our bodies that tell us how we feel.

#### Lesson Activity Options:

TPT Supplement: Focus on Body Clues

Body Map: kids draw/fill in face/body clues for a strong feeling (anger, sadness, frustration, embarrassment, etc) – head, stomach, hands, etc.

Wedolisten.org: Howard B. Wigglebottom Learns it’s ok to Back Away; worksheet

Feelings Scale Visual


Literary Supplement- Listening to my Body: A guide to helping kids understand the connection between their sensations and feelings so that they can get better at figuring out what they need, Gabi Garcia

Name: \_\_\_\_\_

# Focus on Body Clues

Label or circle the clues for how each feeling is expressed in your body.

**Happy**




Head is \_\_\_\_\_

Mouth is \_\_\_\_\_

Hands are \_\_\_\_\_

Feet are \_\_\_\_\_

**Angry**




Head is \_\_\_\_\_

Mouth is \_\_\_\_\_

Hands are \_\_\_\_\_

Feet are \_\_\_\_\_

**Nervous**




Head is \_\_\_\_\_

Mouth is \_\_\_\_\_

Hands are \_\_\_\_\_

Feet are \_\_\_\_\_

**Sad**



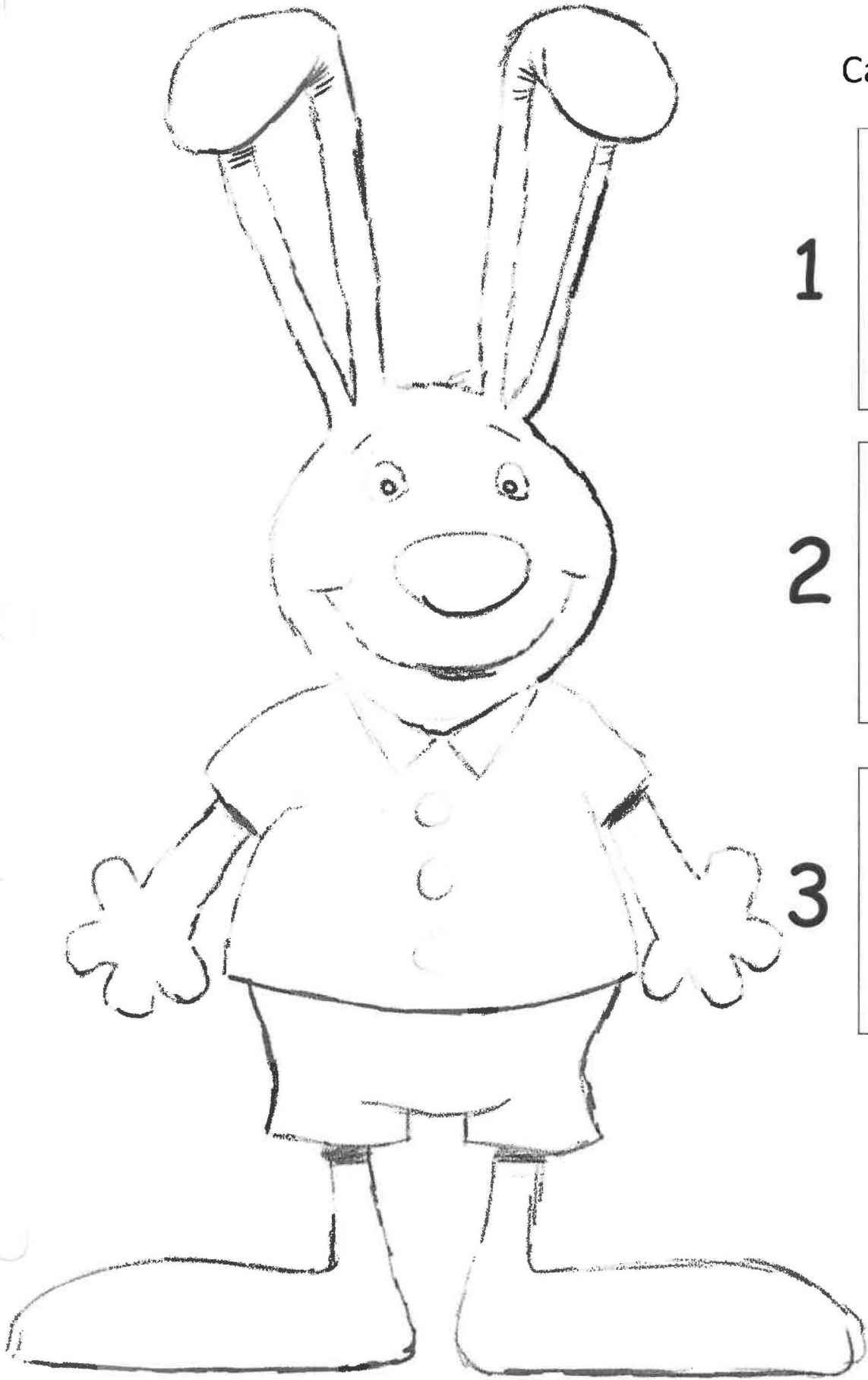
Head is \_\_\_\_\_

Mouth is \_\_\_\_\_

Hands are \_\_\_\_\_

Feet are \_\_\_\_\_

# It's OK to Back Away!




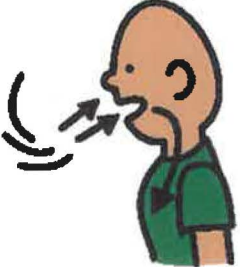
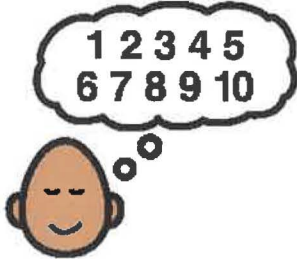

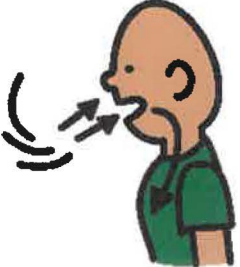
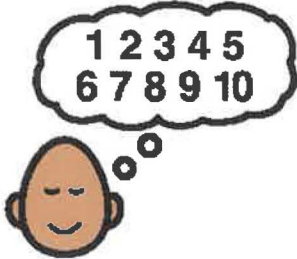

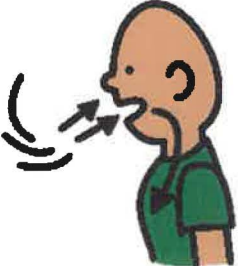
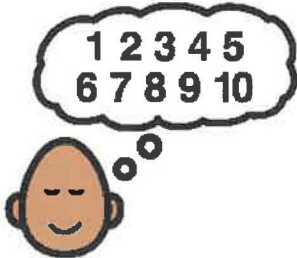

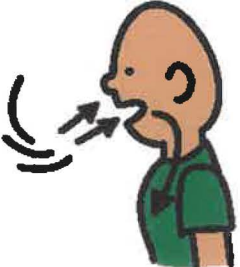
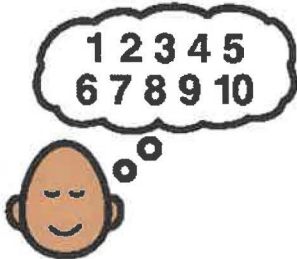
Calm Down

1

2

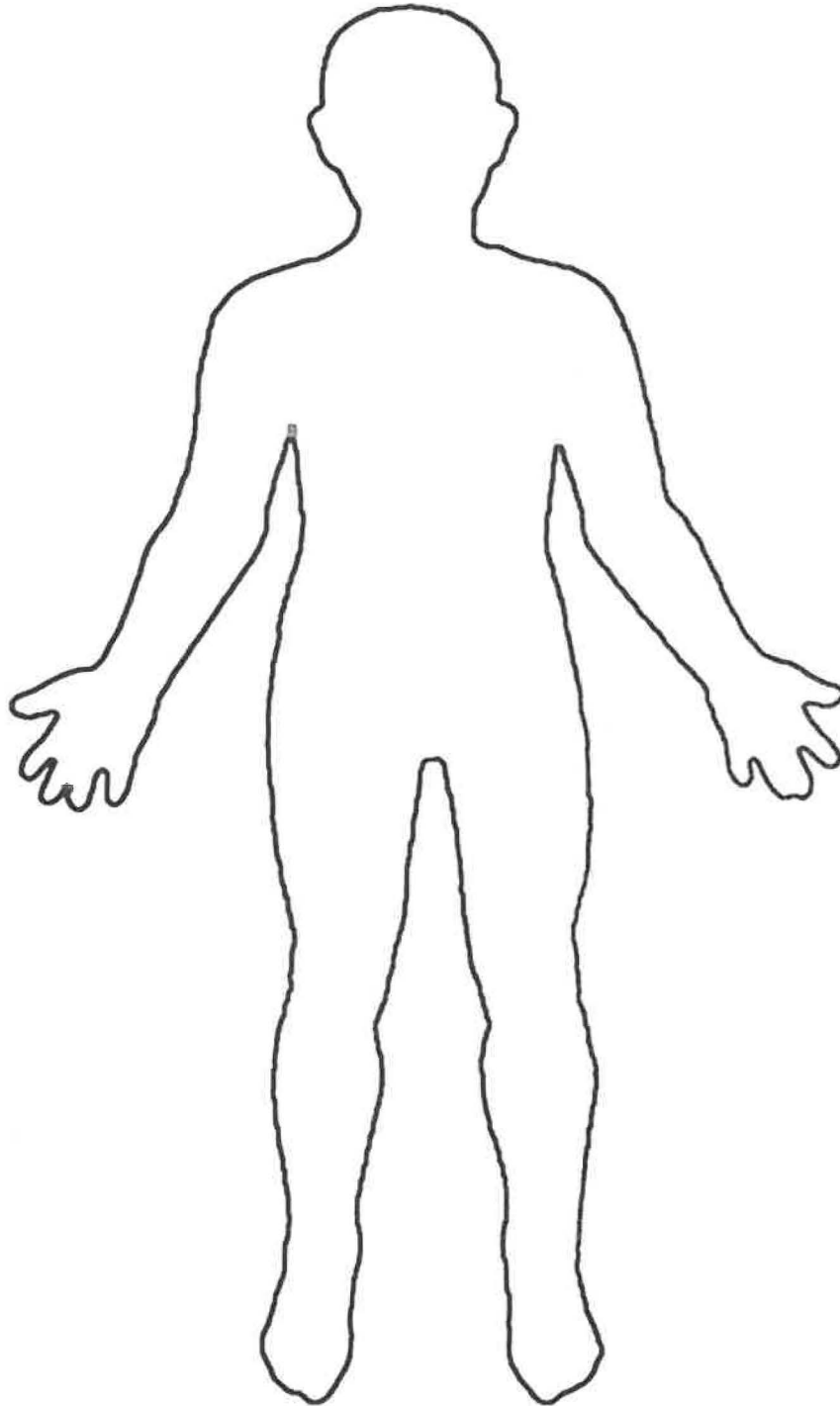
3



<p>stop</p> 	<p>take deep breath</p> 	<p>count to ten</p> 
<p>stop</p> 	<p>take deep breath</p> 	<p>count to ten</p> 
<p>stop</p> 	<p>take deep breath</p> 	<p>count to ten</p> 
<p>stop</p> 	<p>take deep breath</p> 	<p>count to ten</p> 

Name \_\_\_\_\_

When you are upset, where do you feel it?





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*Mark only one oval.*

Yes

No

## 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

Teachers Pay Teachers Supplement worksheet

Teach Town

Wedolisten.org

Children's Book/Literary Supplement

Role Play

Art Activity

GoNoodle Video

Alternate activity listed in manual (worksheet, provided activity)

Zones of Regulation Materials

Other:

## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

1

2

3

4

5

No Adaptations

Significantly Adapted

## **Lesson 12: Managing Embarrassment**

Main idea: experiencing and handling embarrassment, continuing to practice calming strategies

Vocabulary/Concepts: Embarrassment, manage

Start with warm-up/brain-builder adapted as needed

Alternative Brain Builder: pass ball around, have students name strong feelings when they get the ball.

Begin lesson by introducing vocabulary concept EMBARRASSED with LESSON CARD story and discussion.

- Sometimes things happen that make us feel uncomfortable.
- It is ok to feel embarrassed.
- We can do things to calm down and feel better. (show calm down poster, first 2 steps)

Lesson Activity Options:

TPT Supplement: Dealing with Strong Feelings

Role Plays: demonstrate embarrassing situations and calming down. (falling down, toilet paper on shoe, etc.) Ask students to role play.

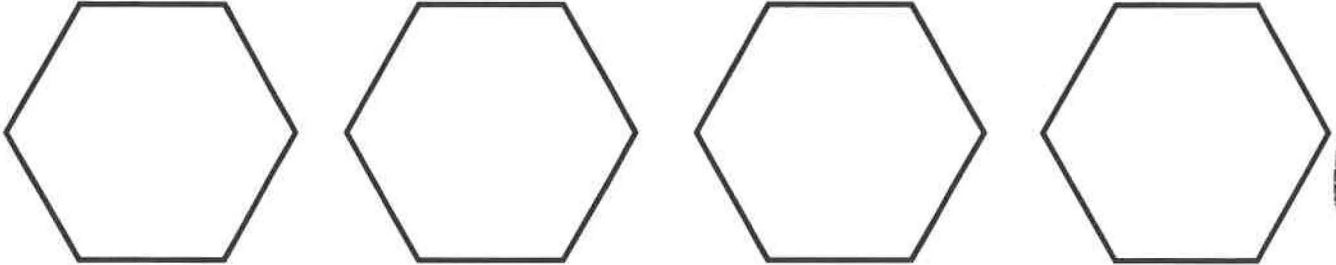
TeachTown Video, Social Comic, Worksheet- Self Regulation and Coping: Take Deep Breaths to Stay Calm

Literary Supplement: I'm So Embarrassed, Robert Munsch; Reading A-Z Calming Down, The Best You: Calm Down, Teacher Created Materials

Name: \_\_\_\_\_

# Dealing with Strong Feelings

**Stop-Use your Signal: Draw or write 4 Stop Signals you can use when you experience a strong feeling like embarrassment**



**Name Your Feeling: Write the feeling word for the following situations.**

**You got a new haircut**



I feel \_\_\_\_\_

**You forgot your homework**



I feel \_\_\_\_\_

**You missed the goal**



I feel \_\_\_\_\_

**You forgot your gym shoes**



I feel \_\_\_\_\_

**You are going somewhere new**



I feel \_\_\_\_\_

**You did not get a turn**



I feel \_\_\_\_\_

## Second Step Lesson Survey

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*Mark only one oval.*

- Yes  
 No

### 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

- Teachers Pay Teachers Supplement worksheet  
 Teach Town  
 Wedolisten.org  
 Children's Book/Literary Supplement  
 Role Play  
 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
 Zones of Regulation Materials  
 Other:

### 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- 1      2      3      4      5
- No Adaptations                  Significantly Adapted



## **Lesson 13: Handling Making Mistakes**

Main idea: managing when we make a mistake, continuing to practice calming strategies

Vocabulary/Concepts: Mistake, belly breathing, racing heart (?)

Start with warm-up/brain-builder adapted as needed

Warm-Up/Brain-Builder: Simon-Says, discuss if students make mistakes, how it may feel.

Begin lesson by introducing vocabulary concepts MISTAKE, BELLY BREATH with LESSON CARD story and discussion.

- Sometimes we do things we don't mean to do. We make a mistake.
- It is ok to make mistakes.
- Mistakes can make us feel uncomfortable.
- We can calm down when we are uncomfortable by taking belly breaths.

Lesson Activity Options:

TPT Supplement: How I Belly Breathe

Zones of Regulation: Six Sides of Breathing, Figure 8 Breathing

TeachTown Video, Social Comic, Worksheet- Self-Regulation and Coping: Taking Deep Breaths to Stay Calm; Self-Regulation and Coping: Trying again When you Make a Mistake

Role Play: Practice scenarios making a mistake and taking belly breaths to calm down

I Can Take a Deep Breath worksheet

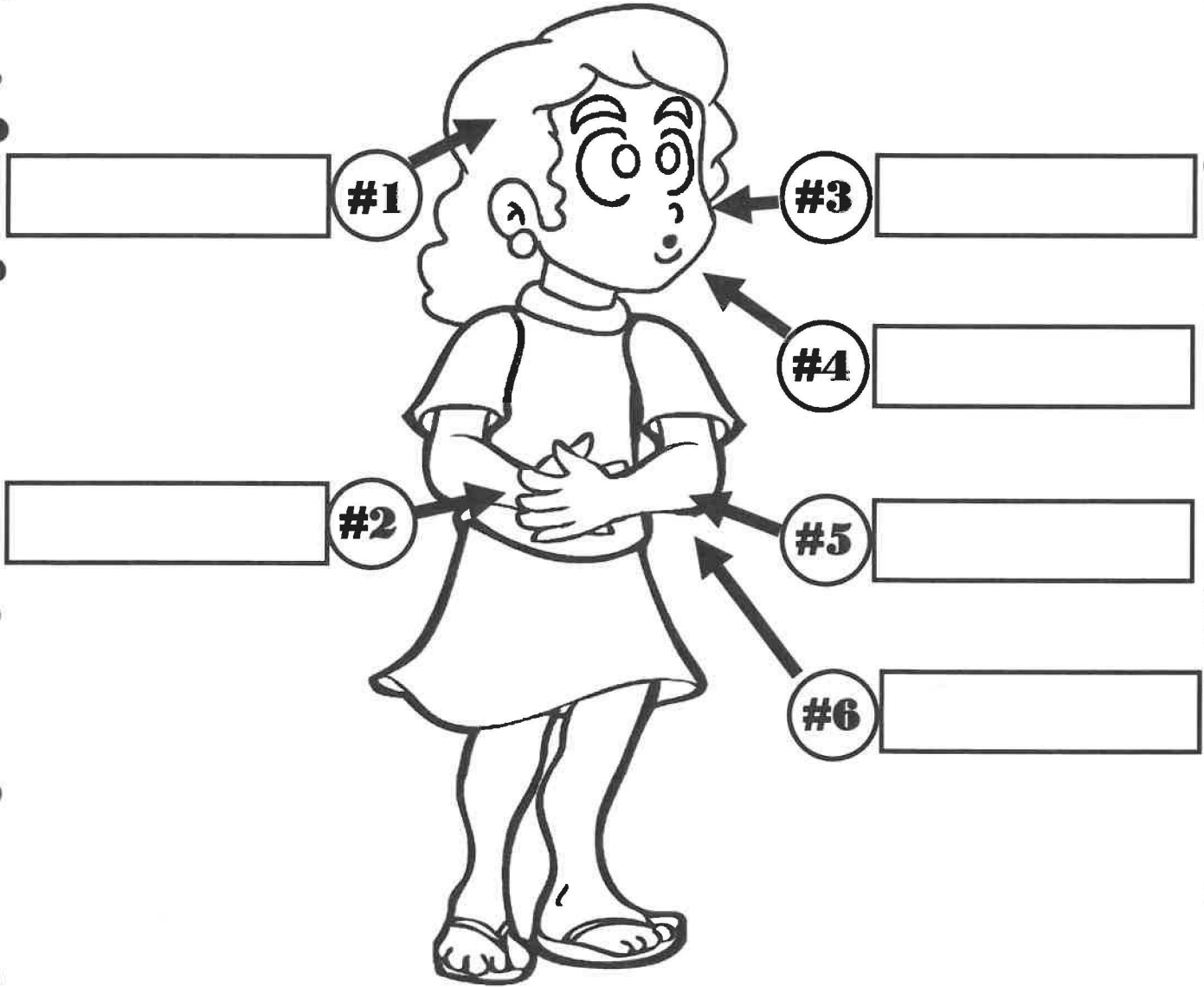
Literary Supplement: Zach Makes Mistakes, William Mulcahy; Little Monkey Calms Down, Michael Dahl; Reading A-Z Calming Down

Gonoodle.com- <https://app.gonoodle.com/channels/flow/rainbow-breath?s=category&t=Manage%20Stress>

Name: \_\_\_\_\_

# How I Belly Breathe

We learned how to use belly breathing to calm down. Cut out or write the steps. Practice belly breathing.

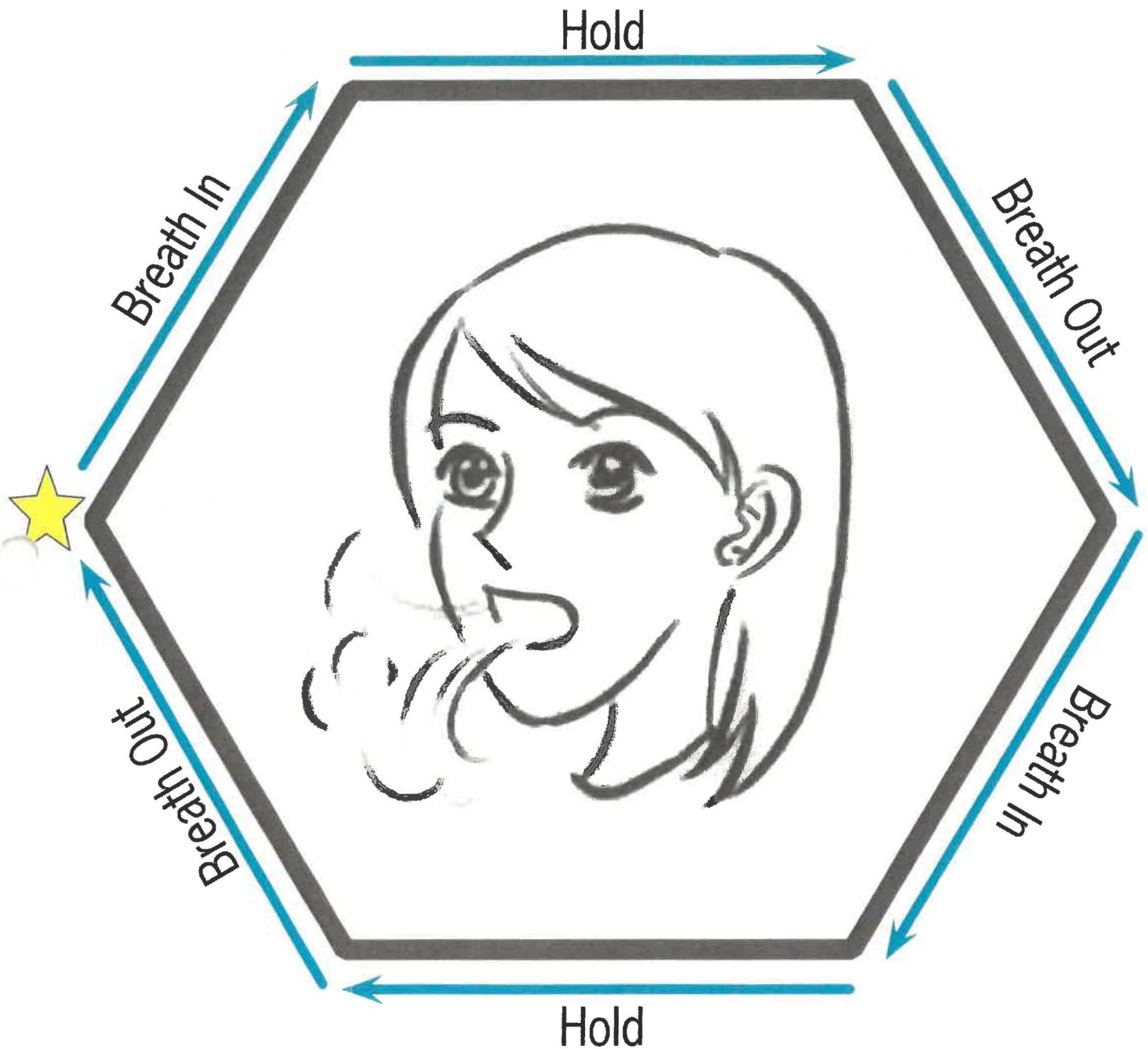


Breathe in  
through nose  
Focus Attention  
on Breathing

Breath out  
through mouth  
Breathe in and  
move belly out

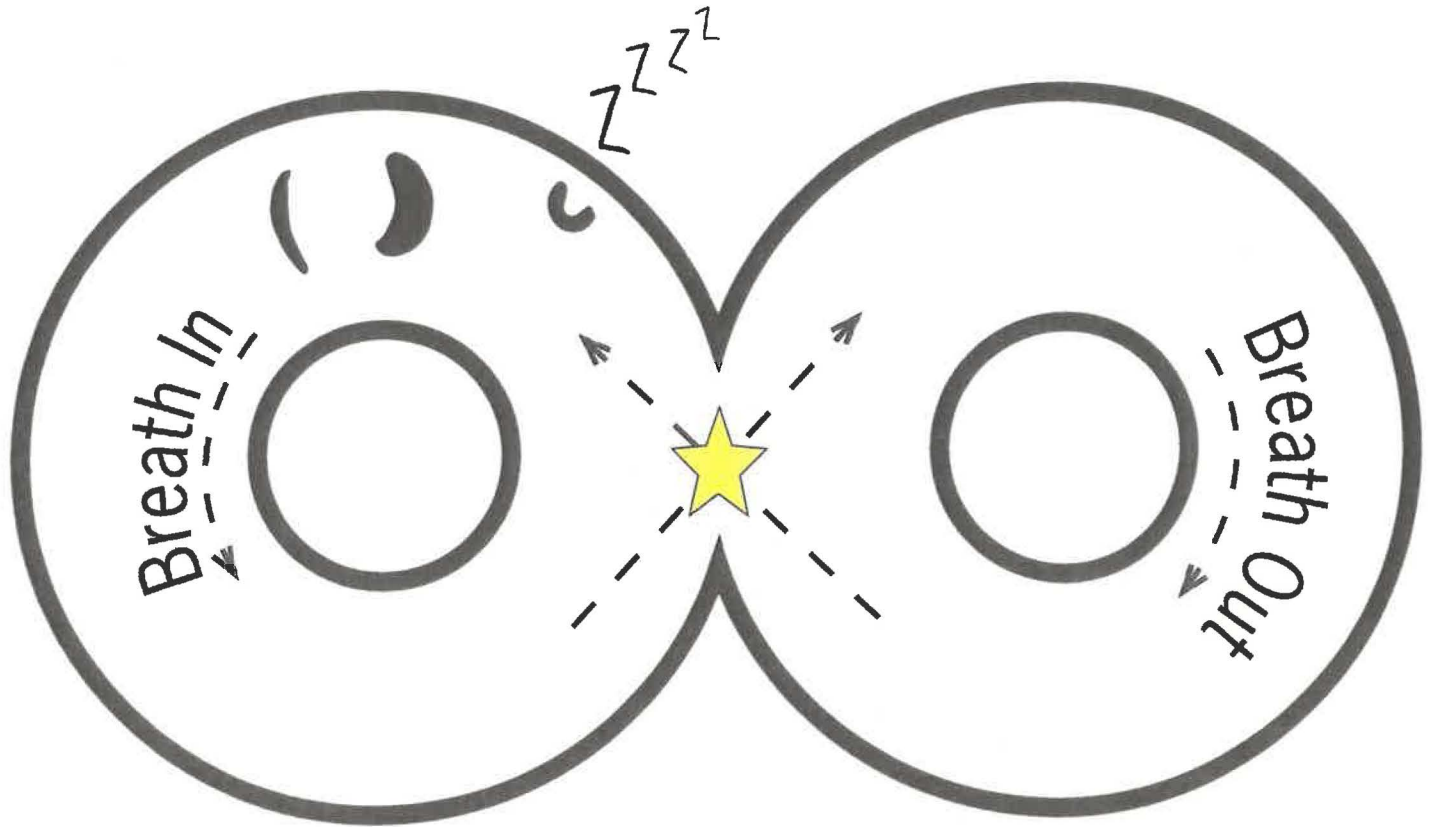
Breathe out and  
move belly in  
Hands on belly

# The Six Sides of Breathing



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

# Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

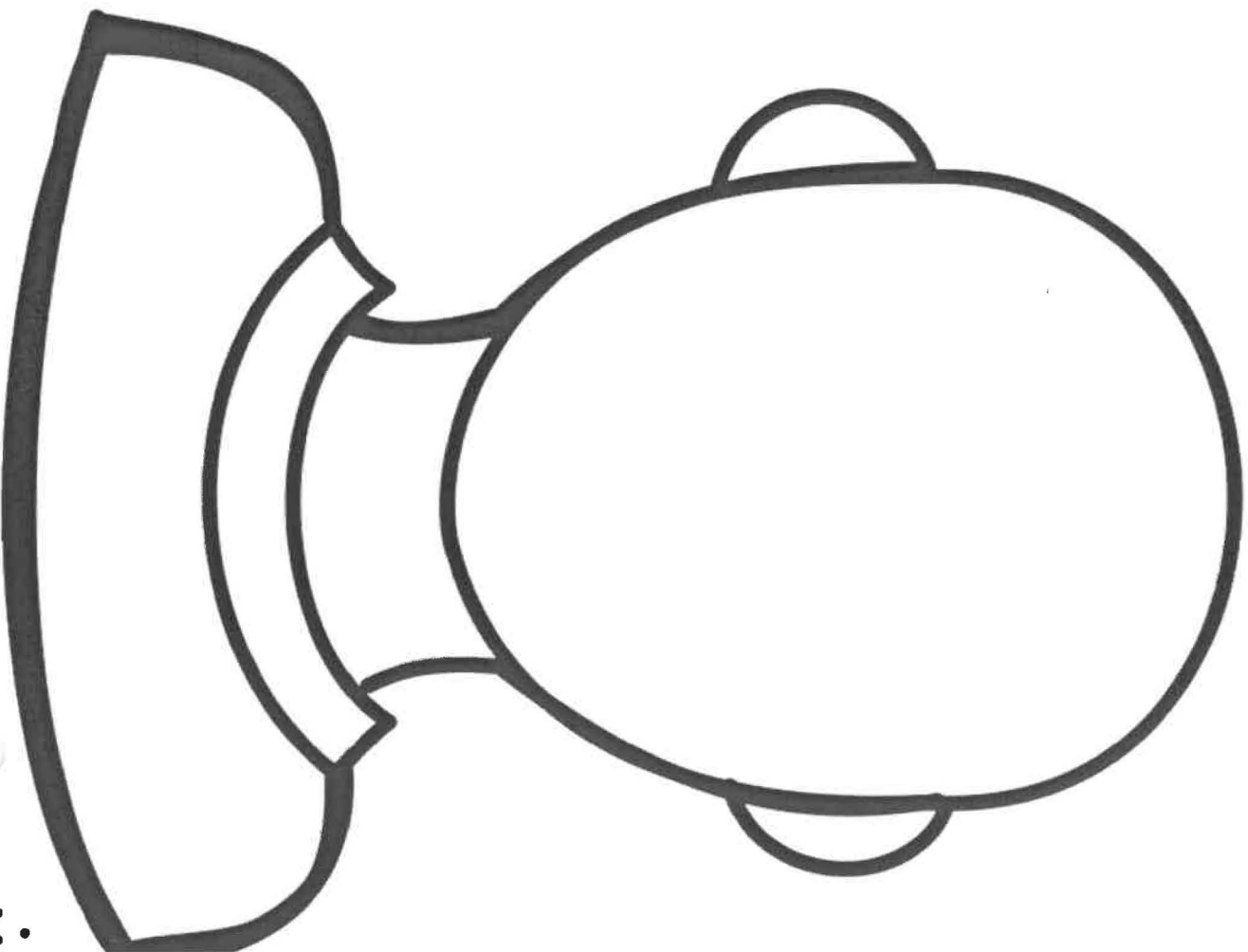
Continue breathing around the Lazy 8 until you have a calm body and mind.

I can take a  
deep breath  
when

---

---

---



## Second Step Lesson Survey

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### 1. Date

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### 2. Lesson Number

### 3. Did you teach the lesson exactly as written in the curriculum?

*Mark only one oval.*

- Yes  
 No

### 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

- Teachers Pay Teachers Supplement worksheet  
 Teach Town  
 Wedolisten.org  
 Children's Book/Literary Supplement  
 Role Play  
 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
 Zones of Regulation Materials  
 Other:

### 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- |                | 1                     | 2                     | 3                     | 4                     | 5                     |                       |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| No Adaptations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Significantly Adapted |



## **Lesson 14: Managing Anxious Feelings**

Main idea: managing when we feel anxious or worried, continuing to practice calming strategies

Vocabulary/Concepts: Worried, Anxious, Negative, Positive, Heart Rate

Start with warm-up/brain-builder adapted as needed

Alternative Brain-Builder: Freeze Dance- Give 'go' signal, students dance. Give 'stop' signal, students freeze. Remind students to use 'self-talk' to stay frozen. Encourage students to use belly breaths to stay calm if needed.

Begin lesson by introducing vocabulary concepts ANXIOUS, WORRIED with LESSON CARD story and discussion.

- When we are anxious/nervous or worried, we might feel like something bad will happen.
- Feeling anxious or worried is an uncomfortable feeling.
- Your heart will "race," stomach may hurt
- You can take belly breaths to calm down
- You can use positive self-talk to feel better

Lesson Activity Options:

TPT Supplement: Positive or Negative Self Talk

Zones of Regulation: Six Sides of Breathing, Figure 8 Breathing visuals

Class discussion: What are things that make you feel worried? – make a list: tests, hard work, meeting new people, etc.

Worry Busters Tear off Sheets

GoNoodle: <https://app.gonoodle.com/categories/manage-stress>

Literary Supplement: Wemberly Worried, Kevin Henkes; But What If?, Sue Graves; I Can Handle It, Laurie Wright; Wilma Jean the Worry Machine, Julia Cook



# Positive or Negative Self Talk

Read the Self Talk and decide the student used assertive words.  
Look at facial expressions for clues.



"I can't do it"

Yes  No

"I can try"

Yes  No

"I never win"

Yes  No

"It's okay if I don't get my way"

Yes  No

"My teacher can help me"

Yes  No

"He's always first"

Yes  No

"I can find another friend to play with"

Yes  No

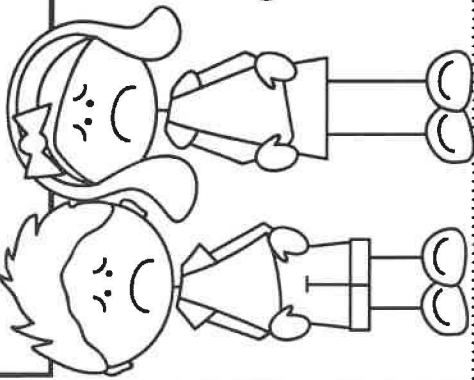
"I am not smart"

Yes  No

"Everyone loses sometimes"

Yes  No

# Worry Busters



Don't let worries get you down! Tear off a Worry Buster Strategy and complete the action listed. Complete as many strategies until worries go away.

THE SCHOOL COUNSELOR IS IN

25 Jumping Jacks

Deep breathing exercise

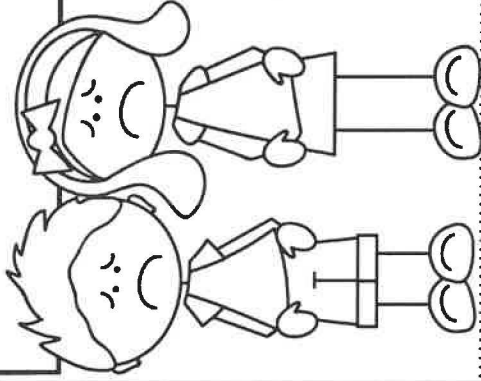
Write feelings in journal

Have a healthy snack

5 minutes of fresh air

Play a game

# Worry Busters



Don't let worries get you down! Tear off a Worry Buster Strategy and complete the action listed. Complete as many strategies as needed

THE SCHOOL COUNSELOR IS IN

25 Jumping Jacks

Deep breathing exercise

Write feelings in journal

Have a healthy snack

5 minutes of fresh air

Play a game

# Second Step Lesson Survey

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*Mark only one oval.*

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- No

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- Teach Town
- Wedolisten.org
- Children's Book/Literary Supplement
- Role Play
- Art Activity
- GoNoodle Video
- Alternate activity listed in manual (worksheet, provided activity)
- Zones of Regulation Materials
- Other:

## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- |                |                       |                       |                       |                       |                       |                       |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                | 1                     | 2                     | 3                     | 4                     | 5                     |                       |
| No Adaptations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Significantly Adapted |

## **Lesson 15: Managing Anger**

Main idea: managing when we feel angry, continuing to practice calming strategies

Vocabulary/Concepts: Hurtful, Anger

Start with warm-up/brain-builder adapted as needed

Alternative Brain-Builder: Freeze-Dance or pass a ball and have kids name strong feelings on their turn.

Begin lesson by introducing vocabulary concepts HURTFUL, ANGER with LESSON CARD story and discussion.

- Sometimes we feel angry. It is a strong and uncomfortable feeling.
- When we might feel it in our bodies: heart racing, stomach hurts, head hurts, feel hot, etc.
- It is ok to feel angry, but we cannot be hurtful. (cannot hurt others, self, property)

Lesson Activity Options:

TPT Supplement: The Anger Rules

Wedolisten.org- Howard B Wigglebottom Learns it's ok to Back Away; worksheet

TeachTown Video, Social Comic, Worksheet- Interpersonal Skills: Take Deep Breaths to Calm Down

Zones of Regulation: Six Sides of Breathing, Figure 8 Breathing visuals

GoNoodle: <https://app.gonoodle.com/categories/practice-self-control>

Zones of Regulation: Zones Tools

Literary Supplement: Cool Down and Work Through Anger, Cheri Meiners; I Was So Mad, Mercer Mayer; Angry Octopus: An Anger Management Story, Lorie Lite; I Hate Everything: A book about feeling angry, Sue Graves; When I feel Angry, Cornelia Maude Spelman

# Lesson 15

Name: \_\_\_\_\_

## The Anger Rules

Everyone gets angry. Cut out the words and decide if it's a Hurtful Action or a Calm Down Action to do when you are angry.

Hurtful	Calm Down

© 2015 Behavior Savers. Helping Students Be Their Best!  
[www.teacherspayteachers.com/Store/Behavior-Savers](http://www.teacherspayteachers.com/Store/Behavior-Savers)

Kick the Chair

Count to 10

Throw books

Hit my head on  
the wall

Yell

Name my  
Feeling

Belly Breathing

Tell myself it will  
be okay

Take a break

Hit your friend

Talk to the  
Teacher

Count down  
from 50

# Anger Rules

Don't hurt others



Don't hurt yourself

Don't hurt things



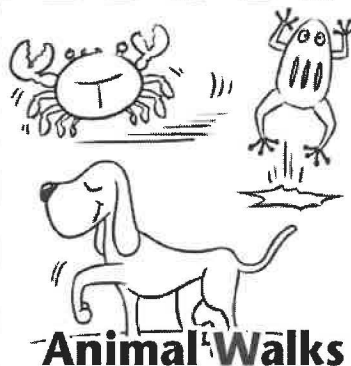
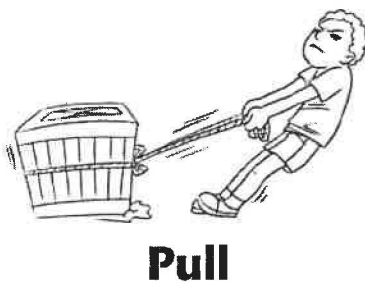
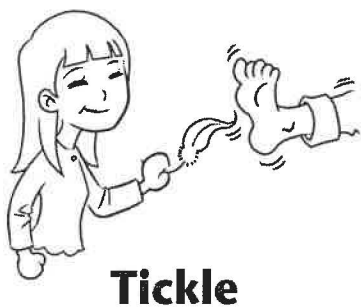
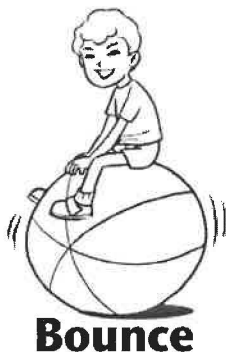


# The ZONES of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>



# ZONES Tools Menu



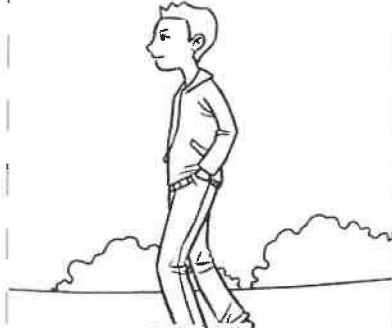
# ZONES Tools Menu



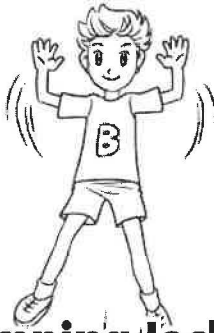
**Listen to Music**



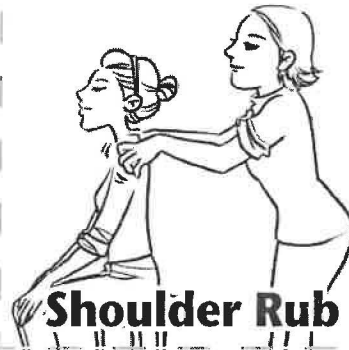
**Squishes**



**Walk**



**Jumping Jacks**



**Shoulder Rub**



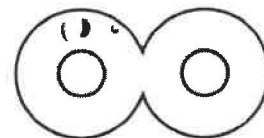
**Belly Breath**



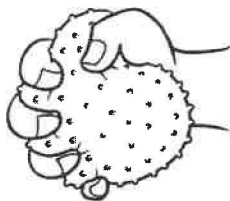
**Inner Coach**



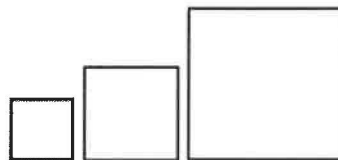
**Take a Break**



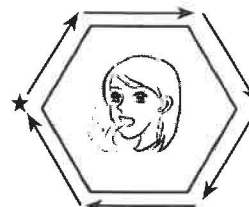
**Lazy 8 Breathing**



**Fidget Ball**



**Size of Problem**



**Six Sides of Breathing**

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 Role Play  
 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
 Zones of Regulation Materials  
 Other:

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|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
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| No Adaptations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Significantly Adapted |

## Unit 4: Problem Solving

### **Lesson 16: Finishing Tasks**

Main idea: Finish work before play or preferred task

Vocabulary/Concepts: On-task, Annoyed, Jealous

Start with warm-up/brain-builder adapted as needed

Alternative Brain Builder: First-then- Have stickers or a small edible treat for the students visible. Tell the students they can have the treat, but first they need to complete 3 math problems. Ask how they were feeling when they are finished.

Begin lesson by introducing vocabulary concepts ANNOYED, JEALOUS with LESSON CARD story and discussion.

- Sometimes we need to do something we don't like before we can do something fun.
- We might feel annoyed that we have to work before having fun.
- We might feel jealous that others get to have fun before we do.
- If we are focused and on-task, we can finish work and have fun!

### Lesson Activity Options:

TPT Supplement: Focused on Task

Following Steps: have students engage in a task that requires them to follow a specific set of steps to complete the task (making s'mores, online puzzle, etc.)

Group Puzzle: give each child a piece of a puzzle, ask them to contribute one piece at a time. They each need to participate until the task is complete.

Model use of the first/then visual

Literary Supplement: Clean Your Room Harvey Moon, Pat Cummings; I Just Want to do it My Way! Julia Cook

## Focused and On Task

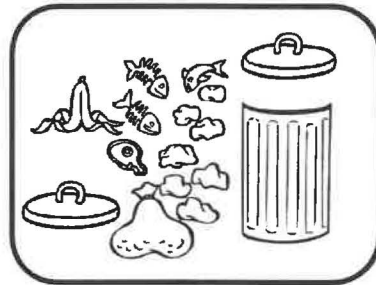
### Teacher Directions

For this worksheet, you have your students look at a picture for 30 seconds, cover it up then check which items they remember in the picture. Remind them to focus on the picture for the full 30 seconds and to ignore distractions. If this hard for the students to do without looking ahead, have them cover the pictures with post it notes or another piece of paper. They could also fold or turn the paper over.

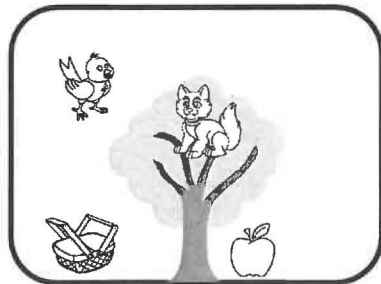
For more advanced practice, you could create distractions and see if they continue to focus.



- Hat on Boy
- Boy on Horse
- Flowers on House
- Girl in House
- Girl on Horse



- 1 Banana peel
- 2 Fish
- 1 Steak
- 1 Trash Can Lid
- 7 Pieces of Paper



- Bird above the Tree
- Apple on the Tree
- Cat in the Tree
- Bird on the Tree
- Dog under the Tree



- Ball in the Pool
- 2 Pair Sun Glasses
- Boy by the Pool
- Girl on Towel
- Duck in Pool

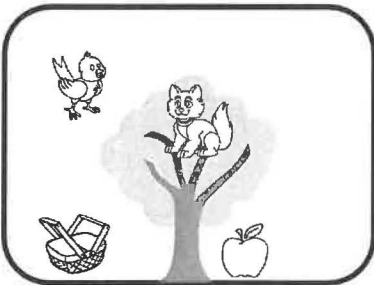
Name: \_\_\_\_\_

## Focused and On Task

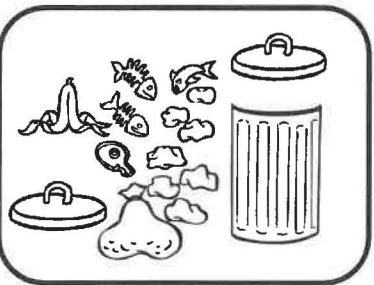
When you are calm you can be focused and on task. This worksheet needs you to listen to your teacher and calmly focus. Wait for directions.



- Hat on Boy
- Boy on Horse
- Flowers on House
- Girl in House
- Girl on Horse



- Bird above the Tree
- Apple on the Tree
- Cat in the Tree
- Bird on the Tree
- Dog under the Tree



- 1 Banana peel
- 2 Fish
- 1 Steak
- 1 Trash Can Lid
- 7 Pieces of Paper



- Ball in the Pool
- 2 Pair Sun Glasses
- Boy by the Pool
- Girl on Towel
- Duck in Pool

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## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

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|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
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| No Adaptations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Significantly Adapted |



## **Lesson 17: Solving Problems, Part 1**

Main idea: introducing how to identify a problem without blaming, introduce STEP with poster.

Vocabulary/Concepts: Problem, stuck, fed up, exasperated, blame/blaming

Start with warm-up/brain-builder adapted as needed

Begin lesson by introducing vocabulary concepts PROBLEM with LESSON CARD story and discussion. (\*– use DVD or online streaming media for this lesson)

- STEP acronym (use poster)
- A problem is when something goes wrong.
- We don't want to use unkind words or blame other people.
- We need to say what the problem is, so we can work on solving it.

Lesson Activity Options:

TPT Supplement: Blaming Words

Read a story and ask about what problems the characters face

Zones of Regulation: Size of the Problem

TeachTown Video, Social Comic, Worksheet- Friendship: How to Solve a Problem

Literary Supplement: But it's Not my Fault! Julia Cook; Journey, Aaron Becker; Prudy's Problem and How She Solved It, Carey Armstrong-Ellis

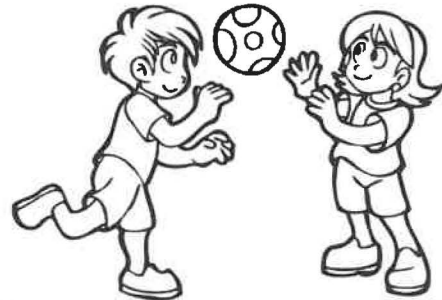
# Blaming Words

For each situation, underline the blaming words. Think of other ways you could say the problem without blaming.

He always pushes me  
when we line up



It's her fault that I can't go  
out to recess.



You made me mess up the  
puzzle and now it is ruined  
forever.



Because of my sister, I  
couldn't get my  
homework done.



I never win the game  
because you keep  
making me die.



It's my teacher's fault that  
I got mad.



# HOW BIG IS MY PROBLEM?

5

## EMERGENCY

Tornado, Fire,  
Danger, Serious injury



Enraged  
Terrified  
Hysterical  
Angry

4

## BIG PROBLEM

Fighting, Getting lost,  
Someone gets hurt



Upset  
Scared  
Mad  
Anxious

3

## MEDIUM PROBLEM

Minor accident,  
Being disrespected,  
Feeling sick



Worried  
Frustrated  
Exhausted  
Hurt

2

## LITTLE PROBLEM

Forgetting  
homework, Lost  
supplies, Can't  
decide what to do



Unhappy  
Disappointed  
Annoyed  
Embarrassed

1

## GLITCH

Losing a game, Not  
getting the supply  
you want, Being late



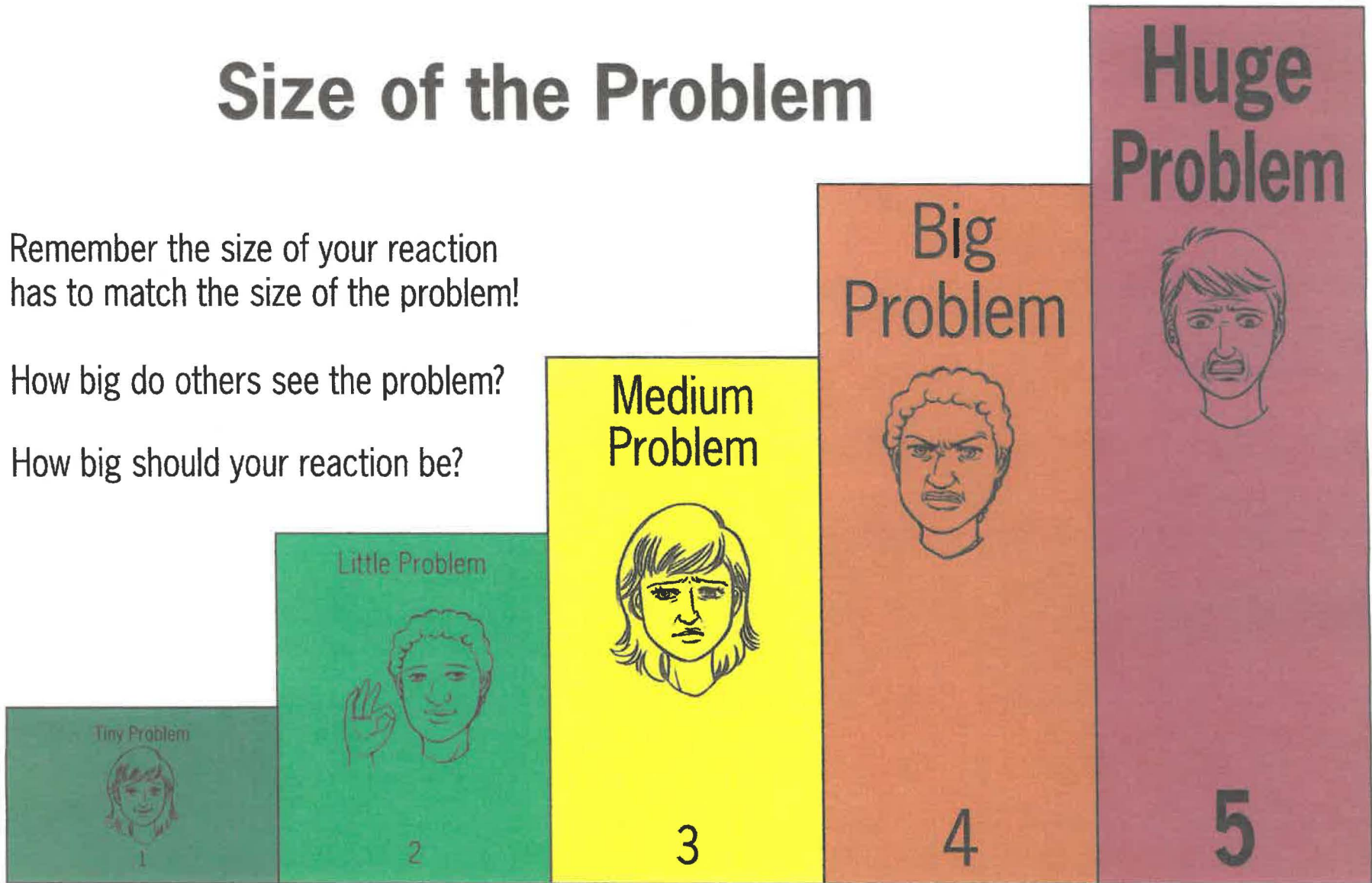
Okay  
Content  
Fine  
Calm

# Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's *Think Social!* (2005), pages 44-45, [www.socialthinking.com](http://www.socialthinking.com), and Buron and Curtis' *The Incredible 5-Point Scale* (2003), [www.5pointscale.com](http://www.5pointscale.com)



# What level is the problem?

5



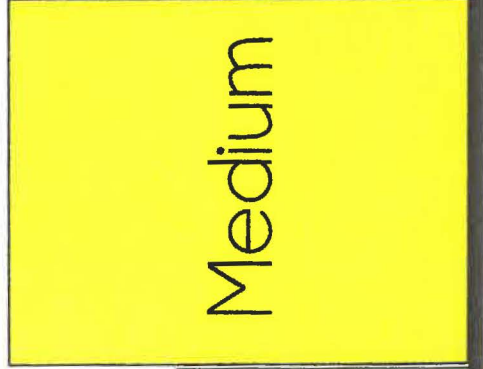
Huge

4



Big

3



Medium

2



Small

1



Tiny

# How should you react?



Be  
flexible



Argue



Problem  
solve



Cry



Tell an  
adult



Walk  
away



Ignore



Yell

# Size of the Problem Worksheet Big vs. Little Problems

People see these as Big Problems	5	
	4	
People see these as Medium Problems	3	
	2	
People see these as Little Problems	1	

Adapted for *The Zones of Regulation*® from the original work of Winner's *Think Social* (2005), pages 44-46, [www.socialthinking.com](http://www.socialthinking.com) and Buron and Curtis' *The Incredible 5-Point Scale* (2003).





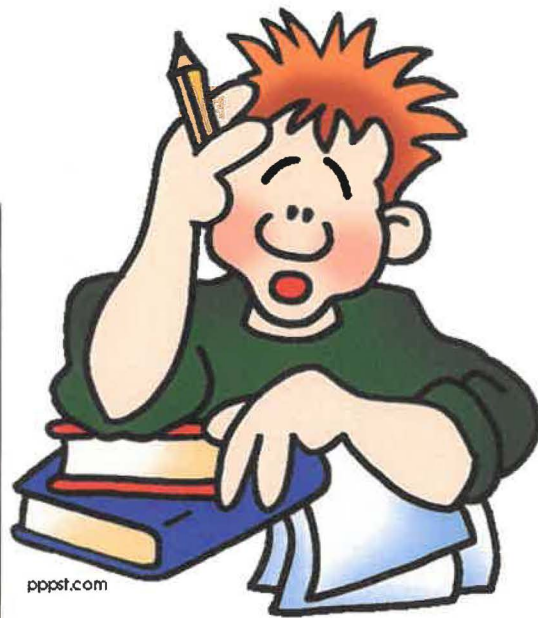
Your pencil is broken



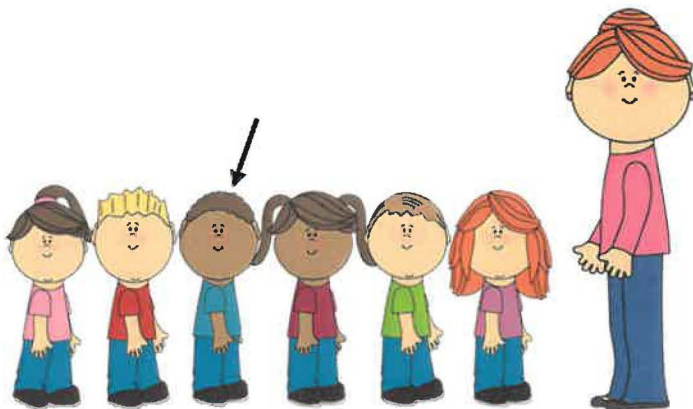
You spilled your drink



You didn't win the game



You don't understand your work



You are not first in line



Your house is on fire



Your teacher is sick. She is not at school.



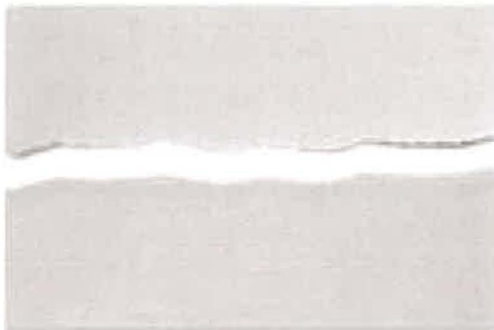
Someone is standing too close or touching you.



There is a tornado outside.



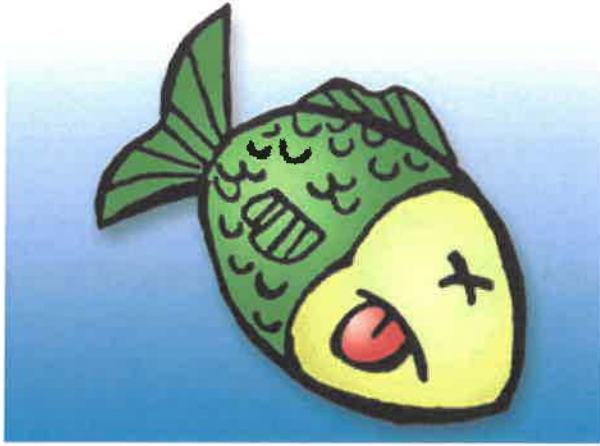
It is raining. Recess is inside today.



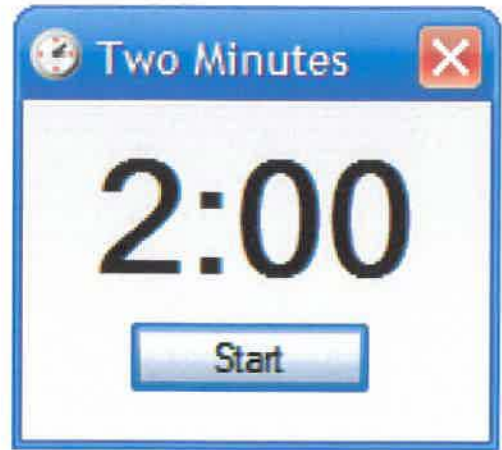
Your paper ripped



You fell and scraped your knee. It is bleeding.



Your pet died.



The teacher tells you to Take 2

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 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
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## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- |                |                       |                       |                       |                       |                       |                       |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                | 1                     | 2                     | 3                     | 4                     | 5                     |                       |
| No Adaptations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Significantly Adapted |

## **Lesson 18: Problem Solving Part 2**

Main idea: Thinking of ways to solve a problem

Vocabulary/Concepts: Solution, solve, safe, respectful, consequence

Start with warm-up/brain-builder adapted as needed

Alternative Brain Builder: Mirror game- divide students into pairs, have students face each other and mirror each other's actions slowly for 30 seconds.

Begin lesson by introducing vocabulary concepts SOLUTION/SOLVE with LESSON CARD story and discussion.

- When we have a problem, we can work to fix or solve it.
- We can think of many ways to solve a problem. (T in the STEP acronym)

\*This lesson may need to be split into 2 parts to cover the CONSEQUENCE section depending on the level of comprehension students experience.

- consequence is what happens after we do something.
- We need to think about consequences when we pick a solution to our problem.

### Lesson Activity Options:

TPT Supplement: Safe and Respectful Solutions

TeachTown Video, Social Comic, Worksheet- Friendship: How to Solve a Problem

Role Play: give examples of problems and ask for ideas how to solve them.

Examples: rip a paper (solutions- tape it, crumple and throw it, get a new one), break pencil, 2 kids want the same crayon ... talk about which ideas are more safe, respectful, etc.

Color the Best Solution Worksheet

Read a story and ask about how a character solves a problem

Roll the ball: Use toilet paper tubes and a small ball (ping pong ball or marble)- the students need to get the ball from one place to another without touching it.

Have students solve a puzzle together

Literary Supplement: Knuffle Bunny, Mo Willems

## Safe and Respectful Solutions

Read the situation. Evaluate the solution and mark if it is safe and/or Respectful. Discuss better solutions

You took a bite out of your friend's lunch by accident

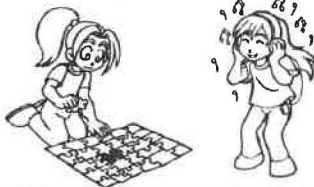


Solution: You put the sandwich back.

Is it Safe? \_\_\_\_\_

Is it Respectful? \_\_\_\_\_

You want to listen to music but your friend wants to do a puzzle.



Solution: You decide to play 5 minutes with the puzzle then 5 minutes listening to music.

Is it Safe? \_\_\_\_\_

Is it Respectful? \_\_\_\_\_

Someone takes your seat on the bus.



Solution: You tell the student to move and take his backpack.

Is it Safe? \_\_\_\_\_

Is it Respectful? \_\_\_\_\_

A friend draws on the walls and says you



Solution: You tell the teacher it was not you but you know who it was.

Is it Safe? \_\_\_\_\_

Is it Respectful? \_\_\_\_\_



# Color the Best Solution

Instructions: Look at each problem picture on the left. Read/describe the problem. Next, look at the following two pictures on the right. Talk about the pictures. Color or circle the one that shows the better solution.



A girl on your bus always teases you.



Make a face at her.



Ignore her.



You lost your house key.



Go next door and ask your neighbor for help.



Sit on the stoop and cry.



You have to do a project and you run out of glue.



Get angry.



Ask your friend to share his glue with you.

Name \_\_\_\_\_

Homework Partner \_\_\_\_\_

Date \_\_\_\_\_

Game Board 5

**What Should You Do?**



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## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

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- |                |                       |                       |                       |                       |                       |                       |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                | 1                     | 2                     | 3                     | 4                     | 5                     |                       |
| No Adaptations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Significantly Adapted |

## **Lesson 19: Taking Responsibility**

Main idea: taking responsibility for our actions, saying sorry

Vocabulary/Concepts: guilty, admit, apologize, make amends, responsibility

Start with warm-up/brain-builder adapted as needed

Alternative Brain Builder: I Do You Do

Begin lesson by introducing vocabulary concepts RESPONSIBILITY with LESSON CARD story and discussion.

- When we do something wrong we need to take responsibility for our actions.
- When we do something wrong we might feel bad inside or feel guilty.
- We might cause a problem, like hurting someone's feelings.
- We can think of and pick the best way to solve a problem. (P in the STEP acronym)

Lesson Activity Options:

TPT Supplement: Responsible Choices

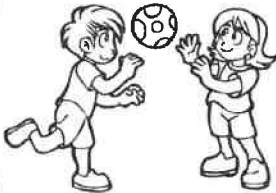
Role Play: role play different social situations in which students need to take responsibility or apologize (hurting feelings, breaking something, bumping someone by accident, forget homework, etc.)- have students practice apologizing using a full sentence.

TeachTown Video, Social Comic, Worksheet- Good Communication: Apologize When you Make a Mistake

Literary Supplement: Zach Apologizes, William Mulachy

## Responsible Choices

Read the situations and pick which 2 choices are the responsible ones.



You take a ball out for recess. You forget to bring the ball back inside. What should you tell the teacher?

- A. Tell the teacher you forgot the ball
- B. Tell the teacher you don't know
- C. Apologize and offer to go get the ball



You check out a library book from school and take it home. Your little sister gets the book and scribbles on the pages in crayons. When you return the book, you should:

- A. Bury the book in the return bin
- B. Apologize and explain what happened
- C. Show the librarian the book



You played outside with friends and did not do your homework. You should:

- A. Tell the teacher you forgot your homework
- B. Tell the teacher you forgot your homework on the bus
- C. Accept the consequences and try not to do it again.



You were playing with the ball inside the classroom and accidentally broke something. You should:

- A. Tell the teacher what happened
- B. Apologize and offer to glue it back together
- C. Put it in the garbage

# Second Step Lesson Survey

Please complete this survey after each Second Step Lesson and return it to Deegan. Thank You!

## 1. Date

*Example: December 15, 2012*

## 2. Lesson Number

## 3. Did you teach the lesson exactly as written in the curriculum?

*Mark only one oval.*

- Yes
- No

## 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

- Teachers Pay Teachers Supplement worksheet
- Teach Town
- Wedolisten.org
- Children's Book/Literary Supplement
- Role Play
- Art Activity
- GoNoodle Video
- Alternate activity listed in manual (worksheet, provided activity)
- Zones of Regulation Materials
- Other:

## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- |                |                       |                       |                       |                       |                       |                       |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                | 1                     | 2                     | 3                     | 4                     | 5                     |                       |
| No Adaptations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Significantly Adapted |

## **Lesson 20: Responding to Playground Exclusion**

Main idea: Being left out does not feel good, leaving someone out is not nice.

Vocabulary/Concepts: Left out, Compassionate

Start with warm-up/brain-builder adapted as needed

Alternative Brain-Builder: Play simon says. Assistant asks if she can play, tell him/her she cannot. After a few rounds, ask student how the assistant felt.

Begin lesson by introducing vocabulary concepts EXCLUDING with LESSON CARD story and discussion.

- Telling someone they cannot play.
- Everyone else gets asked to play at recess, but you are left-out.
- We feel sad when we are left out. We do not want to make others feel sad by leaving them out.

### Lesson Activity Options:

TPT Supplement: Including Others

TeachTown Video, Social Comic, Worksheet- Friendship: Including Others

Role Play: Students practice noticing someone has been excluded and how they feel, then inviting them to play.

Literary Supplement: Strictly No Elephants, Lisa Mantchev

# Including Others

We learned how to use the problem solving steps. Cut and paste the solutions to the following problems.

1. You are playing basketball and John is told they can't play.

Say the Problem

Think of Solutions

Explore Consequences

Pick the Best Solution

2. A new student has no one to sit by at lunch.

Say the Problem

Think of Solutions

Explore Consequences

Pick the Best Solution

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1. Cut out and paste above

I want him to play

Say John can take turns with you

Friends might be mad or quit playing

John and I can play

2. Cut out and paste above

No one should sit by themselves

Say Suzanne can sit by you

Friends sit closer to each other or move

There is room for everyone

# Second Step Lesson Survey

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*Example: December 15, 2012*

## 2. Lesson Number

## 3. Did you teach the lesson exactly as written in the curriculum?

*Mark only one oval.*

- Yes  
 No

## 4. What, if any, adaptations did you use to teach the lesson?

*Mark only one oval.*

- Teachers Pay Teachers Supplement worksheet  
 Teach Town  
 Wedolisten.org  
 Children's Book/Literary Supplement  
 Role Play  
 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
 Zones of Regulation Materials  
 Other: ..

## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- 1      2      3      4      5
- No Adaptations                        Significantly Adapted



## **Lesson 21: Playing Fairly on the Playground**

Main idea: We need to be fair when we play with friends.

Vocabulary/Concepts: Fair

Start with warm-up/brain-builder adapted as needed

Brain Builder: Students choose between 2 brain builder activities by voting as a group. Give 2 options (Simon says, freeze dance, etc.) Explain voting is a fair way to decide.

Begin lesson by introducing vocabulary concepts FAIR with LESSON CARD story and discussion.

- Sometimes when we play with friends we all want to do different things.
- Sometimes we want to use the same toy as our friend.
- We need to stay calm and find a way to solve the problem.
- Share, play together, take turns- be fair.

Lesson Activity Options:

TPT Supplement: Including Others

Role Play: Role play different situations practicing picking fair solutions. (both students want the same crayon, both students want the same toy, students want to play different games, etc.)

Practice trading toys, taking turns

TeachTown Video, Social Comic, Worksheet- Interpersonal Skills: Take Turns with Toys

Literary Supplement: Being Fair, Cassie Mayer; Kids Talk about Fairness, Carrie Finn

Name: \_\_\_\_\_

## Rules of the Game

For each playground game decide which rules are fair. Come up with others.

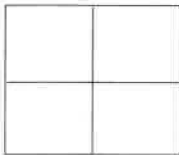
Slide



Mark the Fair Rules:

- First one in line chooses next person
- Only girls on the slide
- Hands to self
- Only going down the slide, not up
- Take as much time as you want

4 Square



Mark the Fair Rules:

- Only 4 people can play
- First one out picks new player
- Players decide if they are out
- If there is a line, 2 minutes a round
- Ball on the line is in

Soccer or Football



Mark the Fair Rules:

- Everyone can play
- Captains pick the teams
- No girls allowed
- No pushing
- Older kids are always captains

Basketball



Mark the Fair Rules:

- You don't have to pass the ball
- All kids get to shoot
- Can't run with the ball
- You can bump and push others
- Ball on the line is out

# Second Step Lesson Survey

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**1. Date**

*Example: December 15, 2012*

**2. Lesson Number**

**3. Did you teach the lesson exactly as written in the curriculum?**

*Mark only one oval.*

- Yes
- No

**4. What, if any, adaptations did you use to teach the lesson?**

*Mark only one oval.*

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- Teach Town
- Wedolisten.org
- Children's Book/Literary Supplement
- Role Play
- Art Activity
- GoNoodle Video
- Alternate activity listed in manual (worksheet, provided activity)
- Zones of Regulation Materials
- Other:

**5. On a scale from 1-5, What level of adaptation was required to teach this lesson?**

*Mark only one oval.*

- |                |                       |                       |                       |                       |                       |                       |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                | 1                     | 2                     | 3                     | 4                     | 5                     |                       |
| No Adaptations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Significantly Adapted |

## **Lesson 22: Reviewing Second Step Skills**

### Review main concepts:

Vocabulary

Calming strategies

Problem Solving Steps

### Lesson Activity Options:

Bingo

Picture/word matching

Charades (feelings, calming strategies, etc.)

# Second Step Lesson Survey

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## 2. Lesson Number

## 3. Did you teach the lesson exactly as written in the curriculum?

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- Yes  
 No

## 4. What, if any, adaptations did you use to teach the lesson?

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- Teachers Pay Teachers Supplement worksheet  
 Teach Town  
 Wedolisten.org  
 Children's Book/Literary Supplement  
 Role Play  
 Art Activity  
 GoNoodle Video  
 Alternate activity listed in manual (worksheet, provided activity)  
 Zones of Regulation Materials  
 Other:

## 5. On a scale from 1-5, What level of adaptation was required to teach this lesson?

*Mark only one oval.*

- 1      2      3      4      5
- No Adaptations                  Significantly Adapted