

Second Step Adapted Lessons Manual

GRADE 3

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Amy Deegan, LCSW

SASED

Grade 3

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 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, Agree-Pan-4; click “Amy Deegan” then “curriculum”

Second Step: 3rd 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 3rd 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 3rd 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 a Respectful Learner
- Lesson 2-Ignoring Distractions
- Lesson 3-Assertive or Not Assertive?
- Lesson 4-Make a Plan
- Lesson 5-How I Feel
- Lesson 6-Noticing How Others Feel
- Lesson 7-Two Feelings
- Lesson 8-Accepting or Judging?
- Lesson 9-Compassionate Acts
- Lesson 10-Conversation Skills
- Lesson 11-Don't Flip Your Lid
- Lesson 12-Stop Signal Words
- Lesson 13-Everyone Makes Mistakes
- Lesson 14-Recover From Disappointment
- Lesson 15-Calm Down and Use Your Words
- Lesson 16-Don't Jump to Conclusions
- Lesson 17-Blaming Never Helps
- Lesson 18-Choices Have Consequences
- Lesson 19-Pick the Best Solution
- Lesson 20-Ways to Include Others
- Lesson 21-Just Say No

**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 Learners

Main idea of the lesson: being a respectful listener, whole body listening

Vocabulary/Concepts: Skills, Focus/attention, Listening, Respect/Respectful

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

Brain Builder: 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.

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:

TPT Supplement: I Can be a Respectful Learner

Wedolisten.org: Howard B Wigglebottom Learns to Listen

Whole Body Listening Worksheet

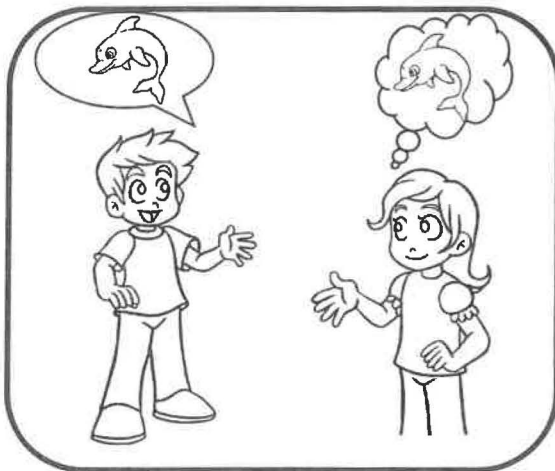
Role Play: Demonstrate while body listening, have students identify how they know you are listening. Do "non-examples" by exaggerating- sit on the floor, pretend to pick your nose, look around the room, move around in your chair, etc.

Literary Supplement: The Worst Day of My Life Ever! Julia Cook

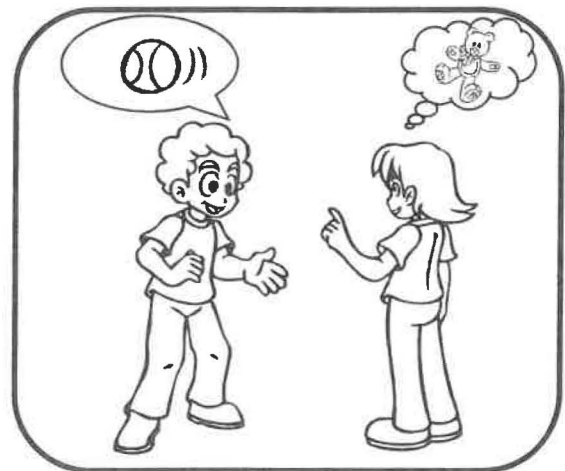
Name: _____

I Can Be a Respectful Learner

We learned what a respectful learner looks like. Look at the pictures below and check which respectful learner behaviors they are showing.



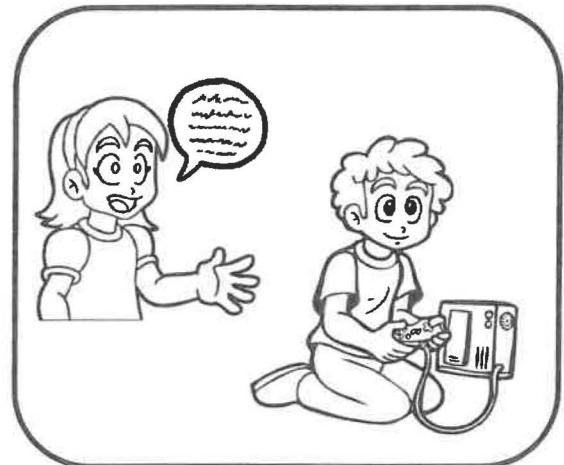
- Eyes Watching
- Ears Listening
- Ignore Distractions
- Concentrate On What is Said



- Eyes Watching
- Ears Listening
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- Eyes Watching
- Ears Listening
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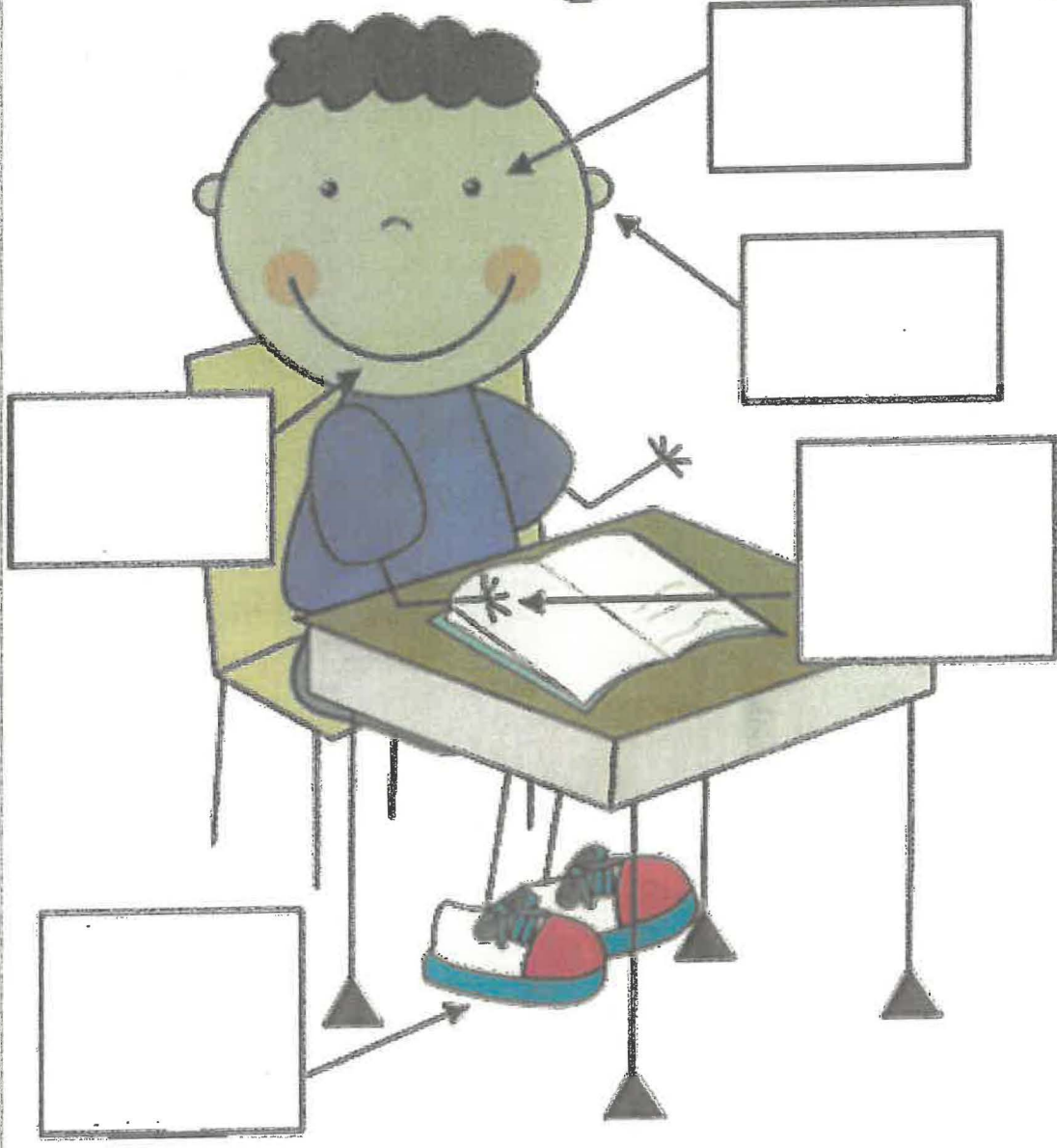


- Eyes Watching
- Ears Listening
- Ignore Distractions
- Concentrate on What is Said

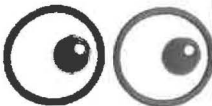





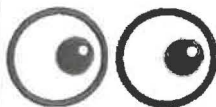





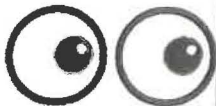











Name: _____

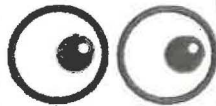





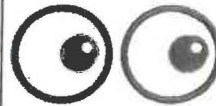

















Cut and glue the parts of your body you use for listening.

Whole Body Listening



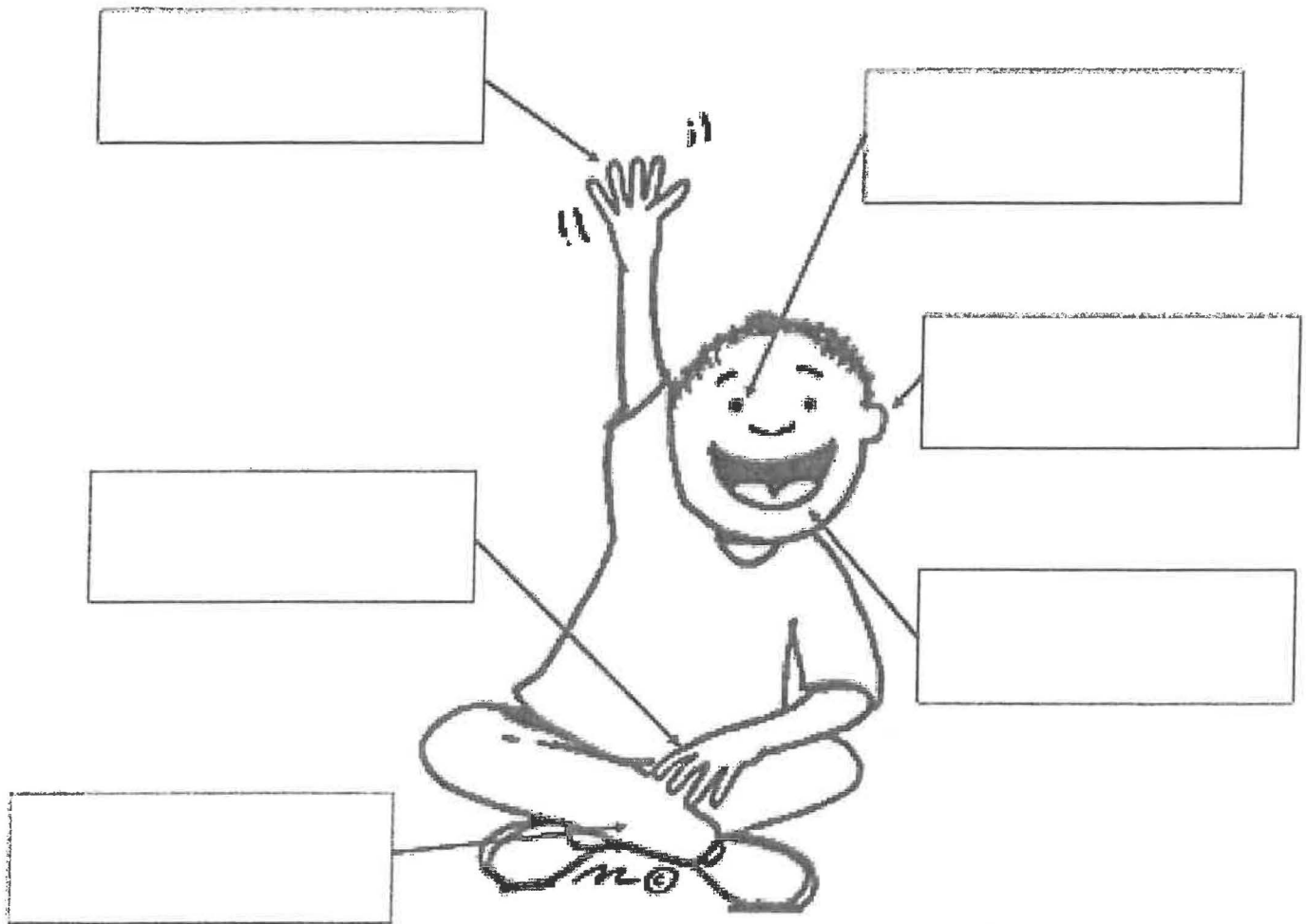
I am proud when I use
Whole Body Listening!

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



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 2: Using Self-Talk

Main idea: Learning how to stay focused with distractions around you.

Vocabulary/Concepts: Distraction, ignore, focus, on-task, self-talk, memorize

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

Alternative Brain Builder: Simon Says, I do you do (teacher performs a simple action or sequence of actions, then students repeat. Students must wait until the teacher is done to start their turn)

Begin lesson by Introducing/Reviewing the vocabulary word SELF-TALK using the LESSON CARD story and discussion

- Sometimes it is hard to focus if there are distractions like loud noises, people moving around, someone trying to talk to you.
- You can learn to ignore distractions by using self-talk. You can think in your head about staying focused.
- I can do it. I can focus.

Lesson Activity Options:

TPT Supplement: Ignoring distractions

Role Play: You pretend to work, assistant pretends to distract you. Demonstrate use of self-talk. Ask students to role play the same scenario.

Distracting Dancer: Teachers tell students to draw shapes on a paper one at a time. One student volunteer tries to distract the other students by dancing. The student who gets the most shapes right wins.

Literary Supplement: I Think I Am, Louise Hay

Ignoring Distractions

Read the situations and pick the best way to ignore the distraction and stay on task.



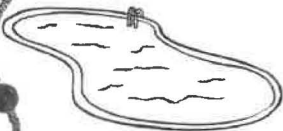
You go outside for recess but the birds are really loud and you can't focus on the kickball game. What is the best way to ignore the birds and focus on the kickball game?

- A. Volunteer to be the catcher so you have something to do.
- B. Scream really loud to scare the birds.
- C. Ask the teacher to go inside.



During a movie, someone is whispering and you can't focus on what is being said. What is the best way to ignore the whispers and focus on the movie?

- A. Say SHH in the loudest voice possible.
- B. Ask to move away from the person whispering.
- C. Tell yourself to focus on the movie and ignore the whispering.



During math, all you can think about is going swimming after school. What is the best way to ignore swimming and focus on math:

- A. Tell yourself that the sooner school is done the faster you can swim.
- B. Pretend to do the math worksheet but think about swimming.
- C. Count all the zeros as swimming rafts until math is over.



During silent reading, the fan in the room is making it hard for you to read the words on the page. What is the best way to ignore the fan and focus on your reading?

- A. Pretend to read so you don't get in trouble.
- B. Read the words aloud in your head until you can't hear the fan.
- C. Ask to move by the window so you have something to look

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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 3: Being Assertive

Main idea: Asking for what you need in a calm, respectful way.

Vocabulary/Concepts: Respectful, passive, aggressive, assertive, calm, firm

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

Brain Builder: May want to limit the number of pictures you use to 3-4. Pair with simple actions.

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

- We need to ask for things we need in a calm and respectful way.
- We need to practice communicating clearly with others.
- It is ok to ask others for help.

Lesson Activity Options:

TPT Supplement: Assertive or Not Assertive?

Role Play: Practice asking for help in different ways- quiet voice/small signs (passive), loud/big signs or man voice (aggressive), calm and clear (assertive). Have students practice using full sentences to ask for I help.

Role Play: give scenarios for which students may need to ask for help- ask students to show how they would ask/what they would ask for.

Show pictures- students identify if the scene depicts aggressive or assertive behavior

Literary Supplement: Back to Front and Upside Down, Claire Alexander

Lesson 3

Name: _____

Assertive or Not Assertive?

Cut out the sayings and determine if that is an Assertive or Not Assertive way to ask for something. For the Not Assertive sayings, think of ways to make it Assertive.

Assertive	Not Assertive

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Give me that ball!

I had that ball first. You can have it when I am done.

Excuse me, are you done with that ball?

Can I join this game?

I want to play too! You have to let me or I'll tell the teacher.

Get out of my seat!

You have to stop talking about me all the time.

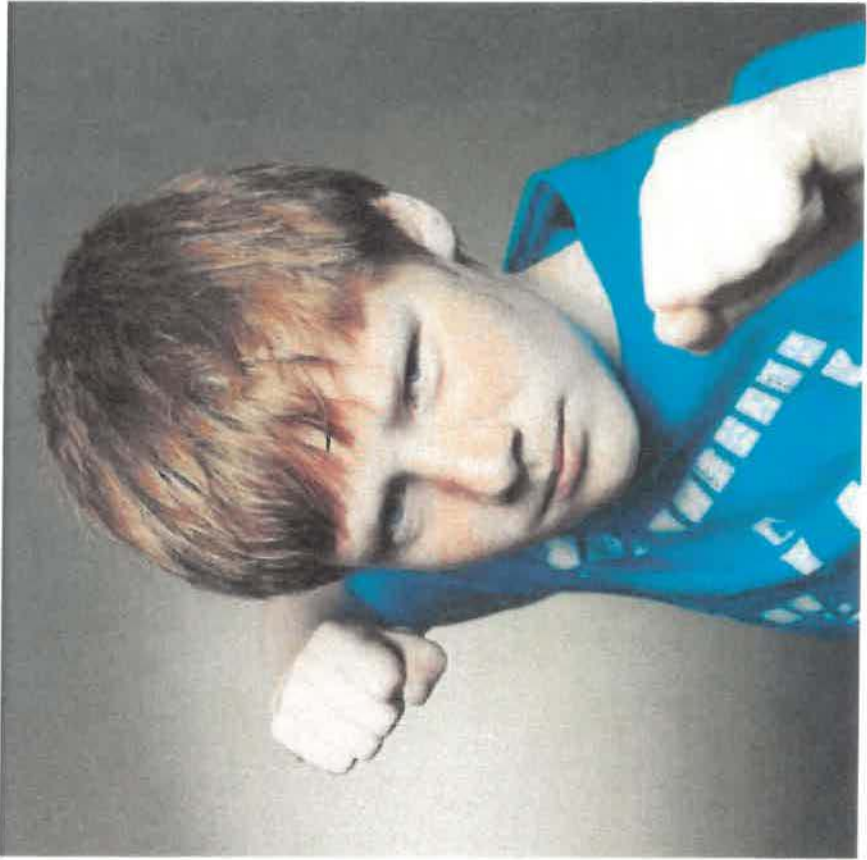
I heard you said some mean things about me. Please stop!

Excuse me, that is my seat. Can I help you find another?

Aggressive

- Mean
- Rude
- Scary













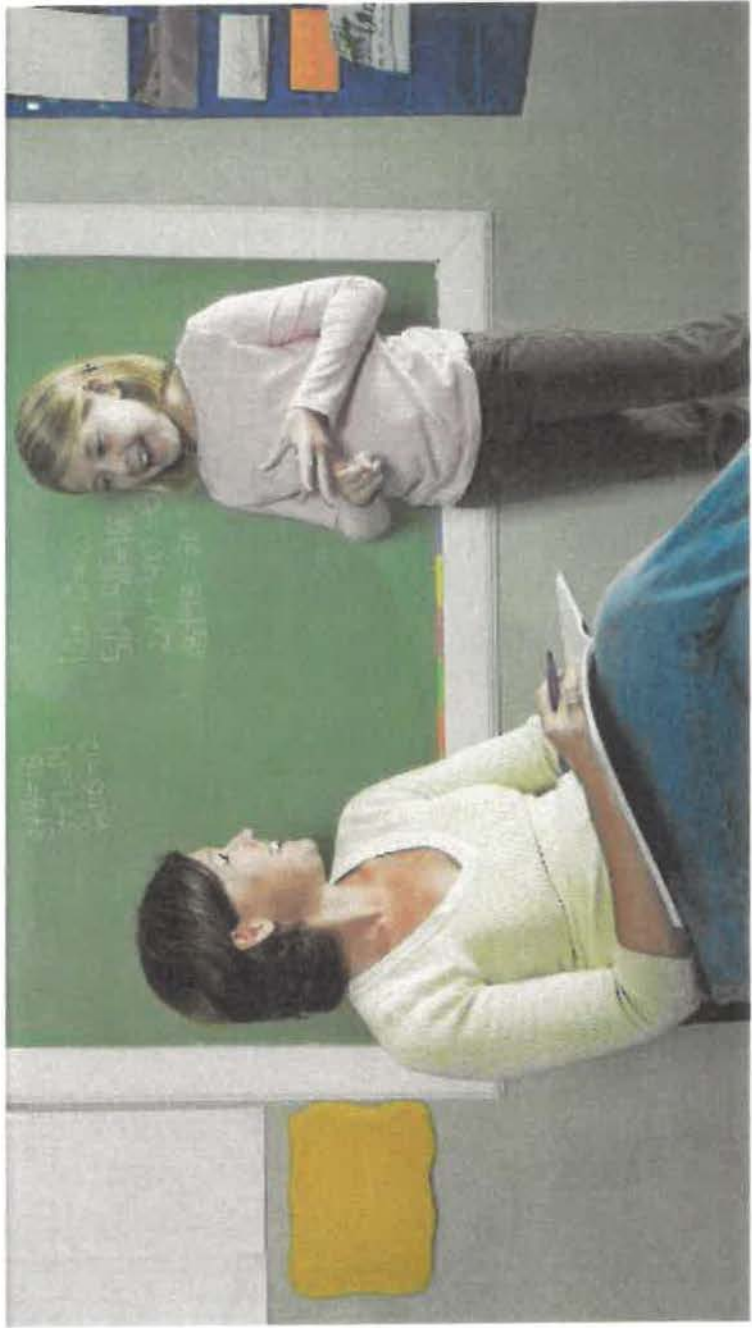
Assertive

- Respectful
- Nice
- Polite
- Clear communication











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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 4: Planning to Learn

Main idea: Following a plan can help us learn.

Vocabulary/Concepts: Plan

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

Alternative Brain Builder:

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

- Some things in school are hard to do.
- Hard things can become easier if we make a plan.
- A plan has steps we can follow to become successful.

Lesson Activity Options:

TPT Supplement: Make a Plan

Follow a plan: Have students follow a short plan to make something simple (PBJ, picture frame with popsicle sticks, small puzzle, etc.)

Make an example plan for a common classroom issue: dead hearing aid batteries, homework, etc.

Online game: <http://pbskids.org/arthur/games/animalhomebuilder/>

Literary Supplement: Planning Isn't My Priority, Julia Cook

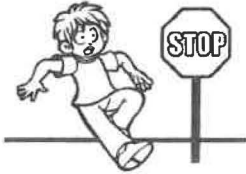
Lesson 4

Name: _____

Make a Plan

For each situation, order the plan from 1 to 3 of how you would plan to solve each one.

You are always late to the bus stop.



Wake up on time



Go to bed early



Put clothes out the night before



You want to start a dog walking business in your neighborhood.



Make Signs



Ask a parent



Put up signs



You want to get a better grade on your spelling test.



Do all spelling homework



Bring home spelling list



Practice words every night



You want to sign up for the science fair



Make Project



Research Project



Display Project



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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 5: Identifying Others' Feelings

Main idea: identifying feelings of others based on face, body, context

Vocabulary/Concepts: Same, Different, Clue, Situation, Amused, Empathy

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

Brain Builder: have students copy the feelings face you make or make a different face and tell you what feelings face they are making. Do some examples first.

Begin lesson by Introducing/Reviewing the vocabulary word/concept FEELING using the LESSON CARD story and discussion.

- We know how someone is feeling by looking at their face and body.
- Our feelings change based on what happens around us.

*This lesson uses a video.

Lesson activity options:

TPT Supplement: How I Feel

Feelings face bingo or matching

Scenarios: How would you feel if...

Feeling Faces: Show feeling faces and discuss the clues that help us figure out how the person feels

Read a story and ask the students how the character is feeling and how they know.

Feelings Flashcards

Literary Supplement: The Way I Feel, Janan Cain

Name: _____

How I Feel

We learned about how people can feel different ways. Read the situations and write how you would feel. Compare your feelings with others and mark if they felt the same or different.

You are chosen to be line leader



I feel

Same Different

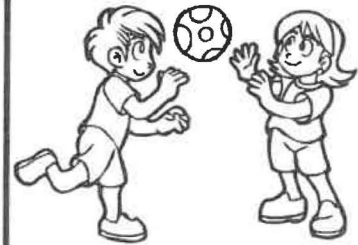
You forgot your lunch



I feel

Same Different

You were picked for the sports team



I feel

Same Different

You have to stay in for recess



I feel

Same Different

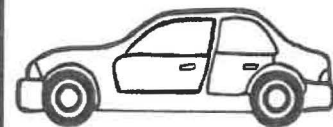
You got your report card



I feel

Same Different

Your friend moved away



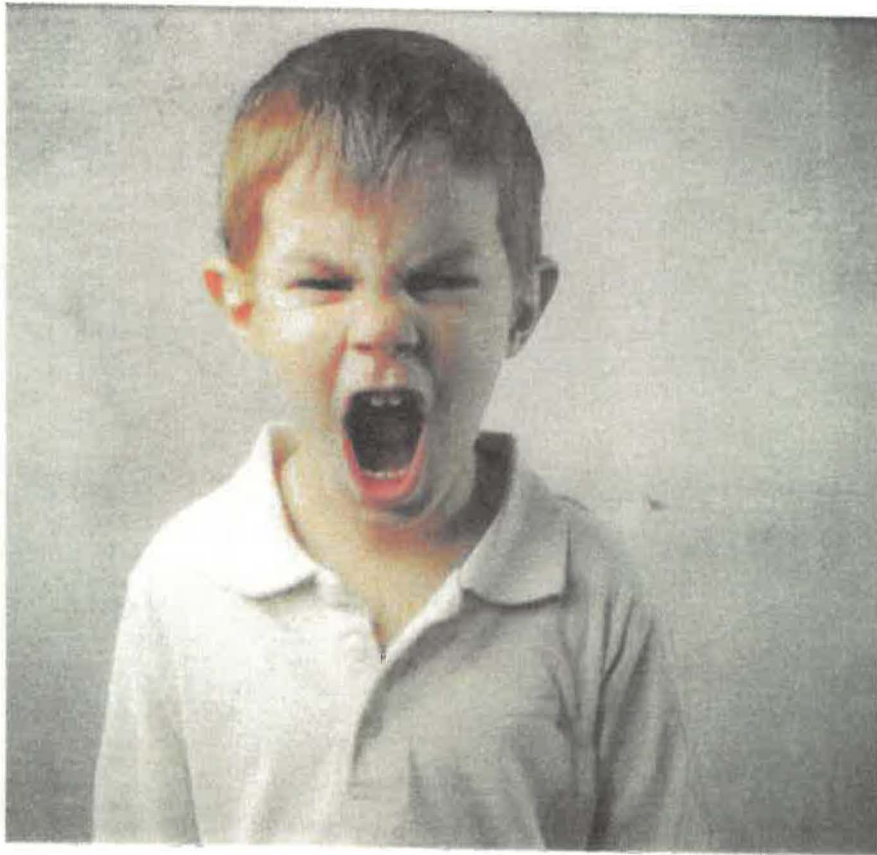
I feel

Same Different



Happy

Green Zone



Mad

Red Zone



Tired

Blue Zone



Surprised

Yellow Zone

Bored

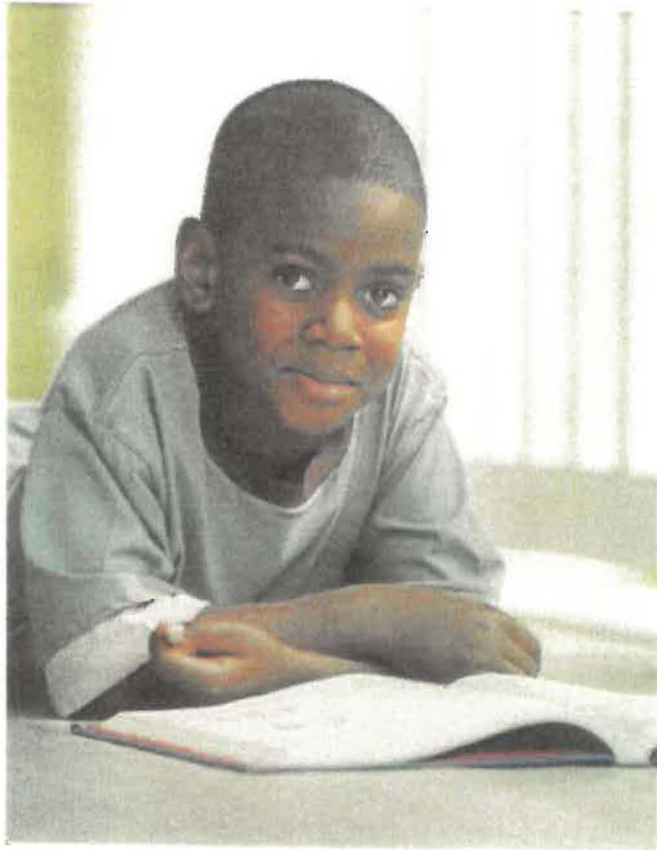
Blue Zone





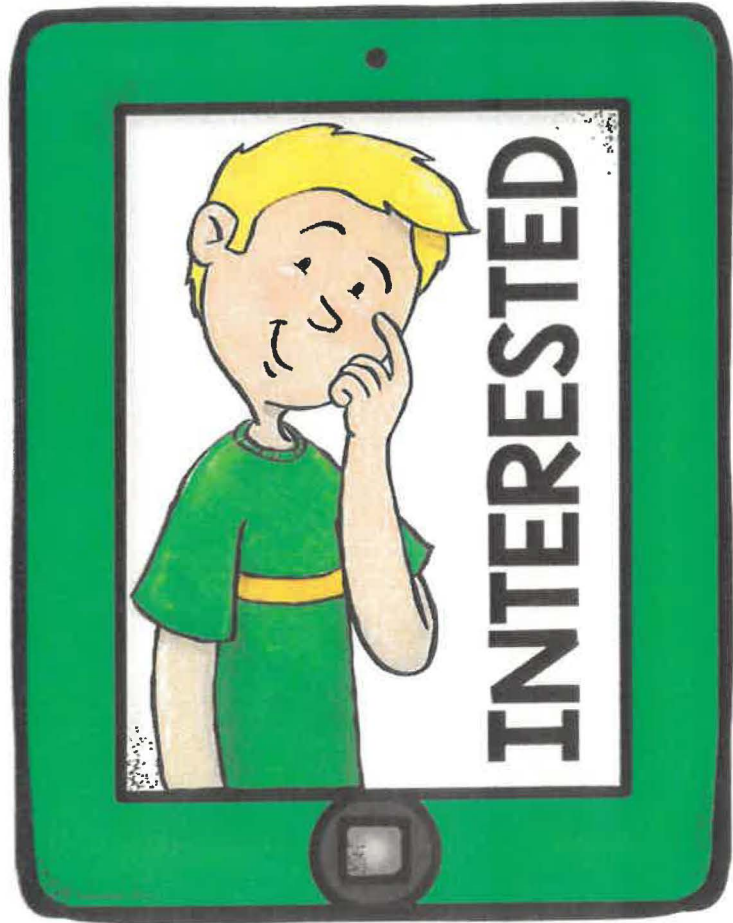
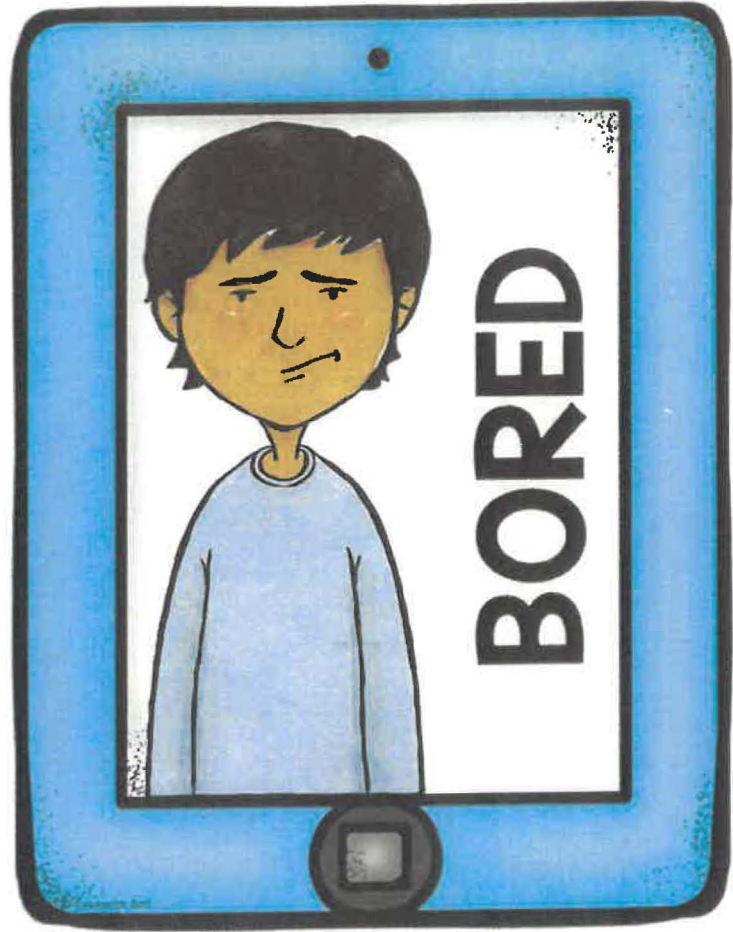
Silly

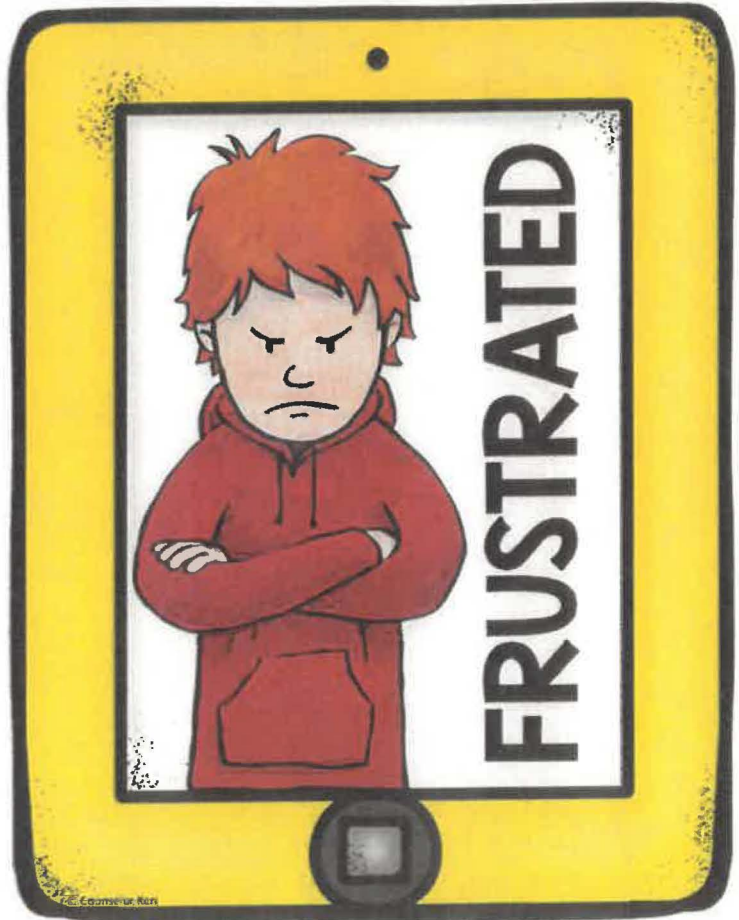
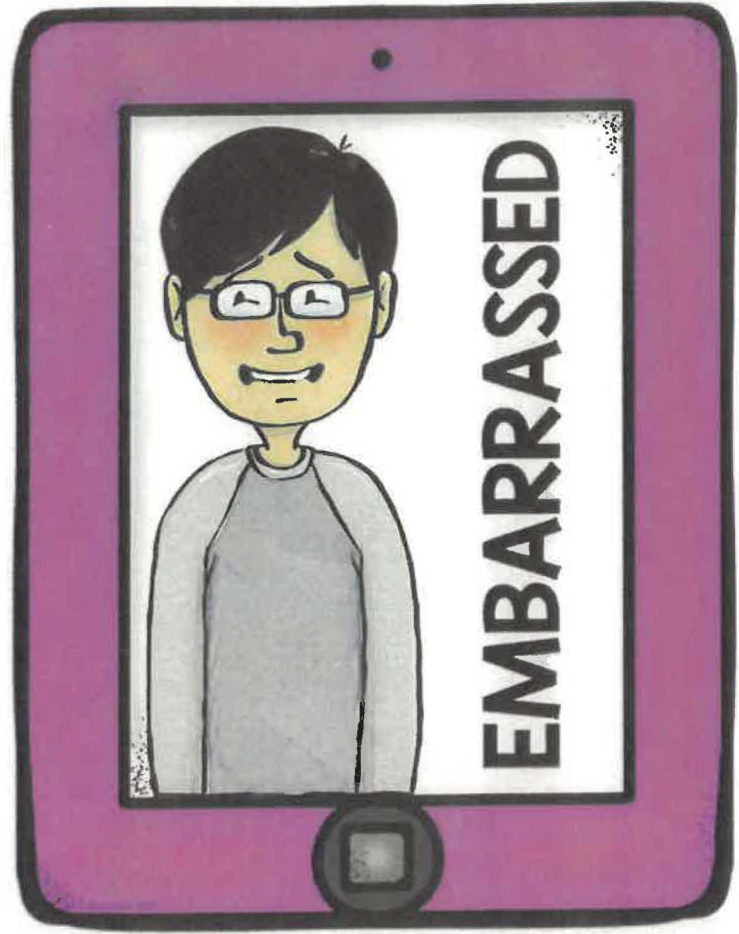
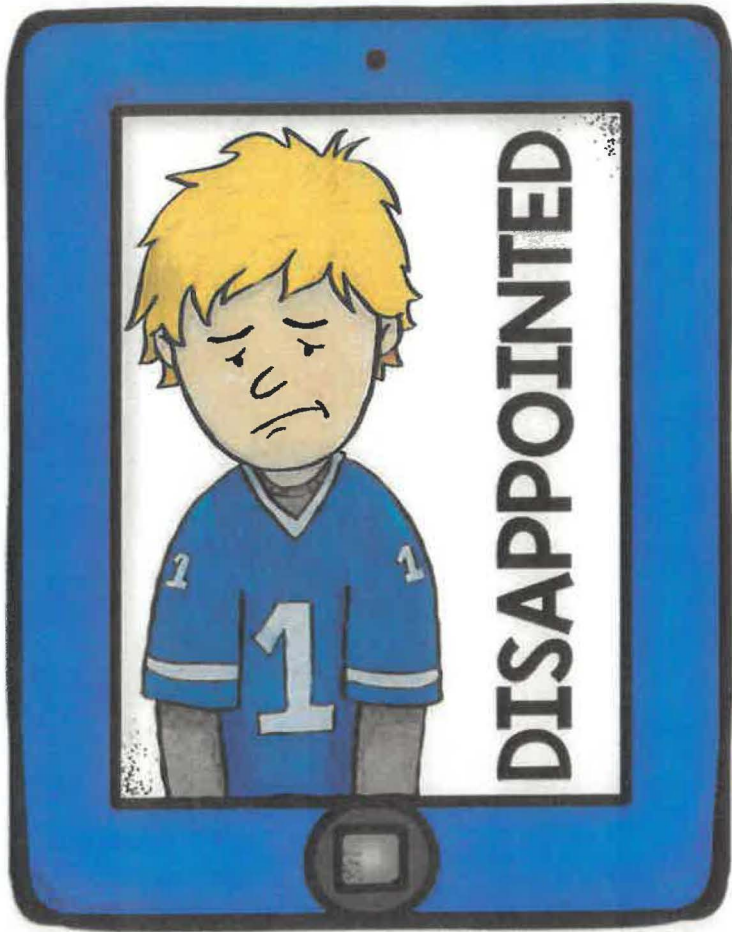
Yellow Zone

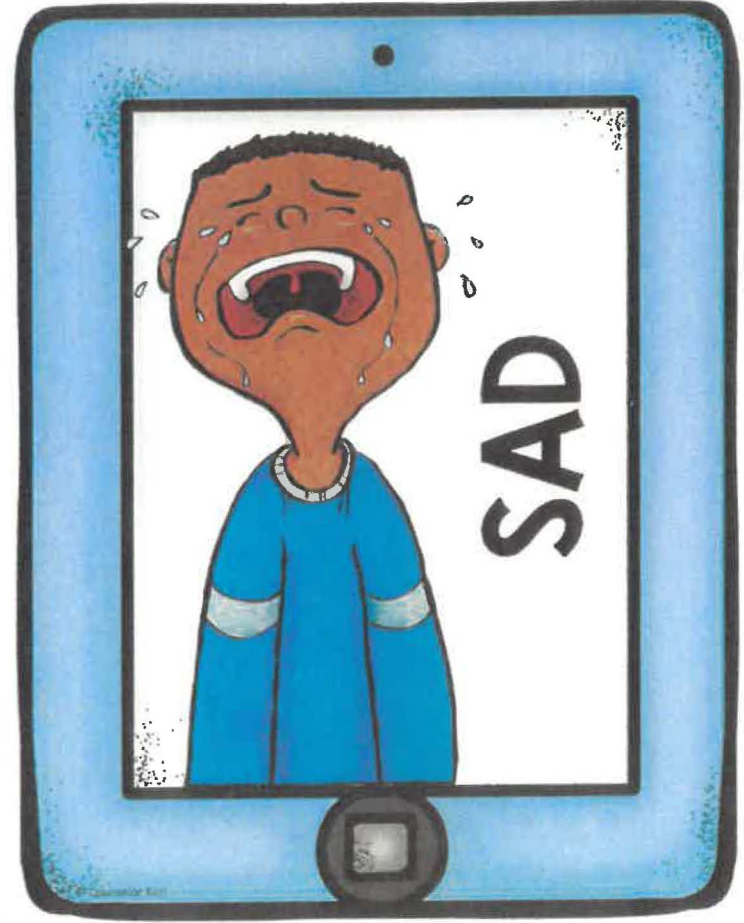
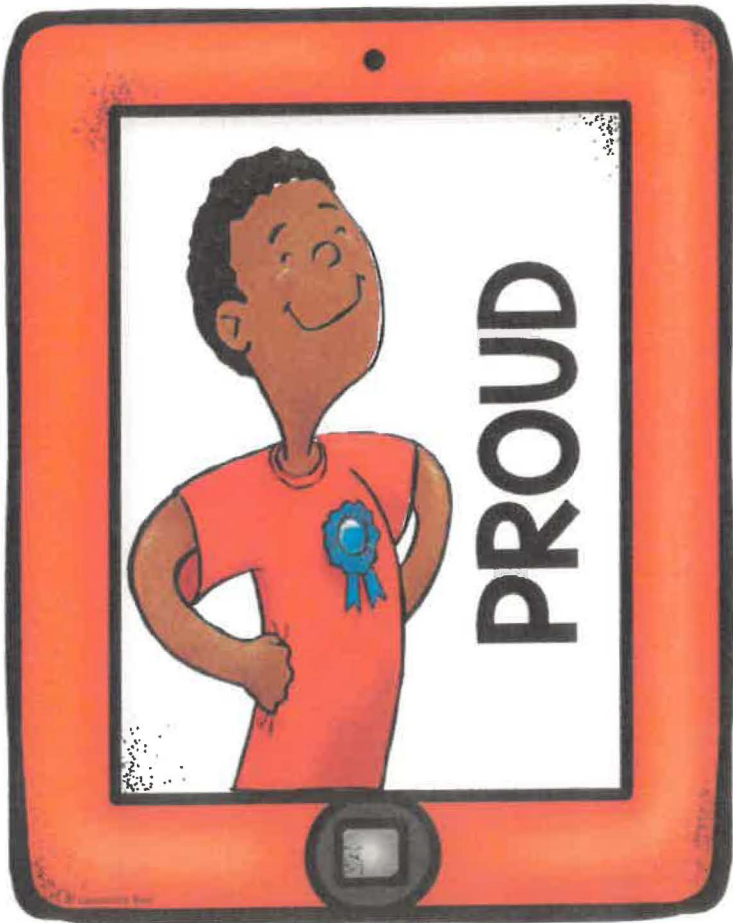
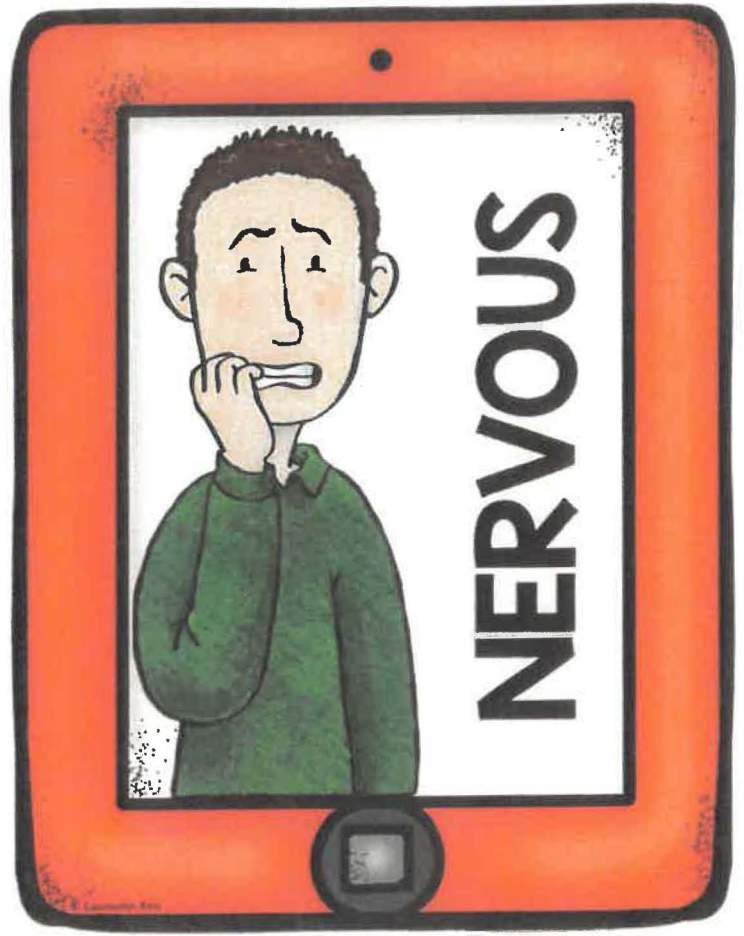
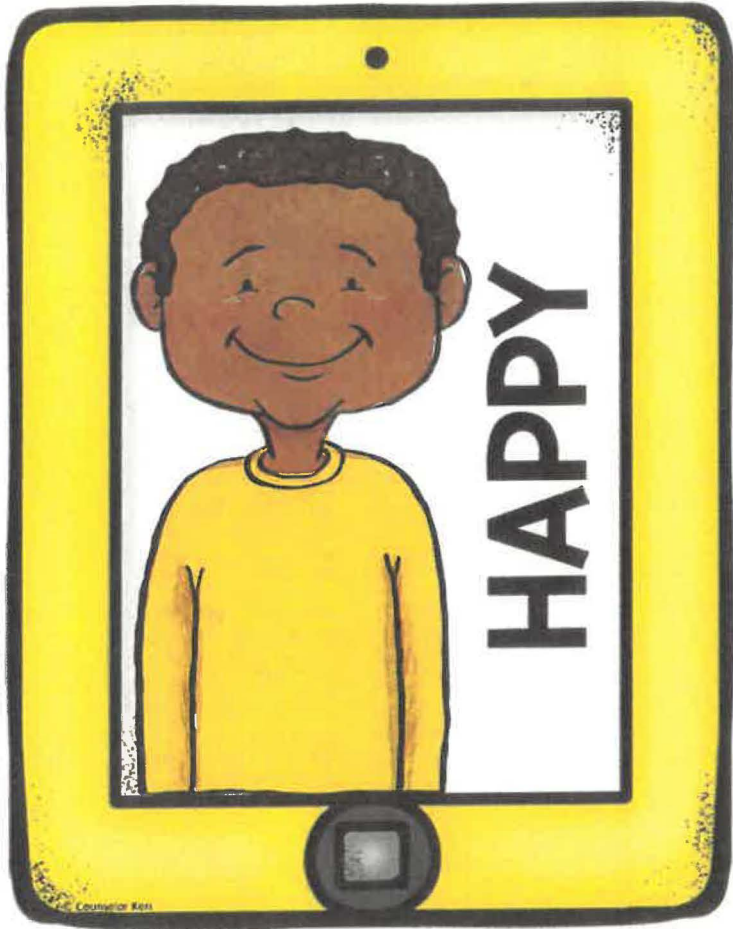


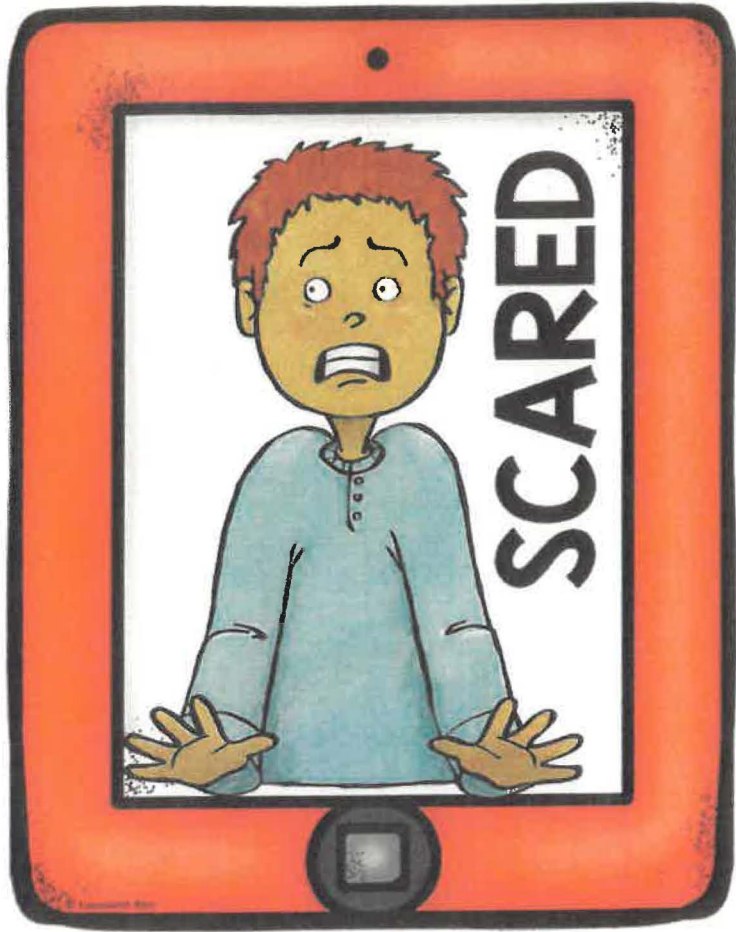
Calm

Green Zone





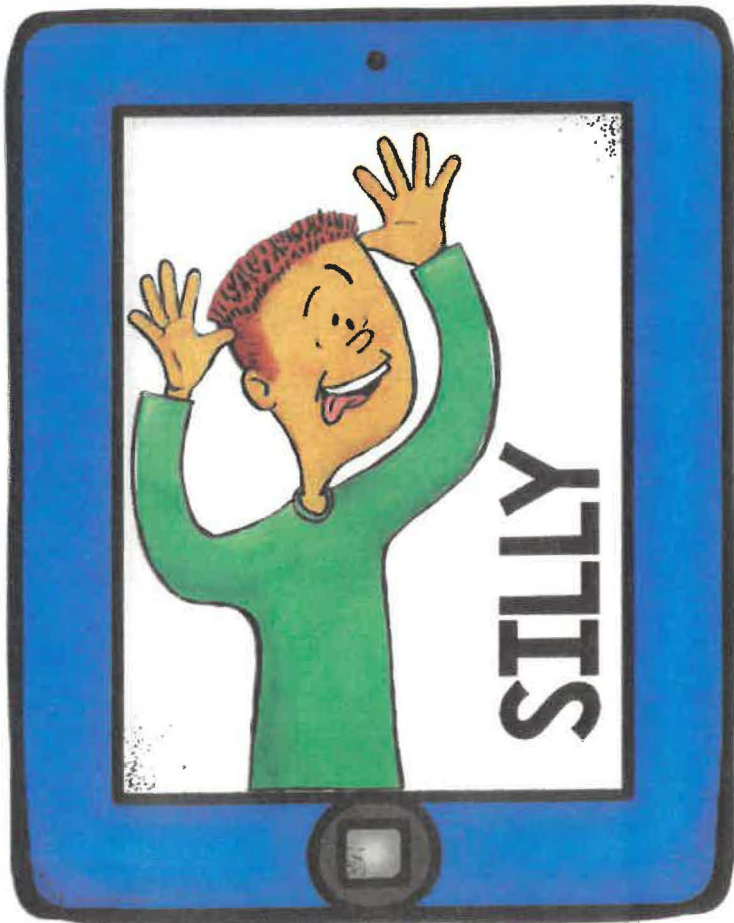




SCARED



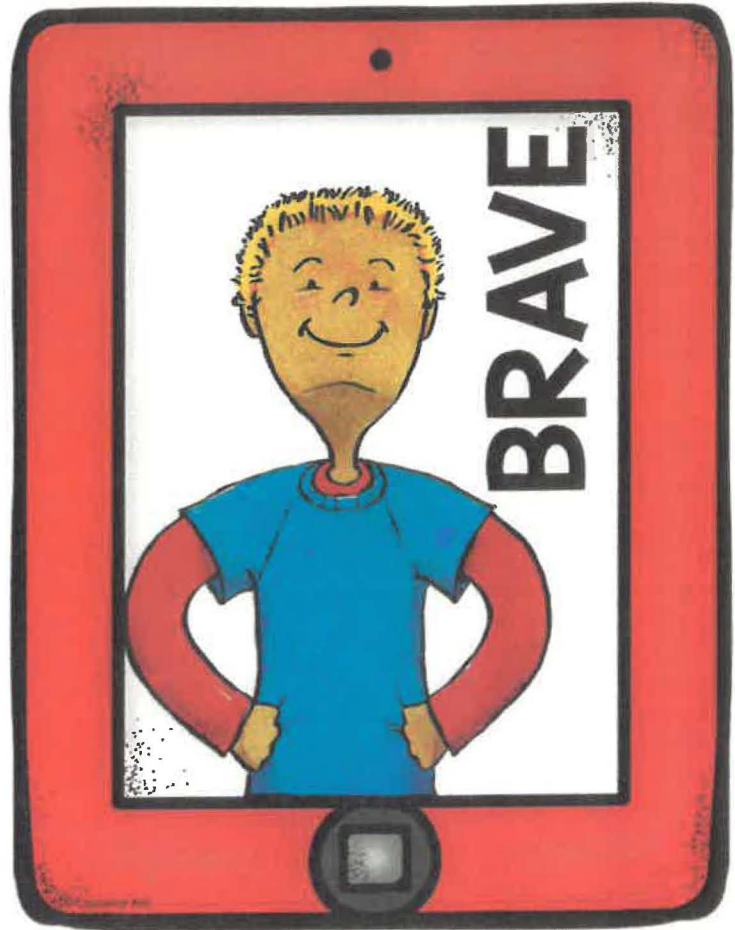
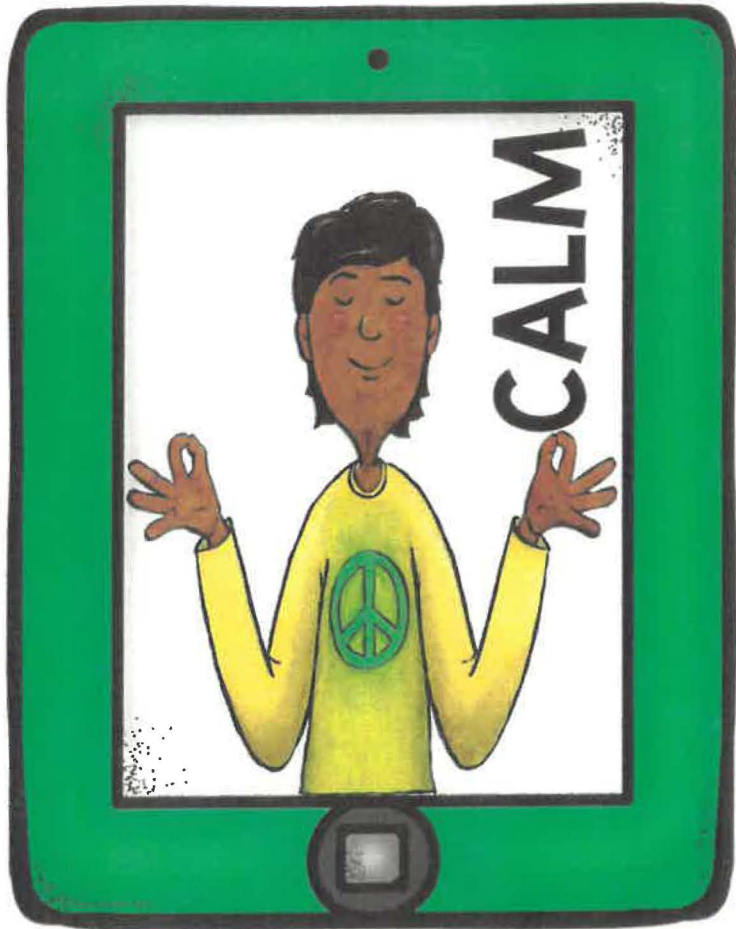
SHY



SILLY



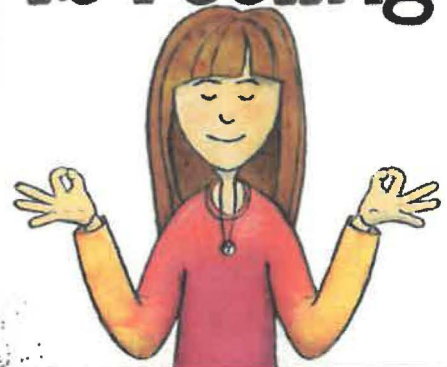
SURPRISED



How My
Selfie
is Feeling



How My
Selfie
is Feeling



How My
Selfie
is Feeling

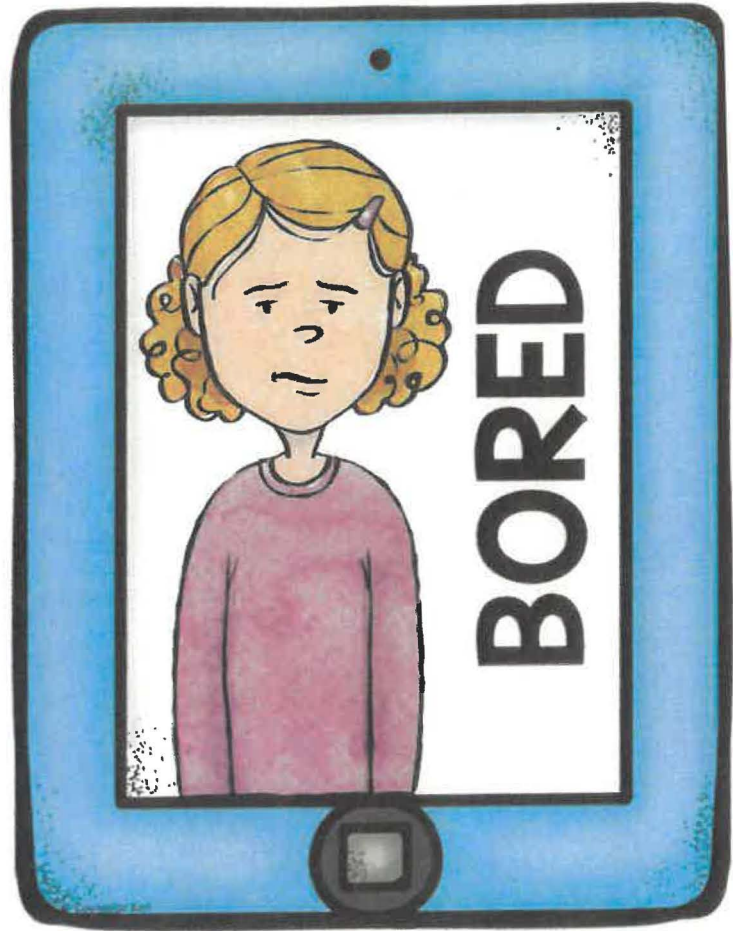


How My
Selfie
is Feeling

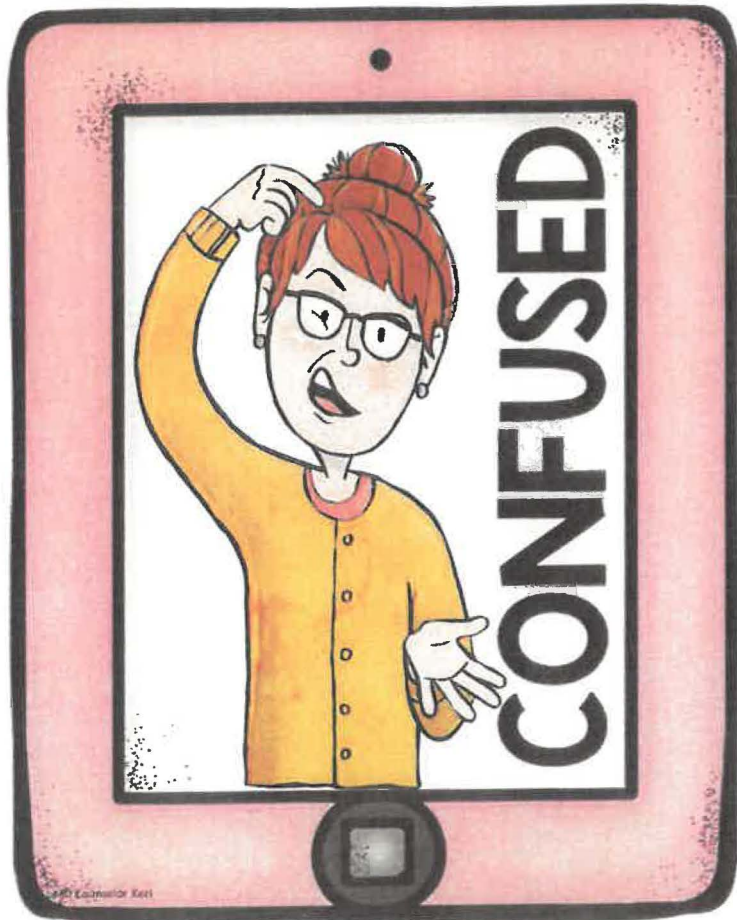




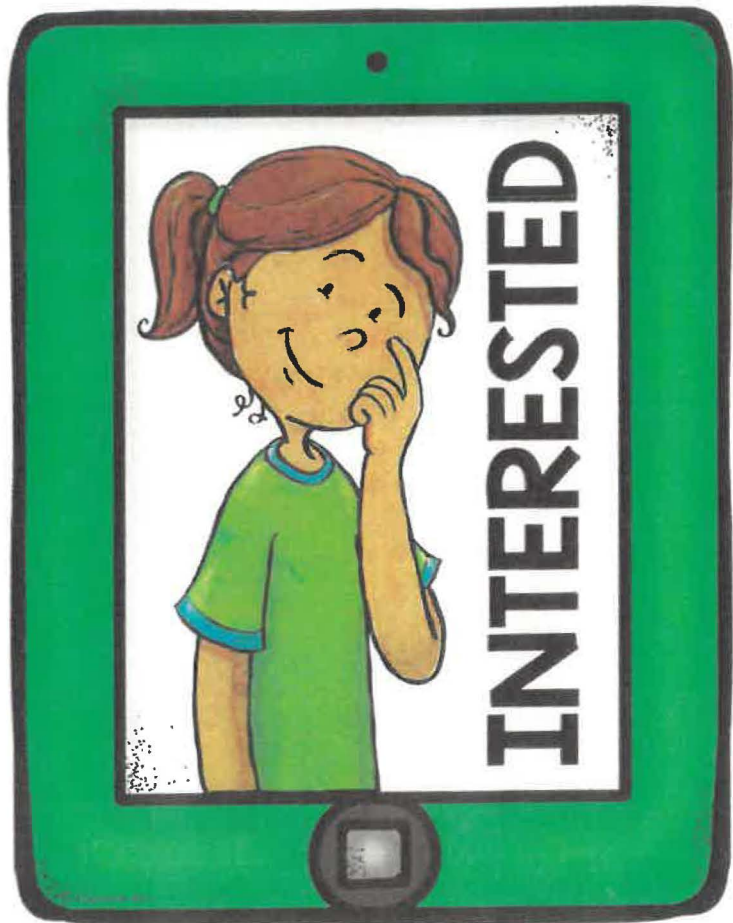
ANGRY



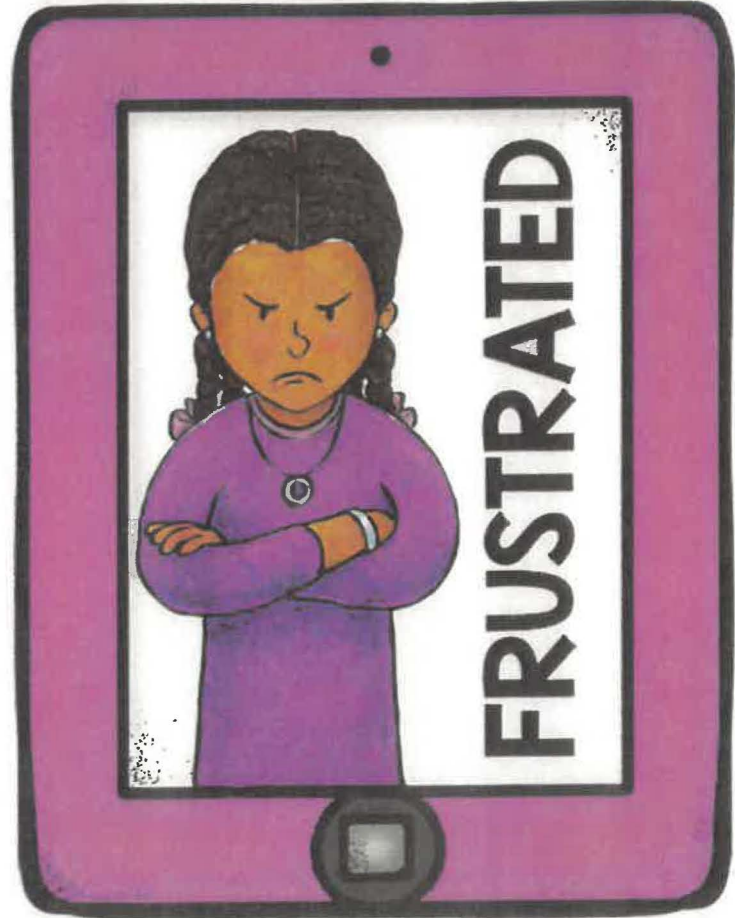
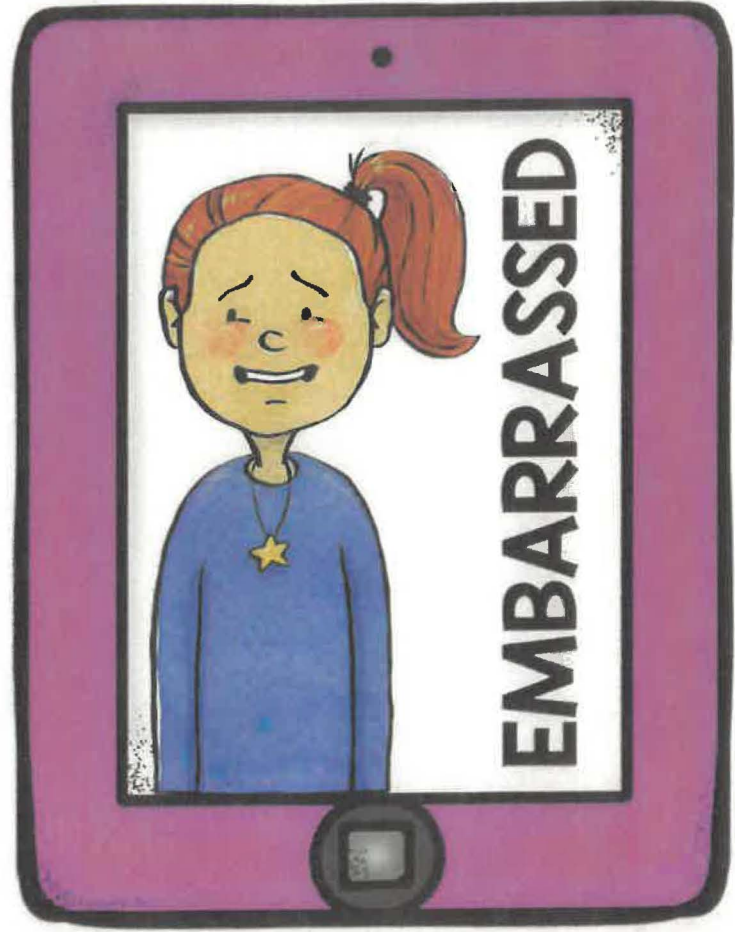
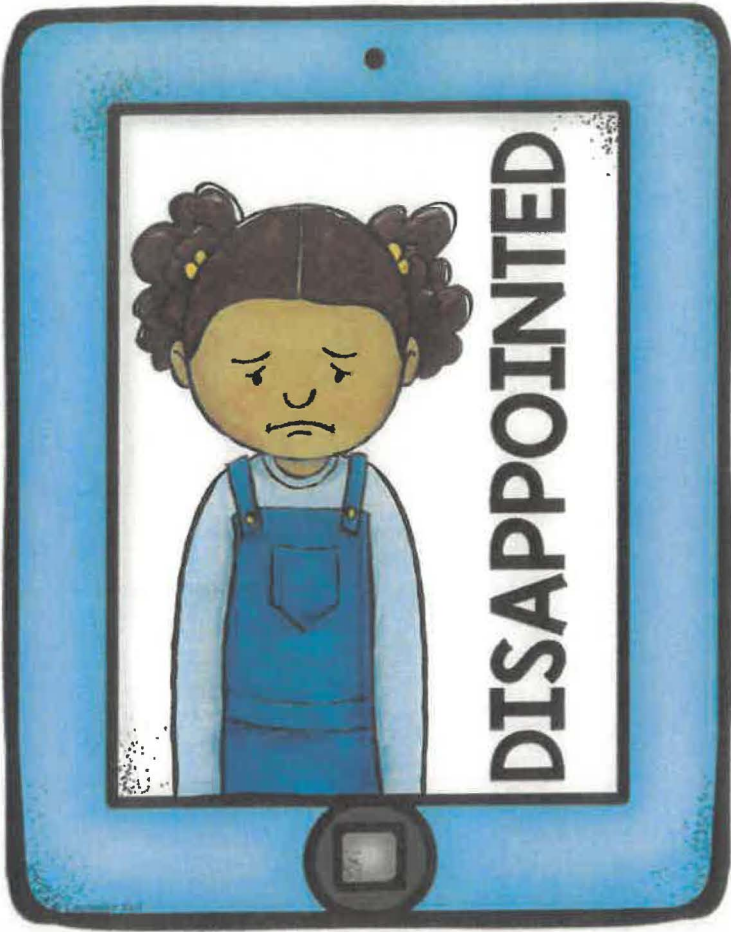
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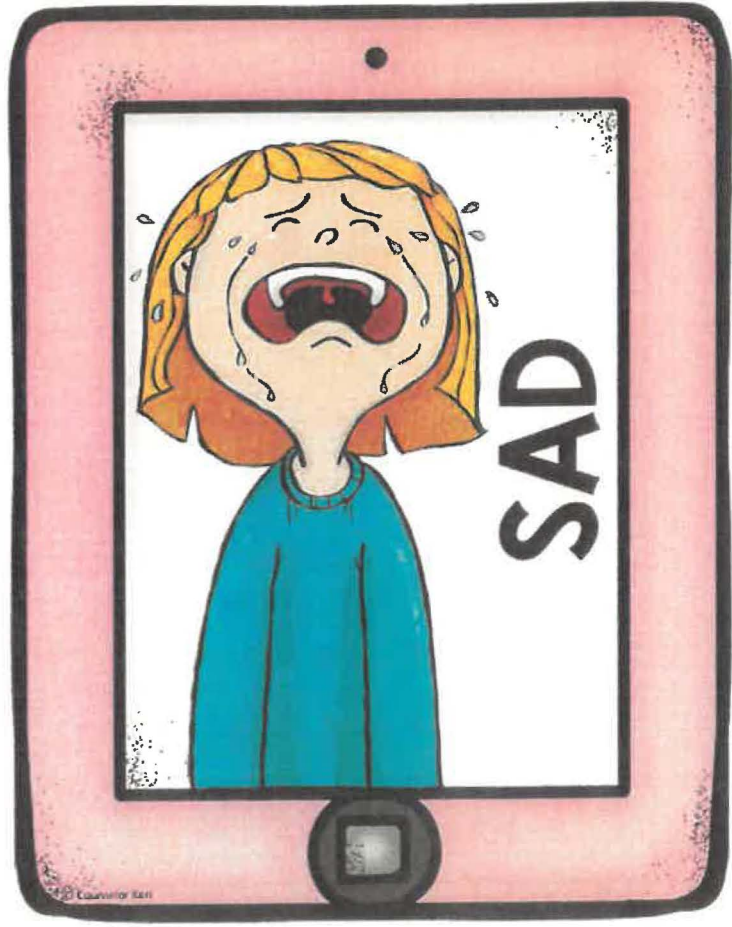
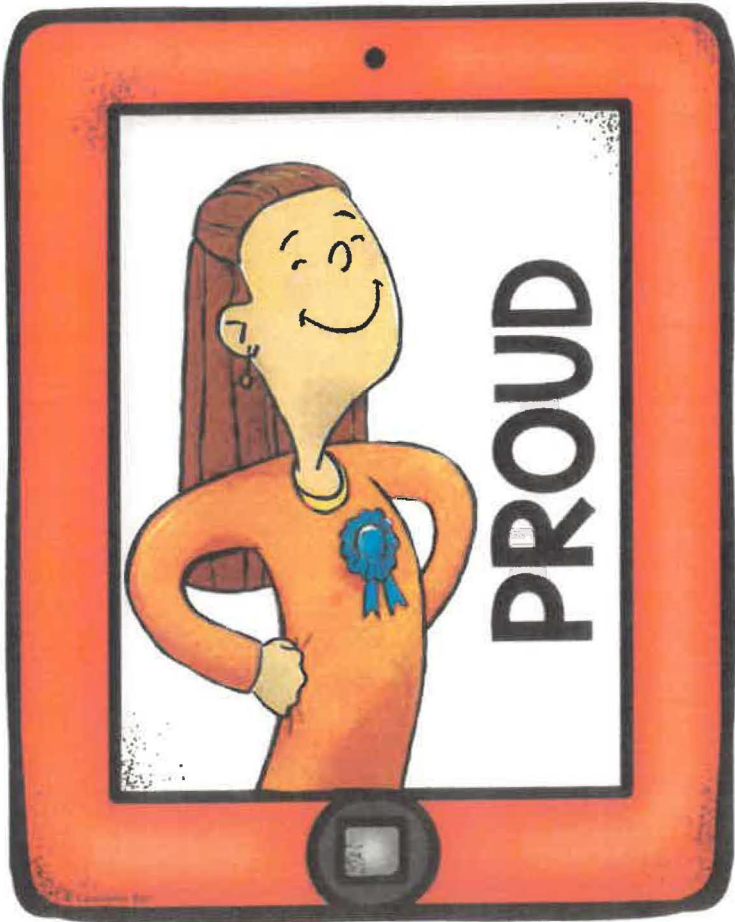
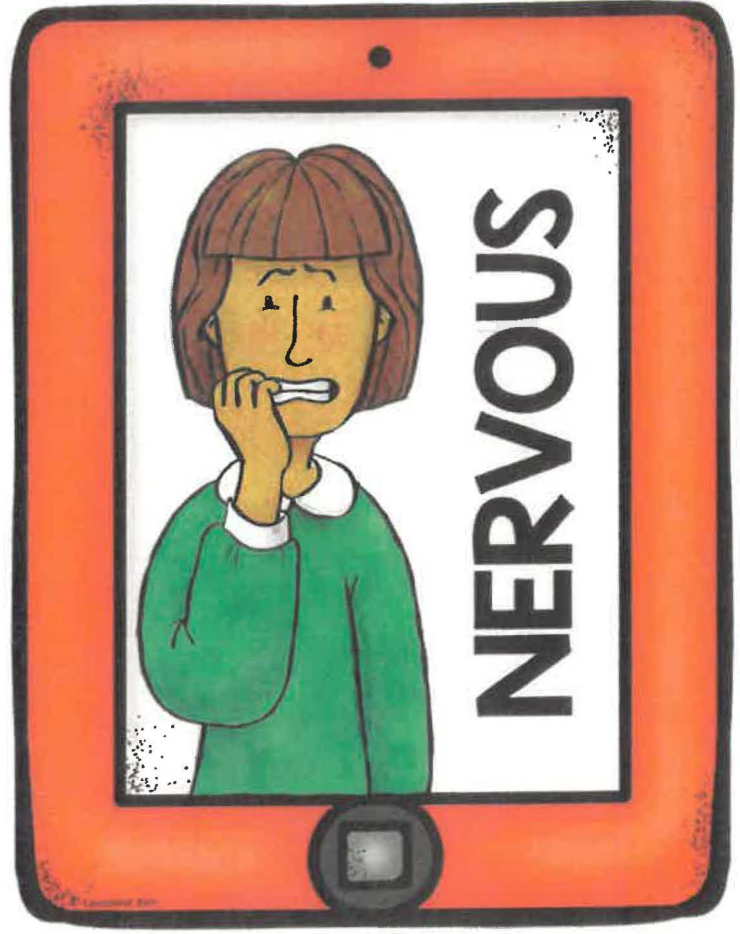
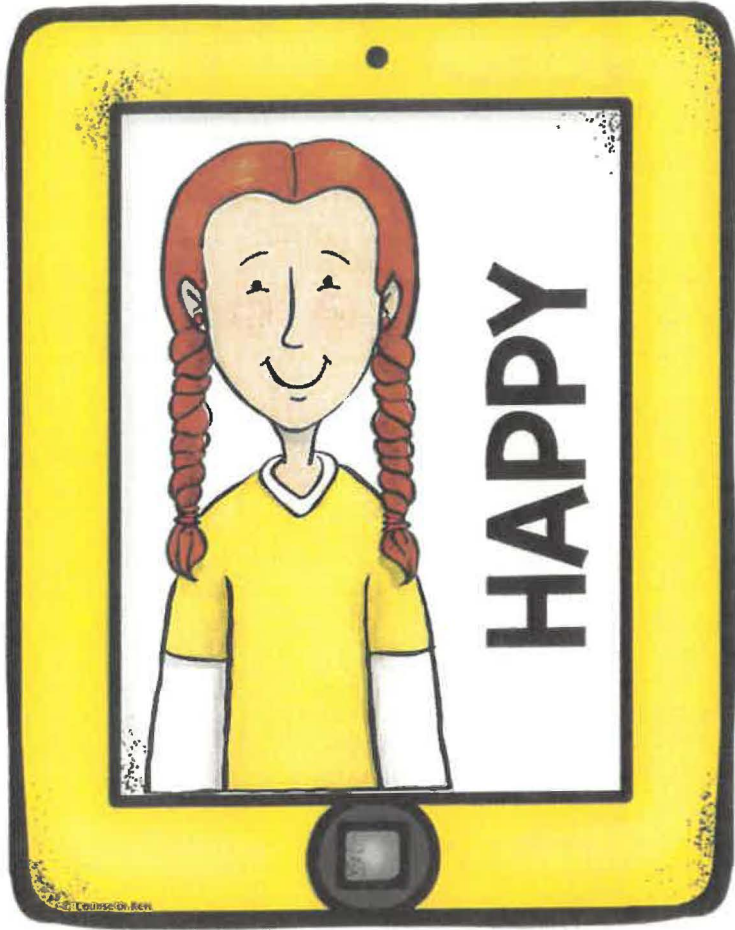


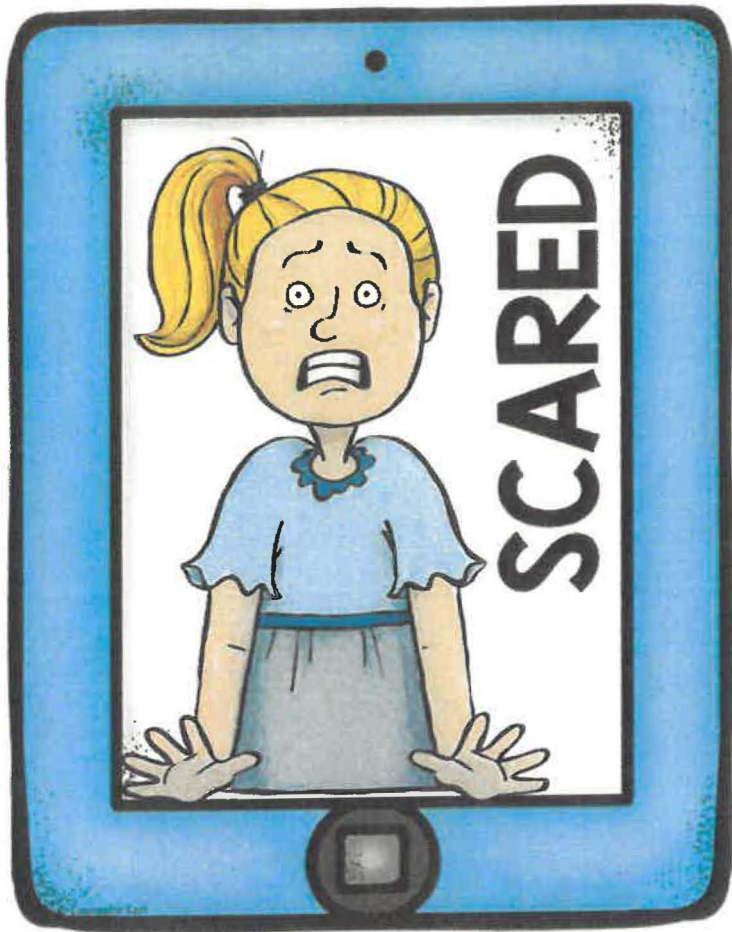
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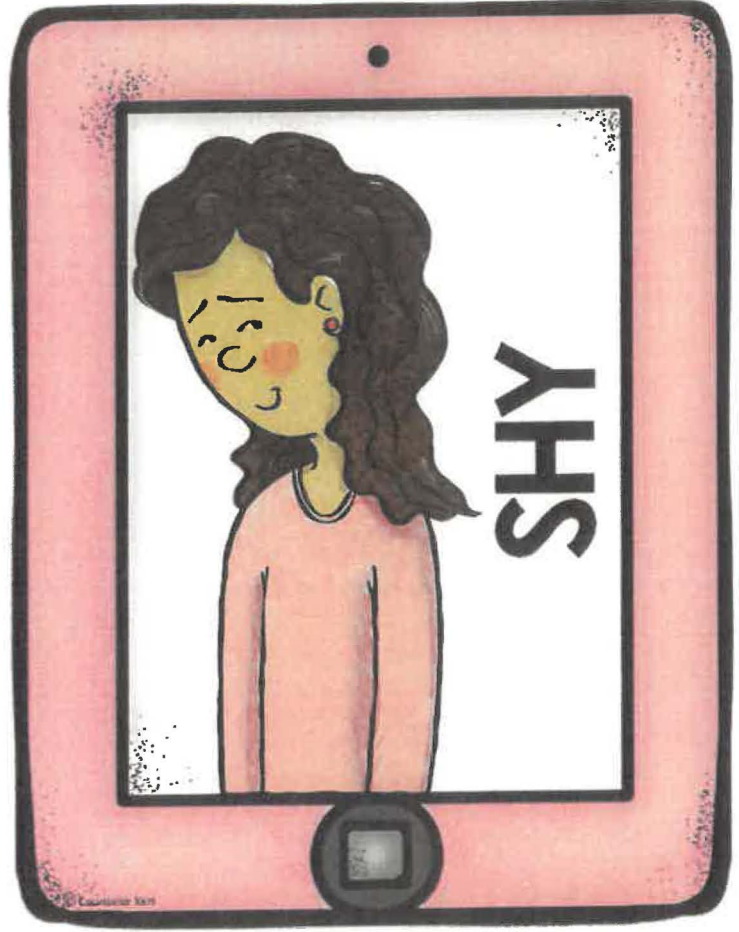
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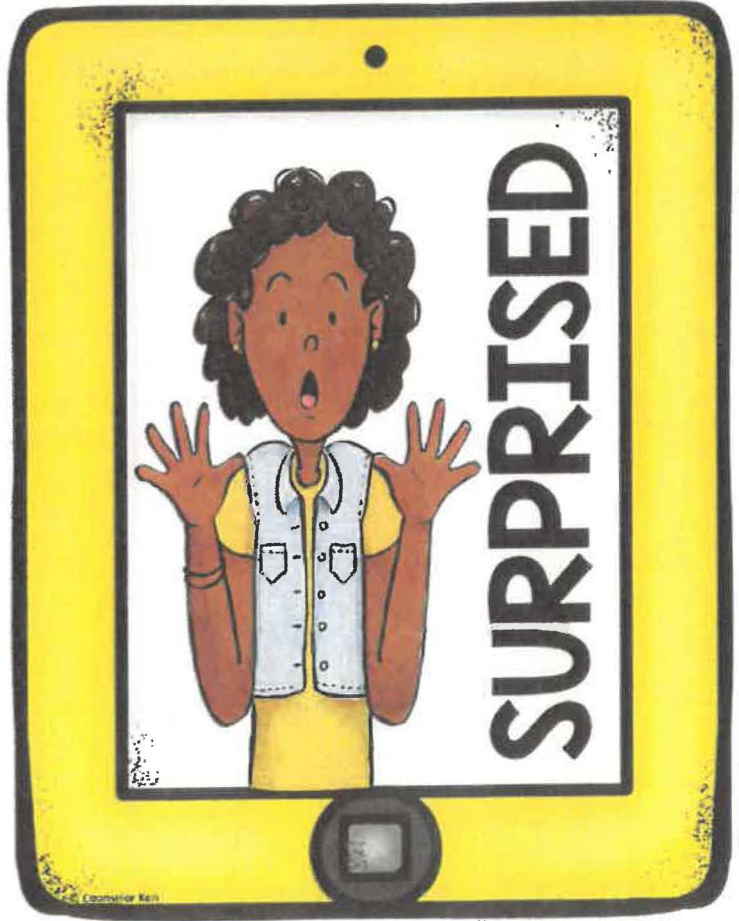
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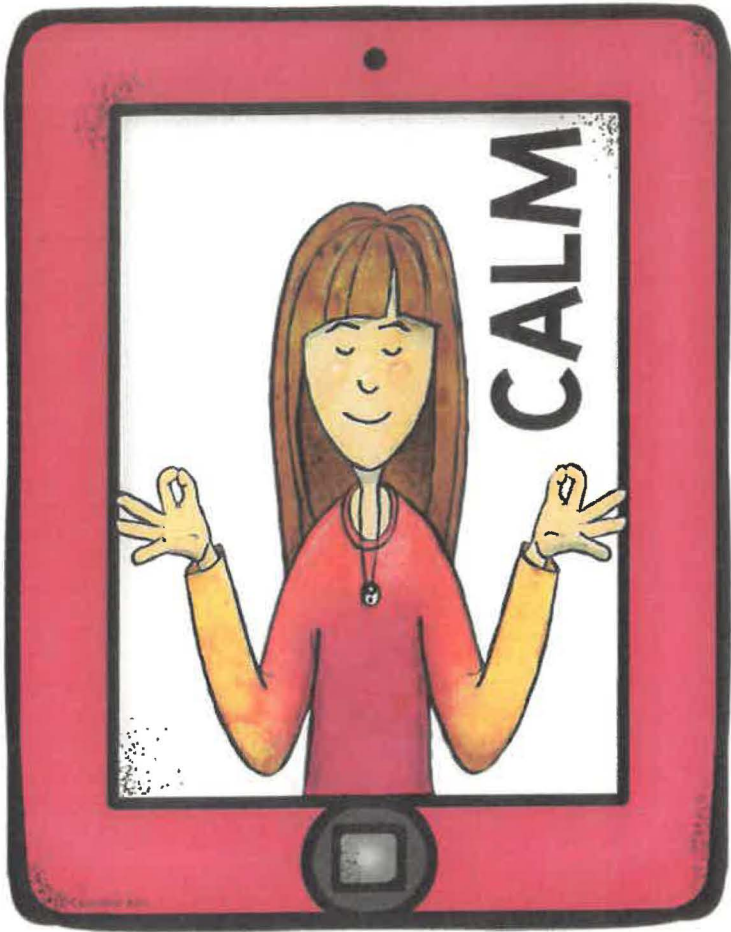
SHY



SILLY



SURPRISED



How My
Selfie
is Feeling



How My
Selfie
is Feeling

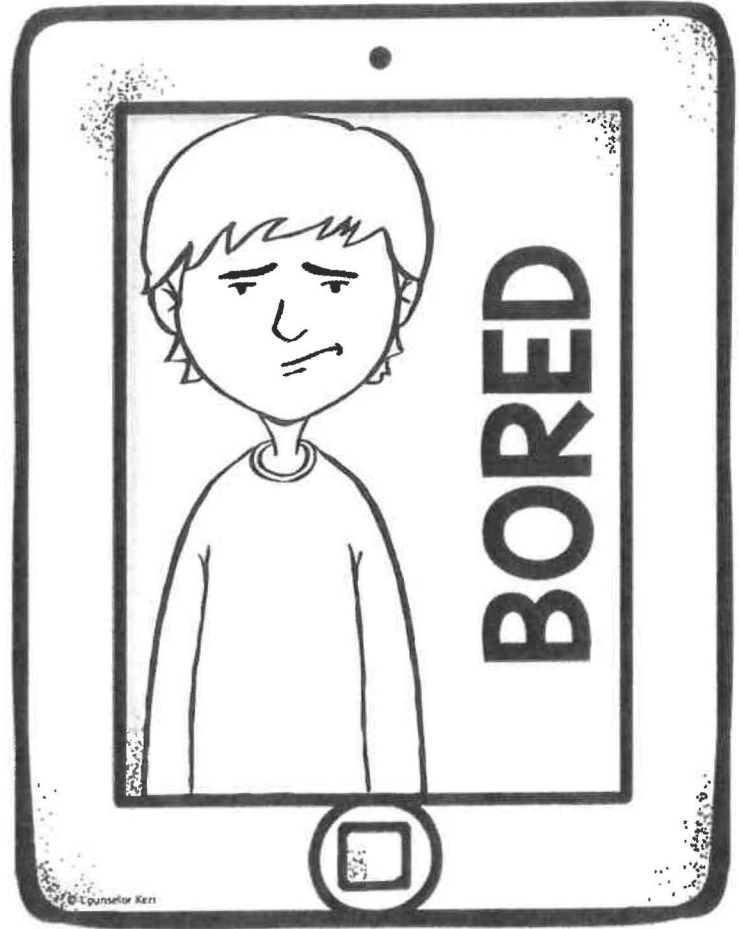


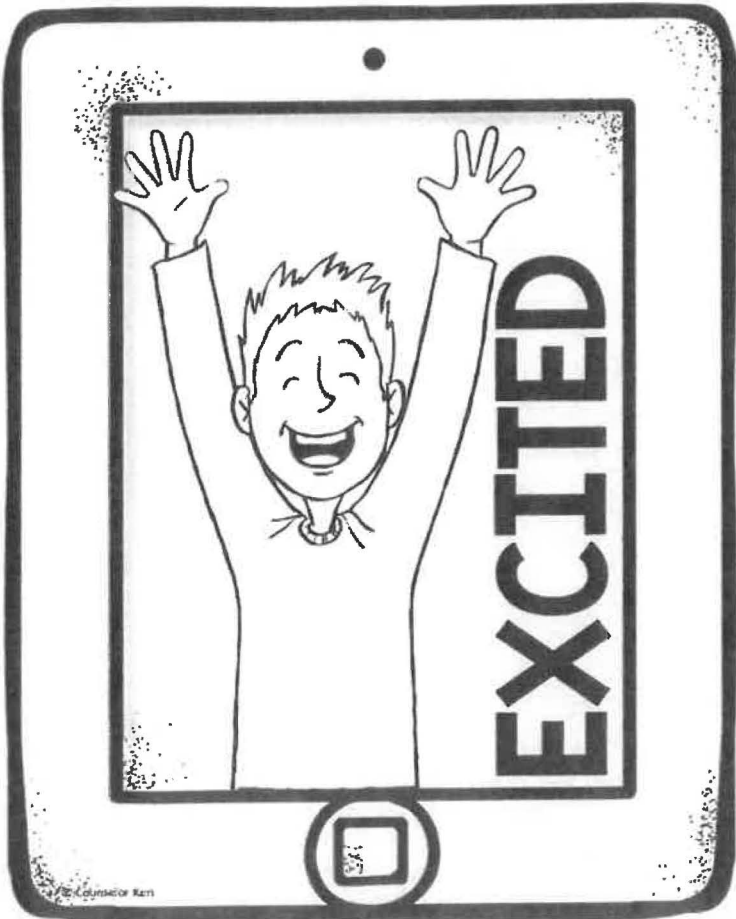
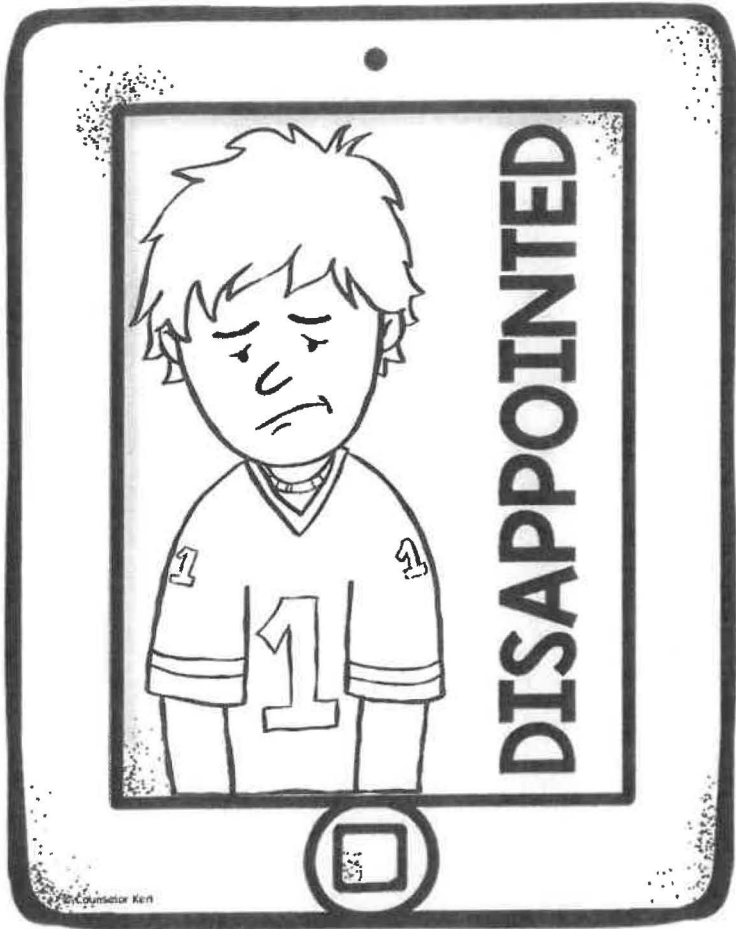
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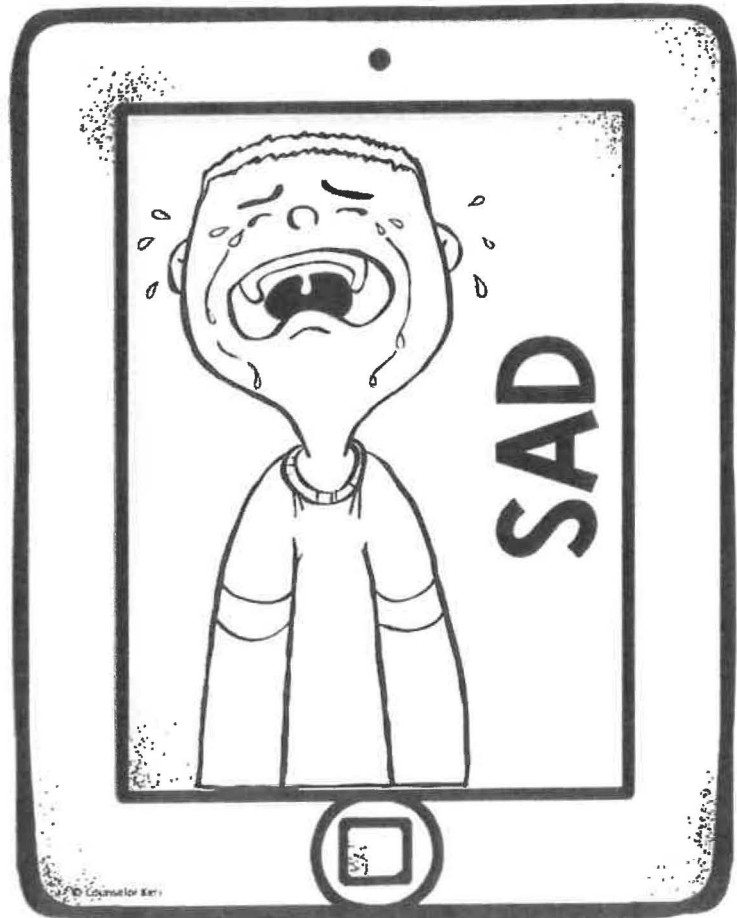
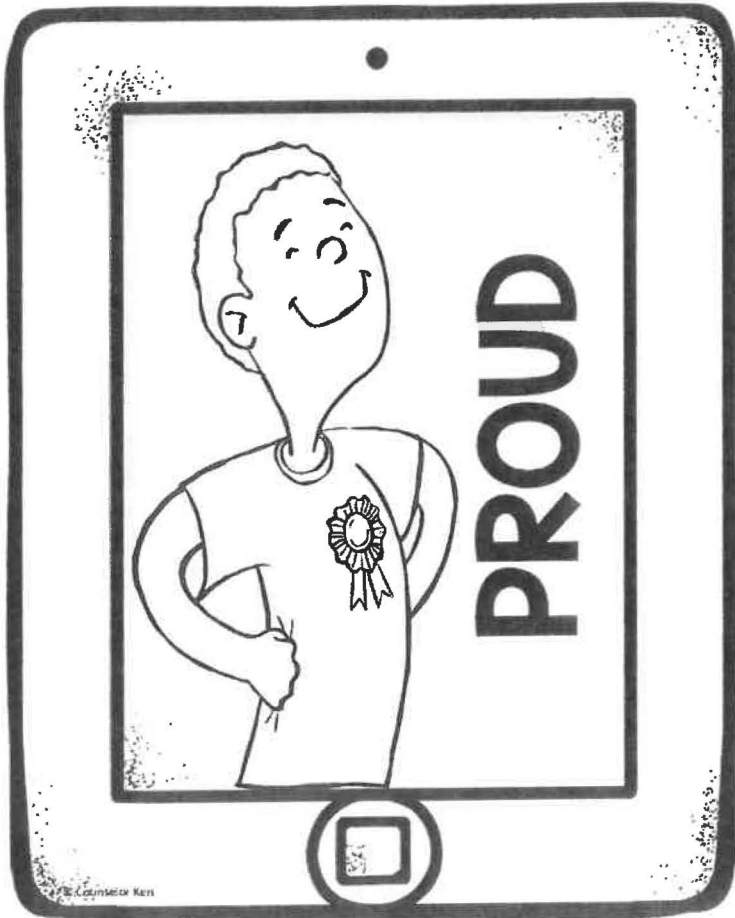
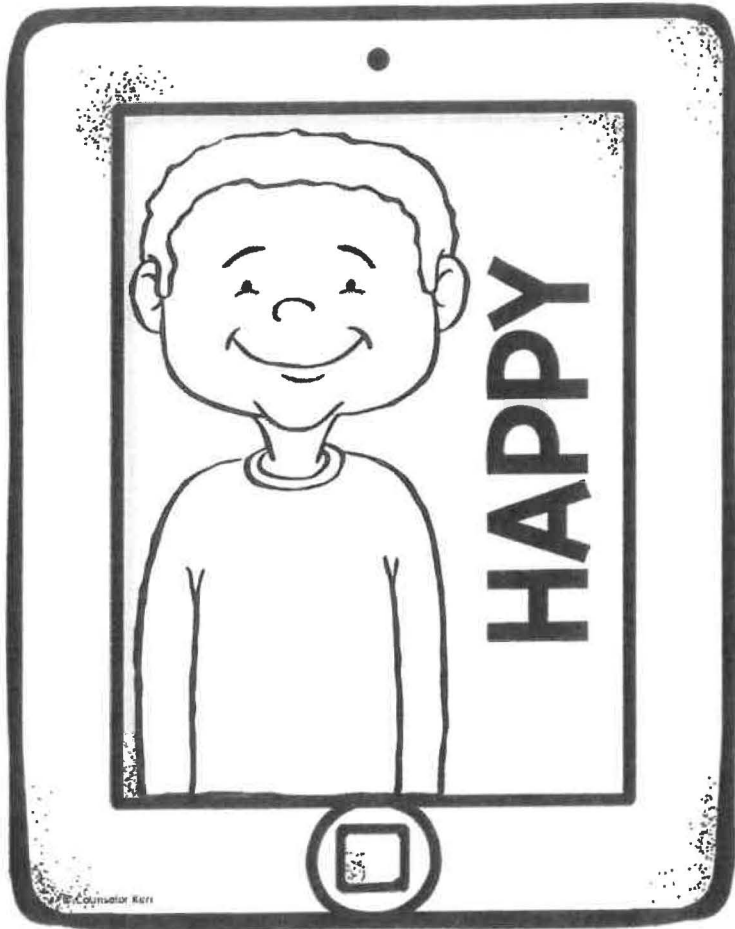


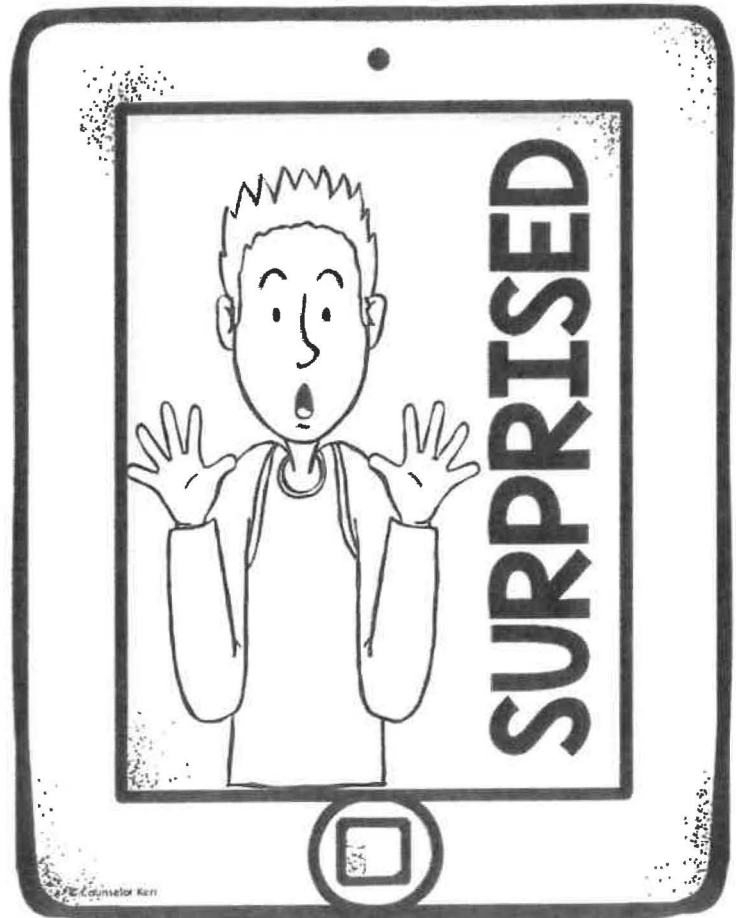
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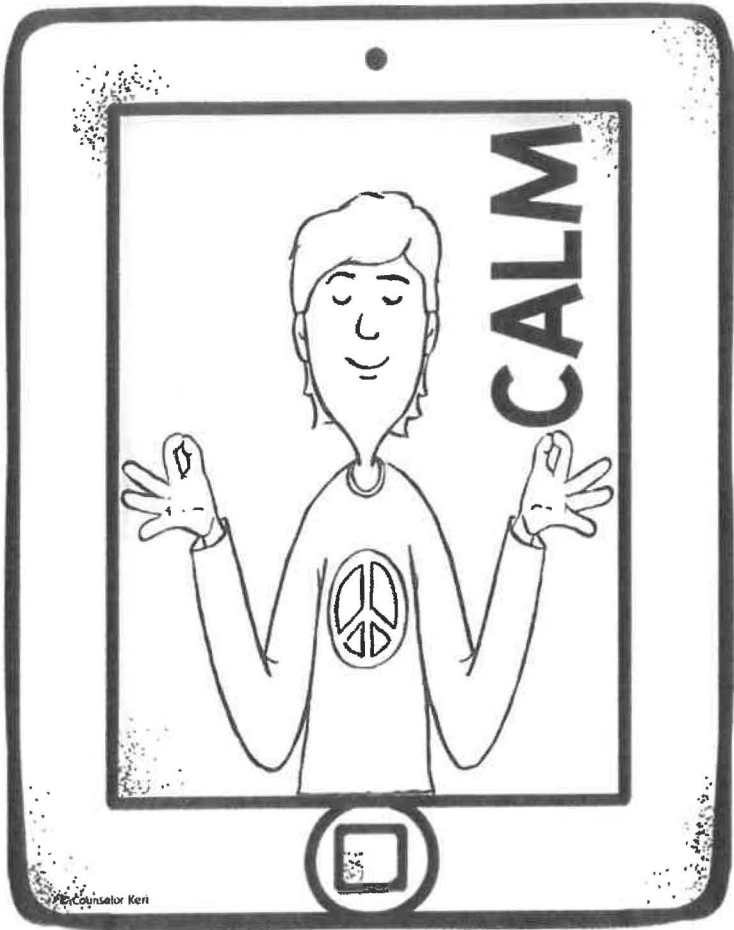








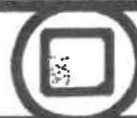




How My
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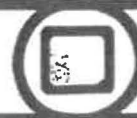
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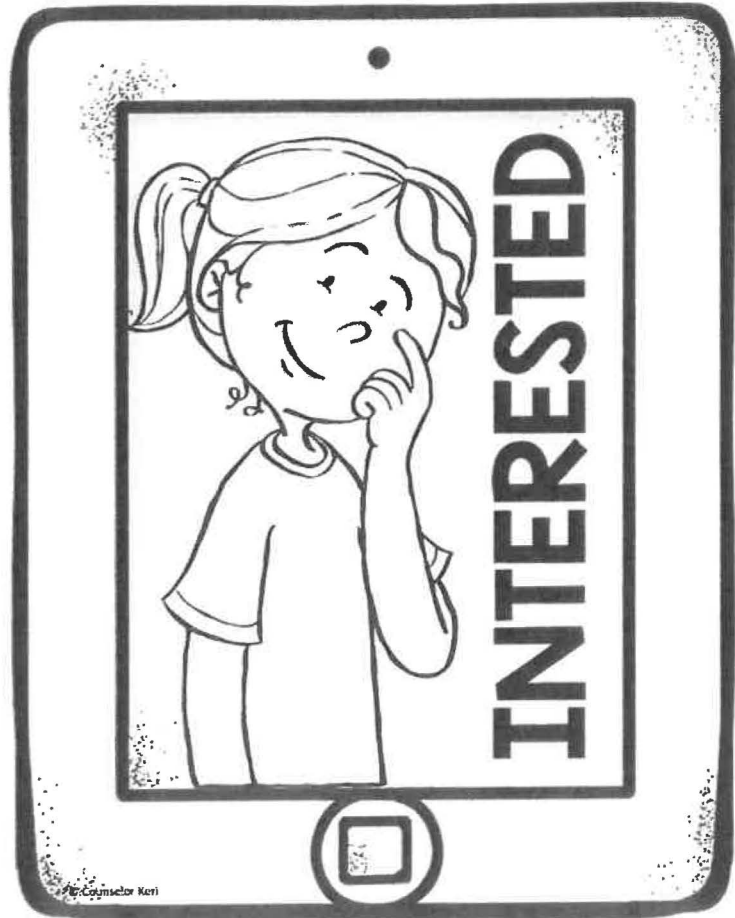
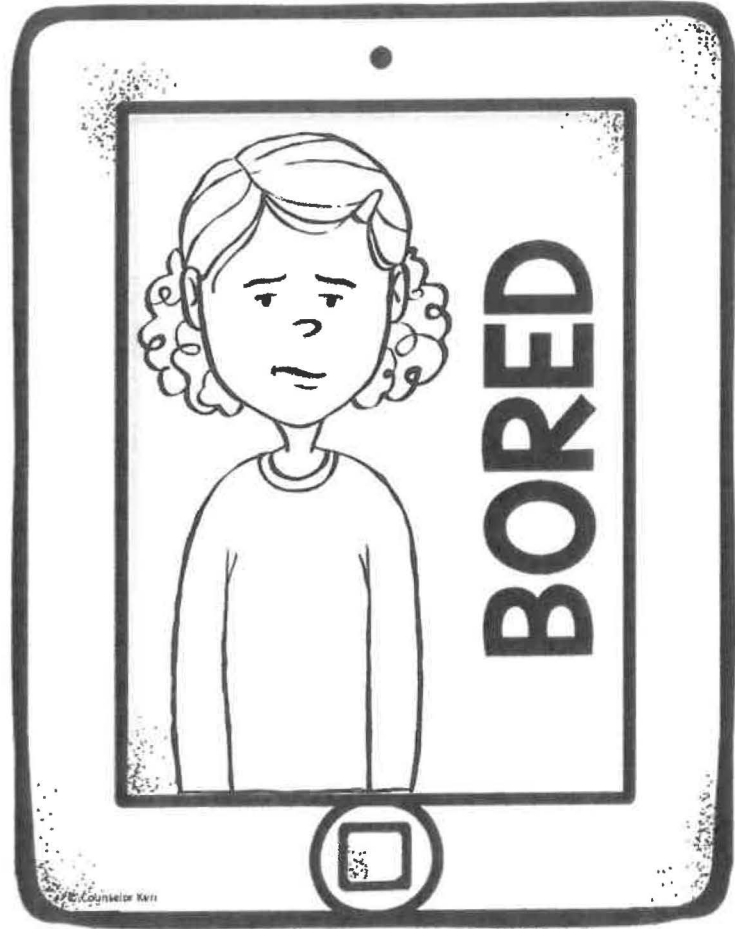


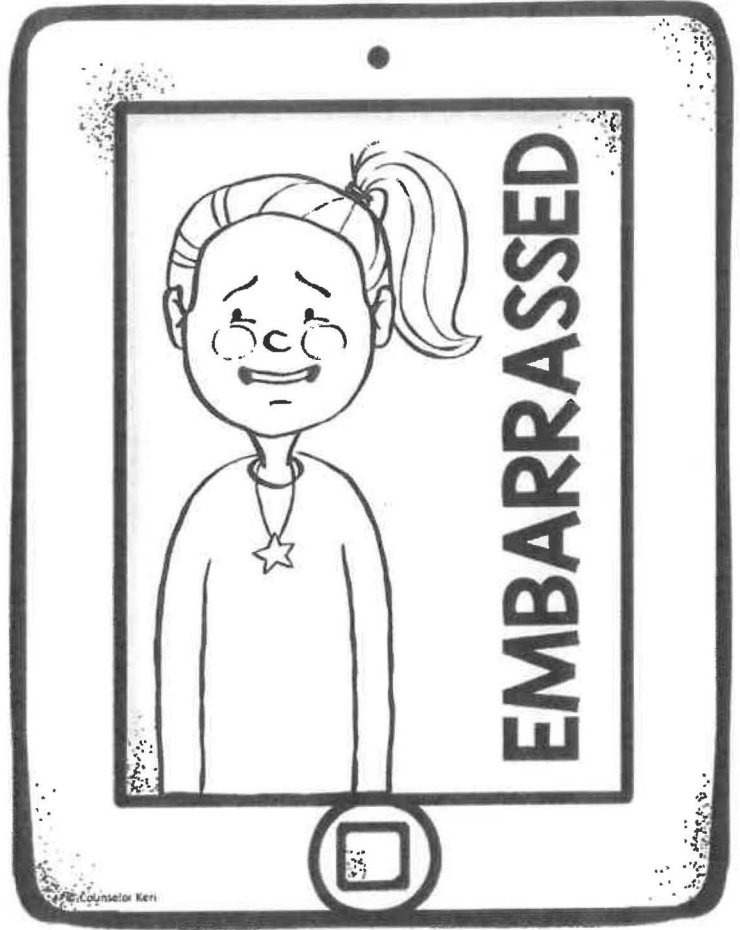
How My
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How My
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is Feeling





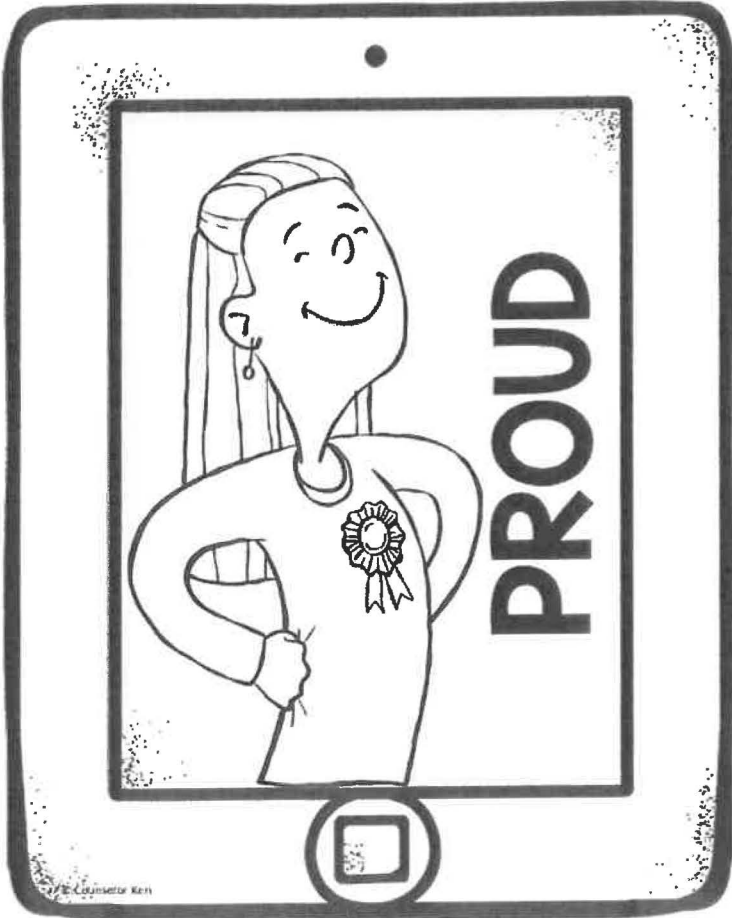




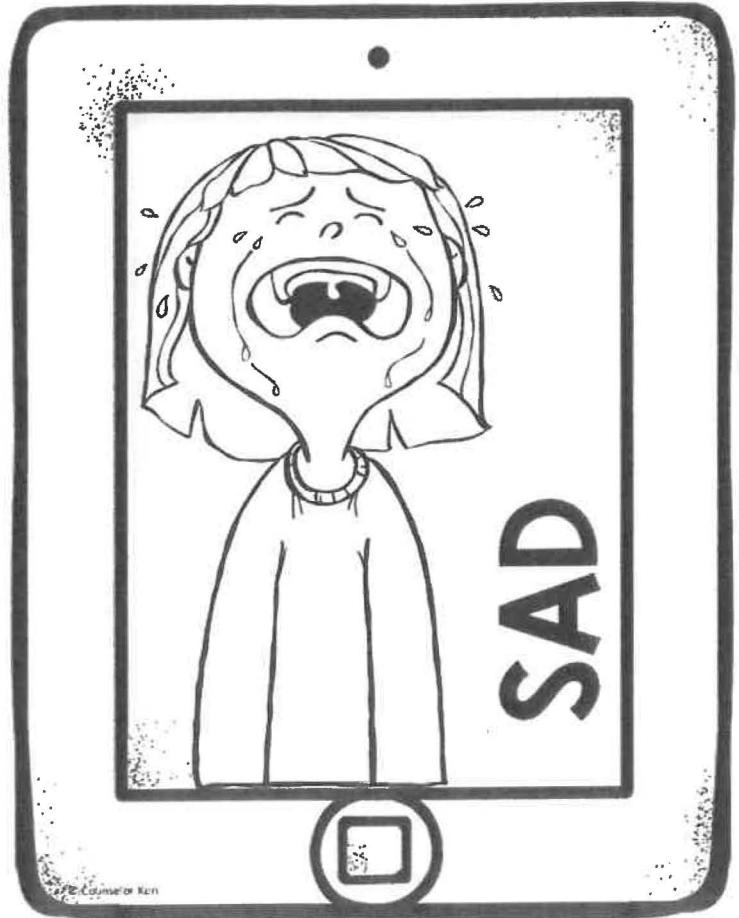
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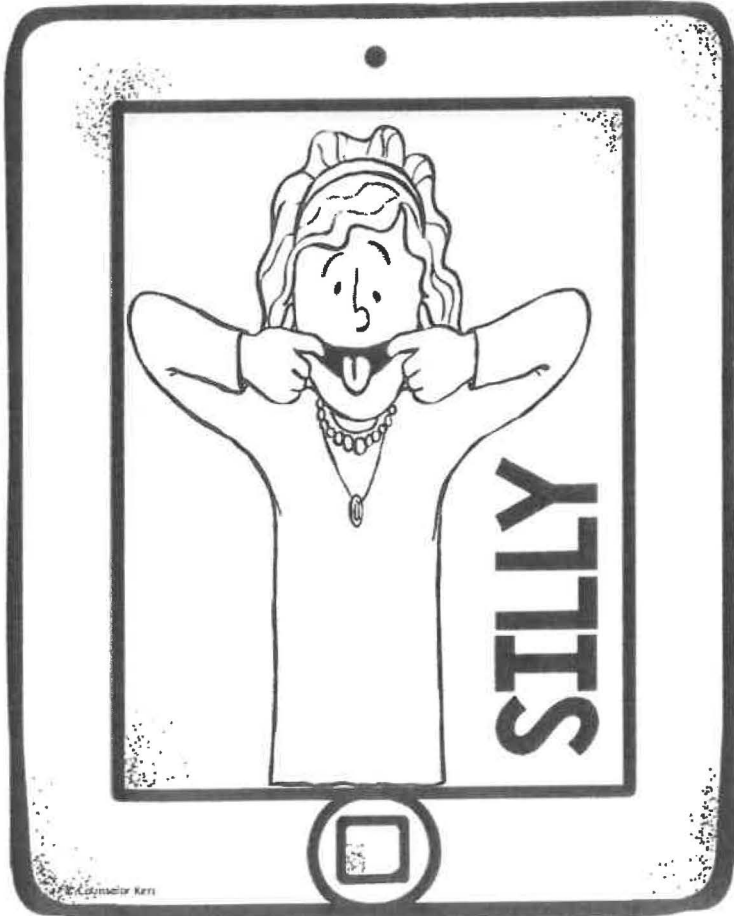
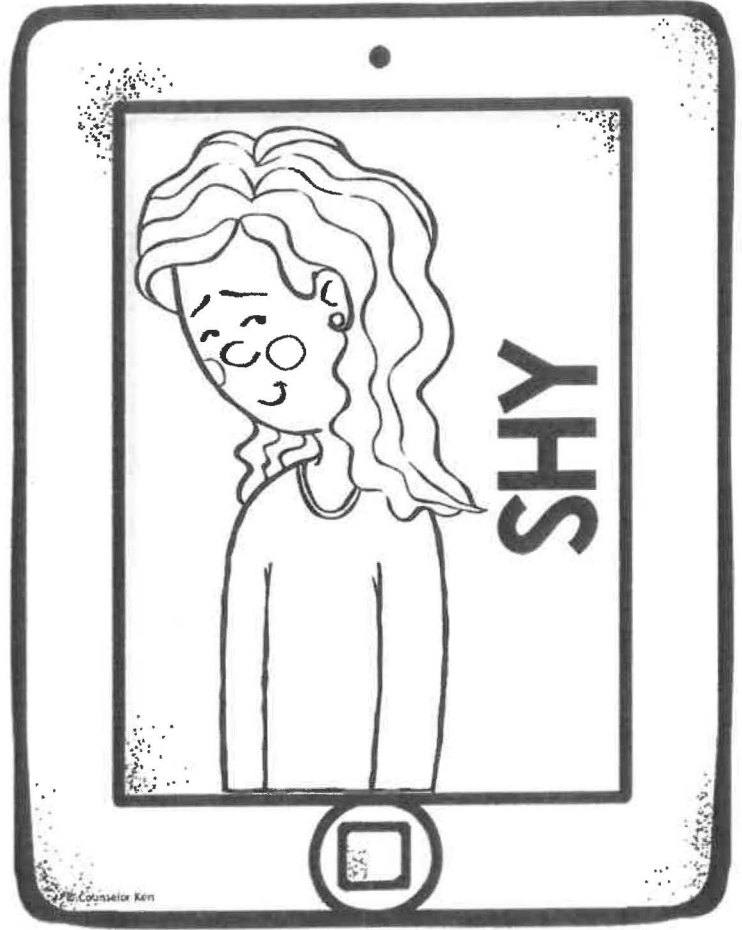
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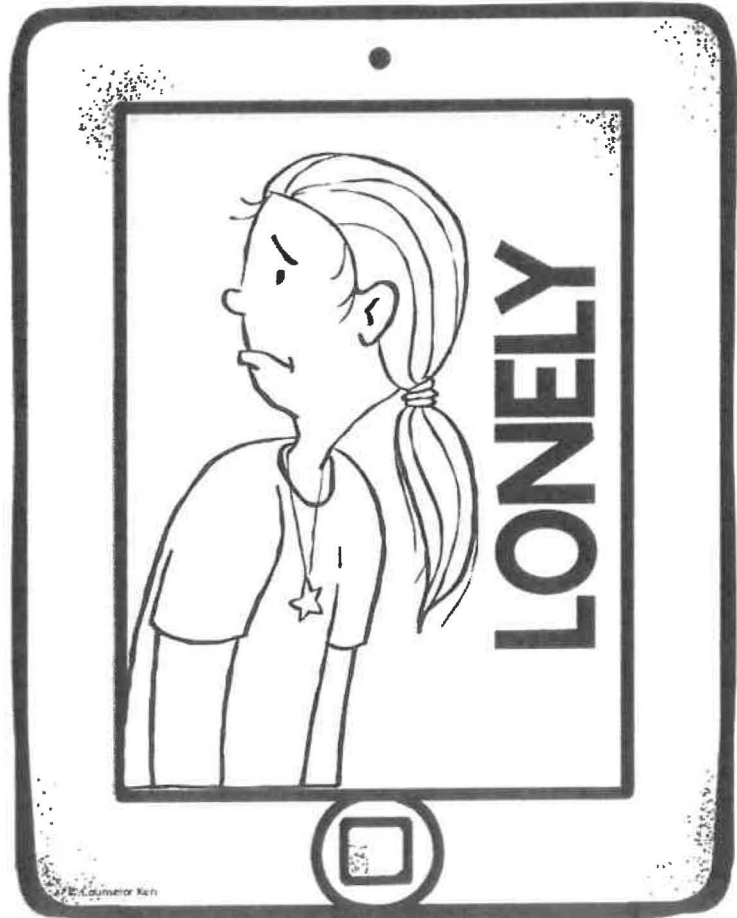
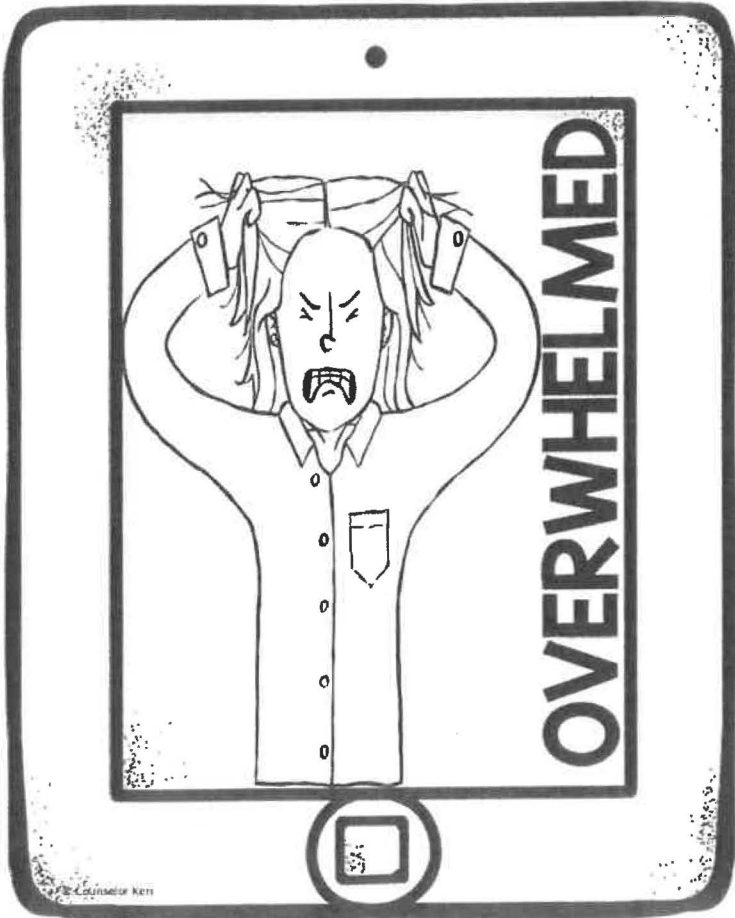


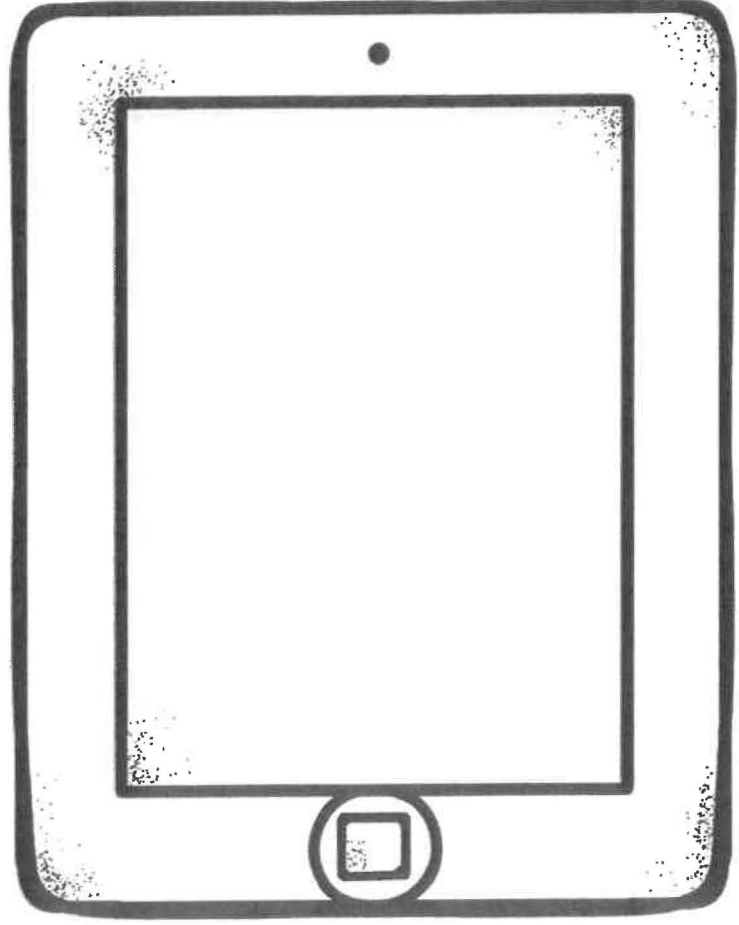
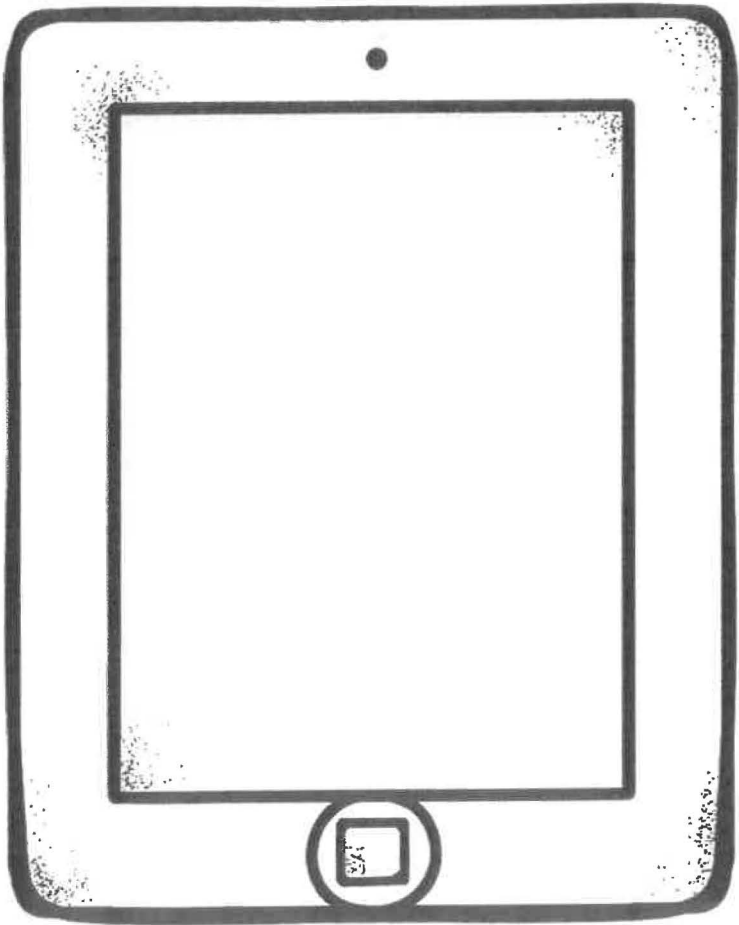
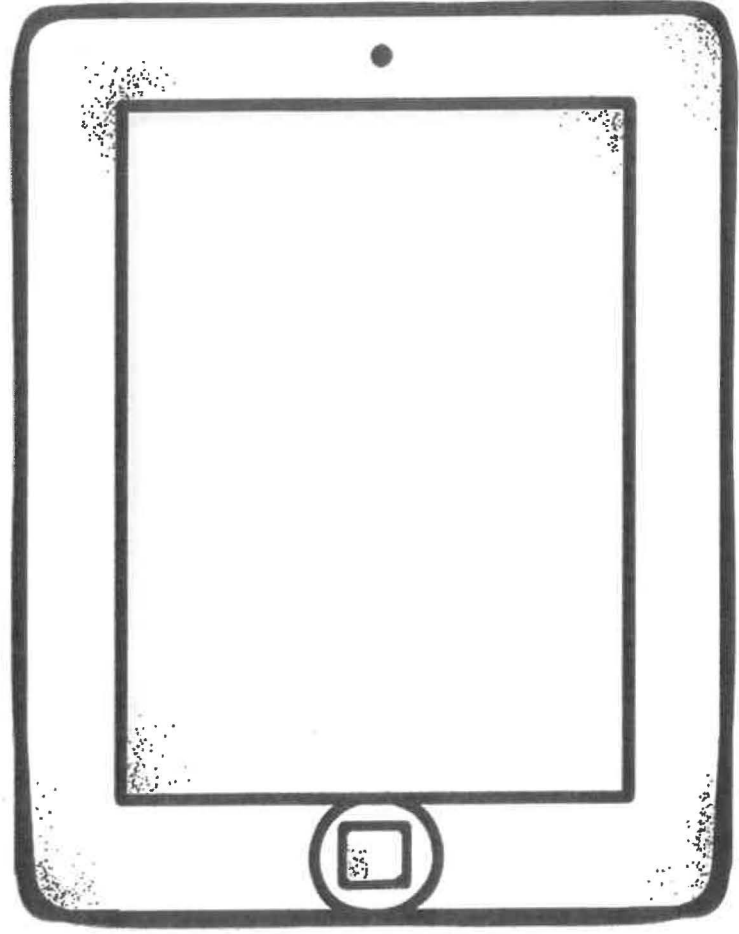
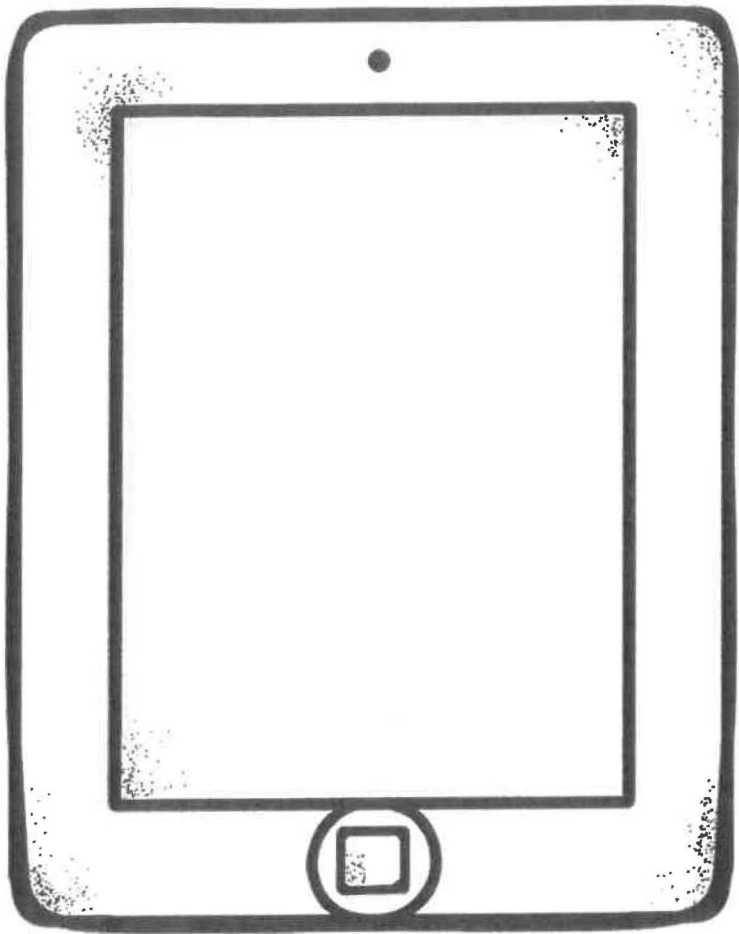
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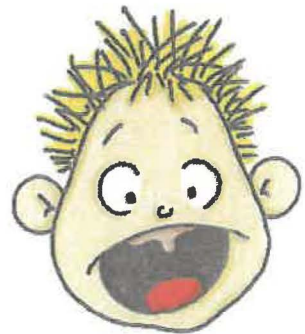
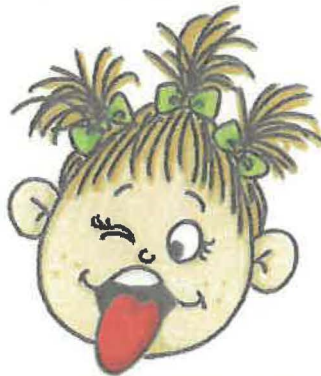
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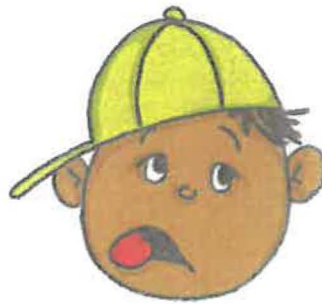




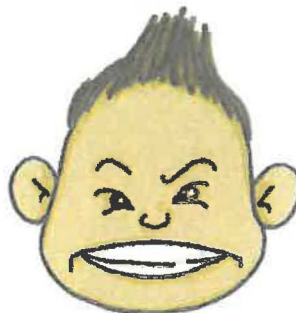
feelings bingo



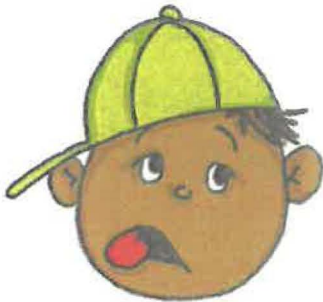
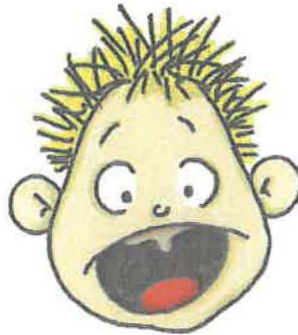
feelings bingo



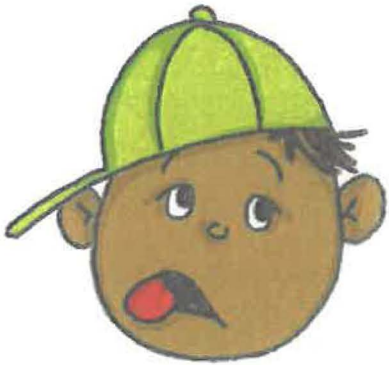
feelings bingo



feelings bingo



bored



happy



scared



silly



sad



angry



frustrated



embarrassed



excited



Unit 2: Empathy

Lesson 6: Understanding Perspectives

Main idea: People can have different perspectives of the same situation

Vocabulary/Concepts: Perspective, Empathy, Prediction, Change, On Purpose, Jump to Conclusions, By Accident

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

Warm-Up: Place the students at a table across from each other. Put an object in the middle. Example: box with different shapes drawn on each side. Tell the students to draw only what they see. Students compare their drawings. – introduce the idea of differing “perspectives”

Begin lesson by Introducing/Reviewing the vocabulary word/concept PERSPECTIVE using the LESSON CARD story and discussion.

- Sometimes people see the same things differently.
- It's ok to think different things.
- We need to use empathy to understand other people's perspectives and feelings.

*This lesson uses a video

Lesson activity options:

TPT Supplement: Noticing How Others Feel

Have students do the drawing activity again from a different seat or “perspective”

TeachTown Video, Social Comic, Worksheet: Friendship- Thinking about others


Literary Supplement: Hey Little Ant, Phillip and Hannah Hoose; They all Saw a Cat, Brendan Wenzel

Name: _____

Noticing How Others Feel

Look at the pictures below and write or draw arrows to the body clues to tell how they are feeling. Write the feeling word in the box.

Head is _____




Mouth is _____

Hands are _____

Feet are _____

He feels

Head is _____




Mouth is _____

Hands are _____

Feet are _____

He feels

Mouth is _____



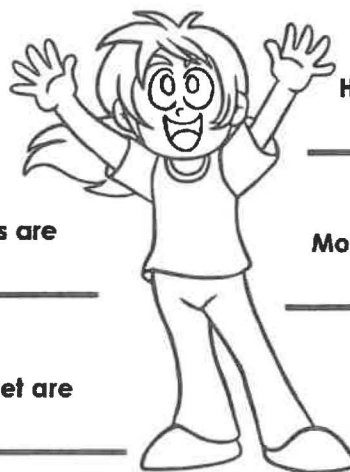
Head is _____

Hands _____

Feet are _____

She feels

Head is _____



Hands are _____

Mouth is _____

Feet are _____

She feels

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 7: Conflicting Feelings

Main idea: We can have more than one feeling at the same time, even if they are conflicting feelings.

Vocabulary/Concepts: Curious, Nervous, Conflicting

Start with warm-up/brain-builder as needed

Alternative Brain Builder: Put up 3 signs on the wall with a few feeling words (excited, nervous, happy) Give scenarios to the students and ask them to walk to the sign that describes how they would feel. (moving to a new house, performing in the talent show, going to a birthday party, going on a roller coaster, riding a bike really fast, etc.) Ask students if any would feel more than one feeling.

Begin lesson by Introducing/Reviewing the vocabulary word/concept **CONFLICTING FEELINGS** using the **LESSON CARD** story and discussion.

- People can have different feelings about the same situation.
- Sometimes we can have more than one feeling in ourselves at the same time. Like curious and nervous.

Lesson Activity Options:

TPT Supplement: Two Feelings

Zones of Regulation: Review the zones. Choose feelings from 2 different zones: tired (blue) and calm (green) or happy (green) and nervous (yellow) explain it is possible to be in 2 zones at once. Students can demonstrate if possible. – review the scenarios listed under skill practice.

Literary Supplement: Double Dip Feelings: Stories to Help Children Understand Emotions, Barbara S. Cain

Lesson 7

Name: _____

Two Feelings

Sometimes we can feel 2 different ways about the same situation. Read each one and write 2 feelings you might have.

It is indoor recess today



I would feel

and

You are team captain in gym



I would feel

and

There is a substitute teacher today



I would feel

and


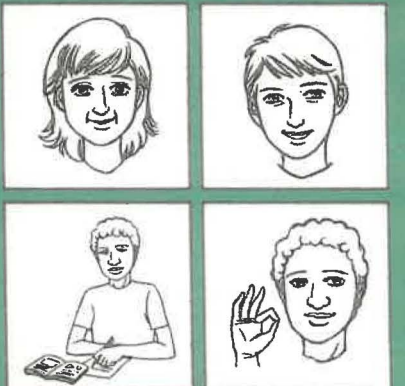
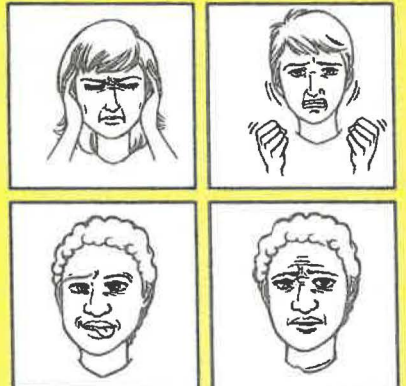

You have to read aloud in class



I would feel

and

The ZONES of Regulation®

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

Lesson 8: Accepting Differences

Main idea: Everyone is different. It is ok to have differences.

Vocabulary/Concepts: Similar, Different, Accept, Appreciate, Individual

Start with warm-up/brain-builder as needed

Warm-Up: Have students stand in a circle. You will list things (foods, books, movies, school subjects, animals, etc.), students will step into the middle of the circle if they like the item and compare how much they have in common with classmates. Alternative: have students sit and raise their hands, tally on the board.

Begin lesson by Introducing/Reviewing the vocabulary word/concept DIFFERENCES using the LESSON CARD story and discussion.

- Everyone is has differences.
- It is ok to be different.
- We accept and respect each other's differences.
- It is not ok to tease or bully others.

Lesson Activity Options:

TPT Supplement: Accepting or Judging?

Everyone is Different Worksheet

Make a list/chart of how people are the same or different

Wedolisten.org: Howard B. Wigglebottom Listens to his Heart

Literary Supplement: Stand in My Shoes, Bob Sornson; Sneetches, Dr. Seuss;
We're All Wonders, RJ Palacio; Why am I Different, Nora Simon

Lesson 8

Name: _____

Accepting or Judging?

Cut out the sayings and determine if it is an Accepting or Judging statement. For the Judging statements, think of ways to make it an Accepting statement.

Accepting	Judging

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Ted fell off his bike. He is a horrible bike rider.

Joey got an F on his spelling test. He tried his best.

Polly wears bright colored clothing. She is showing off.

Ellen's parents got divorced. Her life is ruined.

Harry is the shortest kid in third grade.

Betty lives in a mansion with a pool and horses.

Owen wears the same clothes every day. He is poor.

This morning Hannah got very angry and said bad words.

Tanya plays the violin. She is really smart.

Everyone is Different

For each of the categories below, list one or two things you like. Then compare your list with others. Put a checkmark each time you find somebody that likes something similar to you.

Outdoor Activities: _____

School Subjects: _____

Travel Destinations: _____

Foods: _____

Sports: _____

Music: _____

Hobbies: _____

Movies: _____

Animals: _____

Books: _____

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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 9: Showing Compassion

Main Idea: We use listening and face/body clues to know how others feel. We show others we care about their feelings by showing compassion.

Vocabulary/Concepts: Concern, Care, Notice, Compassion, Appreciate

Start with warm-up/brain-builder as needed

Alternative Brain Builder: Feelings Charades- demonstrate an emotion with facial expressions and body language, have the students name the feeling.

Begin lesson by Introducing/Reviewing the vocabulary word/concept COMPASSION using the LESSON CARD story and discussion.

- We can listen and use face and body clues to know how someone else is feeling.
- We show that we care about how other people feel.
- We show we care by helping when someone feels sad, hurt, etc.
- It feels good when others care about us. It also feels good when we care about others.

Lesson Activity Options:

TPT Supplement: Compassionate Acts

Role Play: Students role play scenarios demonstrating compassion (someone falls, being teased, doesn't understand work, etc.)

Bucket Filling: Book – Have you Filled a Bucket Today?; worksheet

Literary Supplement: Hey Little Ant, Philip and Hannah Hoose; Heart Bubbles, Heather Krantz

Compassionate Acts

Read the situations and decide if it is a way to show compassion or not. Mark the yes or no box for each one.

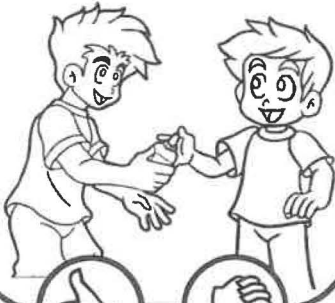


Yes



No

You share supplies with a classmate.



You laugh when someone falls down.



You share your treat with your friend.



You give your dog a bath.



You scream when someone sneezes on you.



You carry books for someone hurt.



You push someone when they take your place in line.



You let your friend borrow your helmet.



You laugh when someone has glue in their hair.



Name: _____ Date: _____



Read the actions below and decide if they are choices a bucket filler would make or a bucket dipper would make.



Cut out and paste in the correct box.



Bucket Filler

Bucket Dipper

--	--

Suzy held open the door for Tim.

Lamar pushed James down.

Chris stole Juan's pencil.

Cassidy read to Jonathan.

Justin tied Melanie's shoe.

Jordan helped Ezra up when he fell down.

Kim called Logan a mean name.

Danny won't share his toys with Mel.

Shanna played with the new student at recess.

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- Yes
 No

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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 10: Making Friends

Main Idea: Making friends by engaging in conversation and being friendly to others.

Vocabulary/Concepts: Conversation, Friendly, Connection

Start with warm-up/brain builder as needed

Alternative Brain Builder: Practice having a “conversation” - give the students a topic and take turns making a comment or asking a question about that topic. Redirect off-topic comments.

Begin lesson by Introducing/Reviewing the vocabulary word/concept FRIENDLY and CONVERSATION using the LESSON CARD story and discussion.

- We like to make friends with others.
- We make friends when we are “friendly” – kind, polite
- We make friends by communicating/talking to others.
- We can talk about things we have in common, things we like, etc.

Lesson Activity Options:

TPT Supplement: Conversation Skills

Role Play: students practice introducing themselves, practice asking a question about interests, practice ask question-listen for answer-make comment structure. Encourage students to make eye contact, focus on the friend they are talking to.

Sentence Starters: Have students practice having conversations with provided sentence starters

TeachTown Video, Social Comic, Worksheet: Good Communication- Ask about Others Interests

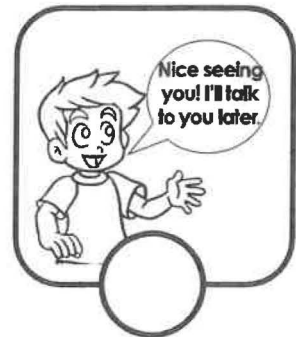
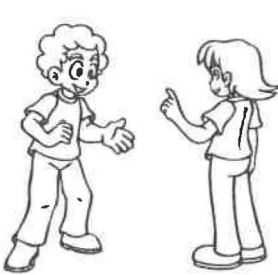
Literary Supplement: Louise and Andie: The art of friendship, Kelly Light; How to be a Friend: A guide to making friends and keeping them, Laurie and Marc Brown

Name: _____

Conversation Skills

Read the situations and order the pictures from 1 to 3 of the best order to start, continue, and end a conversation.

You were walking home and see two kids you know from school. You remember that one of them was in your class last year.



You see a friend and really like the shirt they have on. You are not sure he remembers your name.



You are at lunch and a new student sits by you. You notice he is having hot lunch.



What is your favorite food?



BB 2015

What is your favorite TV show?



BB 2015

What do you like to do on the weekend?



BB 2015

Do you have any brothers or sisters?



BB 2015

What do you like on your pizza?



BB 2015

Do you have any pets?



BB 2015

What is your favorite holiday?



BB 2015

Do you like summer or winter?



BB 2015

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1. Date

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2. Lesson Number

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Mark only one oval.

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 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

Lesson 11: Introducing Emotion Management

Main Idea: We can learn to control strong feelings to stay in control and focused.

Vocabulary/Concepts: Nervous, Anxious, Manage, Handle, Recognize

Start with warm-up/brain builder as needed

Brain-Builder: have students demonstrate strong feelings with facial expressions and body language, encourage them to think of a time they felt that way

Begin lesson by Introducing/Reviewing the vocabulary word/concept NERVOUS/ANXIOUS using the LESSON CARD story and discussion.

- Sometimes we have strong, uncomfortable feelings.
- Nervous is a strong feeling we have when we feel like something bad will happen.
- We can learn to manage/handle uncomfortable feelings by using the thinking part of our brains.

Lesson Activity Options:

TPT Supplement: Don't Flip your Lid

Using the hand to map the brain: Follow the lesson card to help kids understand the "thinking" and "feeling" parts of the brain

Zones of Regulation: review feelings and zones to help students find a way to identify their own uncomfortable feelings; have students ID which feelings are "uncomfortable"

Literary Supplement: Hey Warrior, Karen Young; David and the Worry Beast, Anne Marie Guanci

Lesson 11




Name: _____

Don't Flip Your Lid


We learned how our brain has a thinking and feeling part. For each strong emotion, identify one body part and reaction you might have for each one. Use the word bank or think of your own.

Body Part			Reaction		
face is	heart is	palms are	hot	hurting	racing
stomach is	legs are	feet are	sweaty	fluttering	tight




Angry

M V




Embarrassed

M V




Scared

M V




Disappointed

M V



Excited

M V



Jealous

M V

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 12: Managing Test Anxiety

Main Idea: Learning to notice when we experience uncomfortable feelings and begin the calm down steps – use a stop signal, name your feeling.

Vocabulary/Concepts: Manage

Start with warm-up/brain builder as needed

Warm up- sort between comfortable and uncomfortable feelings as a group

Begin lesson by Introducing/Reviewing the vocabulary word/concept MANAGE using the LESSON CARD story and discussion.

- We need to learn to manage strong feelings to stay in control.
- We learn to recognize our uncomfortable feelings, like nervous.
- We can follow steps to calm down. First use a stop signal, then name your feeling.

Lesson Activity Options:

TPT Supplement: Stop Signal Words

Use Calm Down Steps poster to review with students

Role Play: demonstrate scenarios that may cause uncomfortable feelings (not first in line, broken crayon/pencil, a friend is bothering you, taking a test, etc.), practice saying “stop” and naming feelings

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

Practice I Statements: I feel ____ because _____

Zones of Regulation: review feelings and zones, discuss ‘uncomfortable’ feelings such as those in the yellow zone

Literary Supplement: Cool Down and Work Through Anger, Cheri J. Meriners;
Wilma Jean the Worry Machine, Julia Cook; Listening to my Body, Gabi Garcia

Stop Signal Words

Read the sayings and decide if those are Stop Signal Words you could say to yourself to begin to calm down.



Yes



No

"Calm Down. I can do this."



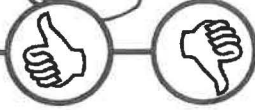
"Chill Out. It's not a big deal."



"Stop crying. I am such a loser."



"Freeze. Take 2 deep breaths."



"Stop it. I am such a baby."



"Check yourself. I can stay in control."



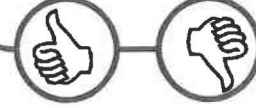
"I never do anything right."



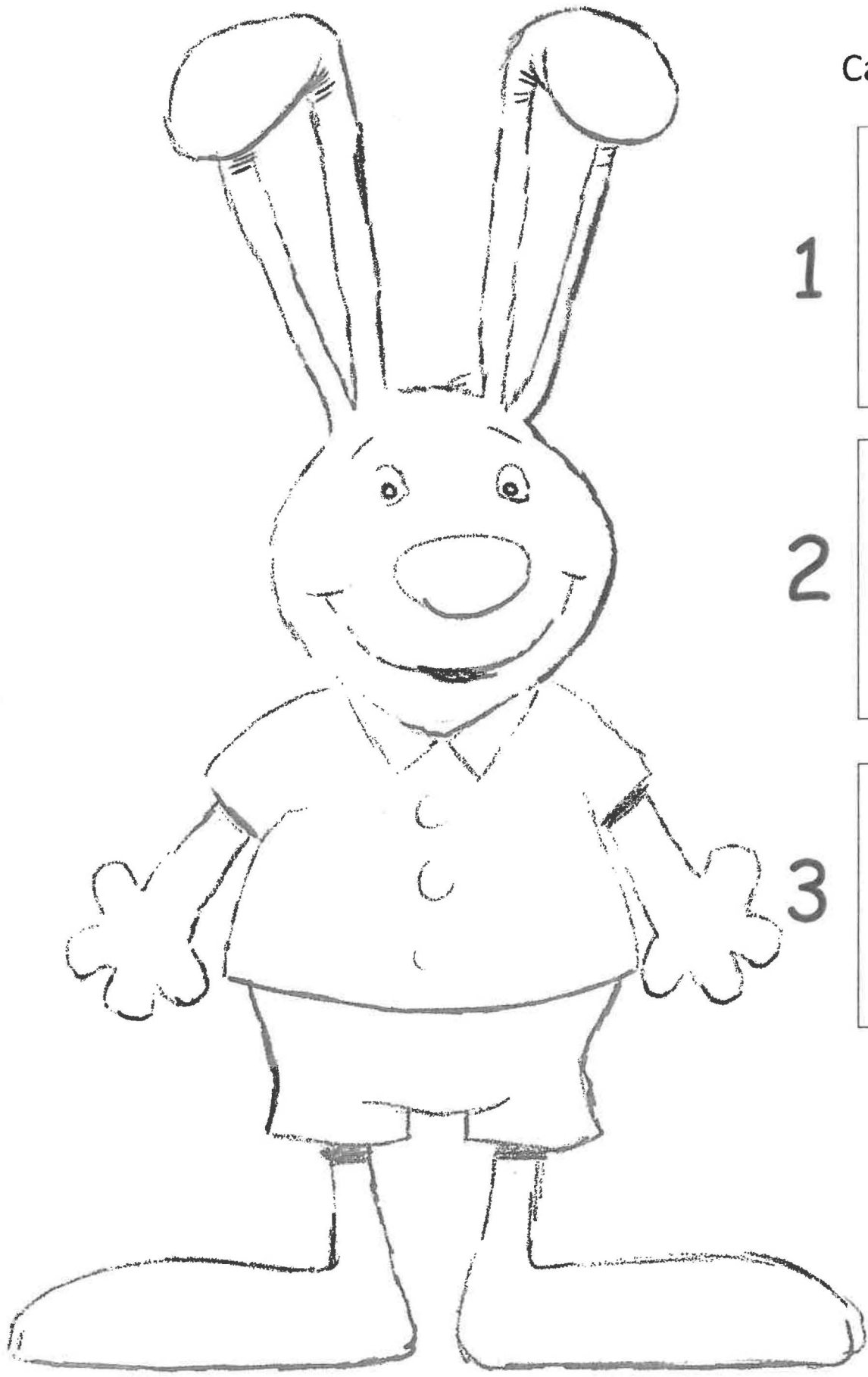
"Relax. I can do this."



"Get a grip. I will be okay."



It's OK to Back Away!


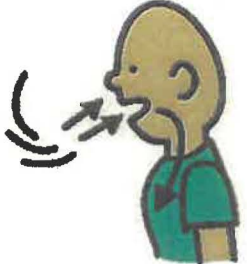
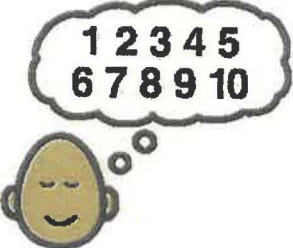

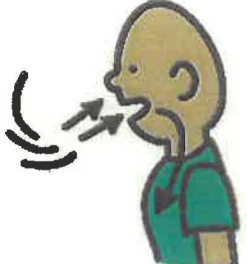
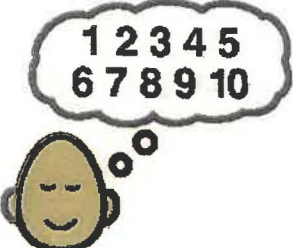

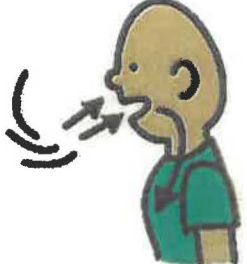
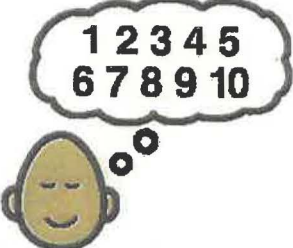


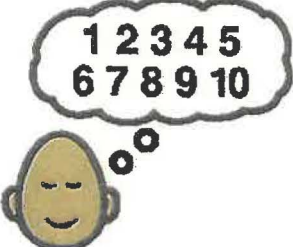


Calm Down





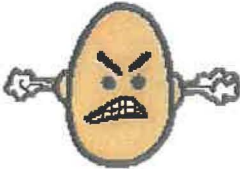




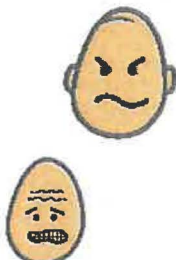










1

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> 

The Feelings Scale

Rating	Feels like	Looks like	I can
5		<p>Screaming</p> <p>Hitting</p> <p>Kicking</p> <p>Running away</p> <p>Throwing</p>	<p>Take a break </p> <p>Ask for help </p> <p>Take deep breaths </p>
4		<p>Yelling</p> <p>Growling</p> <p>Banging the desk</p>	<p>Take a break </p> <p>Take deep breaths </p> <p>Take a walk </p> <p>Squeeze a ball </p>
3		<p>Loud voice</p> <p>Not following directions</p>	<p>Take a break </p> <p>Take deep breaths </p> <p>Ask for help </p>
2		<p>Listening</p> <p>Kind words</p> <p>Calm body</p> <p>Following directions</p>	<p>Earn Star Cards!</p> <p>Make my teacher and friends feel good. </p>
1		<p>Tired eyes</p> <p>Laying on the floor</p> <p>Not listening</p>	<p>Get water </p> <p>Stretch </p> <p>Go for a walk </p> <p>Ask for help </p>

Second Step Lesson Survey

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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 Accusations

Main Idea: We take belly breaths to calm down when we have strong uncomfortable feelings like Anger.

Vocabulary/Concepts: Belly Breathing, accuse, racing (heart)

Start with warm-up/brain builder as needed

Warm-Up: freeze dance, when the teacher says “freeze” the students can name a feeling.

Begin lesson by Introducing/Reviewing the vocabulary word/concept BELLY BREATH using the LESSON CARD story and discussion.

- Sometimes we feel very angry or upset.
- We follow calm down steps to stay in control. We can take deep breaths.
- We can think and solve problems when we are calm.

*This lesson uses a video to demonstrate belly breathing

Lesson Activity Options:

TPT Supplement: Everyone Makes Mistakes

Practice taking belly breaths by lying on the floor and watching a stuffed animal rise and fall

TeachTown video, social comic, worksheet: Self-regulation and Calming- Taking Deep Breaths to Calm Down

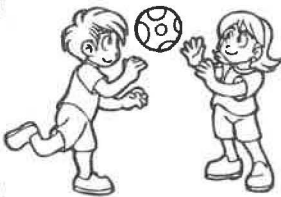
Zones of Regulation: Use tools to calm when we are in yellow and red zone- 6 sides of breathing, figure 8 breathing

GoNoodle: <https://app.gonoodle.com/categories/breathe>

Literary Supplement: Breathe Like a Bear, Kira Willey; My Magic Breath, Nick Ortner

Everyone Makes Mistakes

When you make a mistake you should handle it calmly and responsibly. Read the situations and pick which 2 choices are the responsible ones.



You take a ball out for recess. Your friend asked to play with it and you let him. When it was time to go inside, your friend forgot the ball. Your friend says it was your fault. What should you tell the teacher?

- A. It is all your friend's fault.
- B. You let your friend use it and offer to go get it.
- C. You forgot the ball and ask to go get it.



You told your friend you would come over and hang out after school. You forgot. The next day your friend says that you did it on purpose and won't talk to you. You should:

- A. Admit you forgot and say you are sorry. Ask if you can have another try.
- B. Forget your friend. You are really not friends anyhow.
- C. Say sorry and ask your friend to come to your house so you don't forget.



You borrowed your friend's headphones and now they are missing. Your friend thinks you took them. You should:

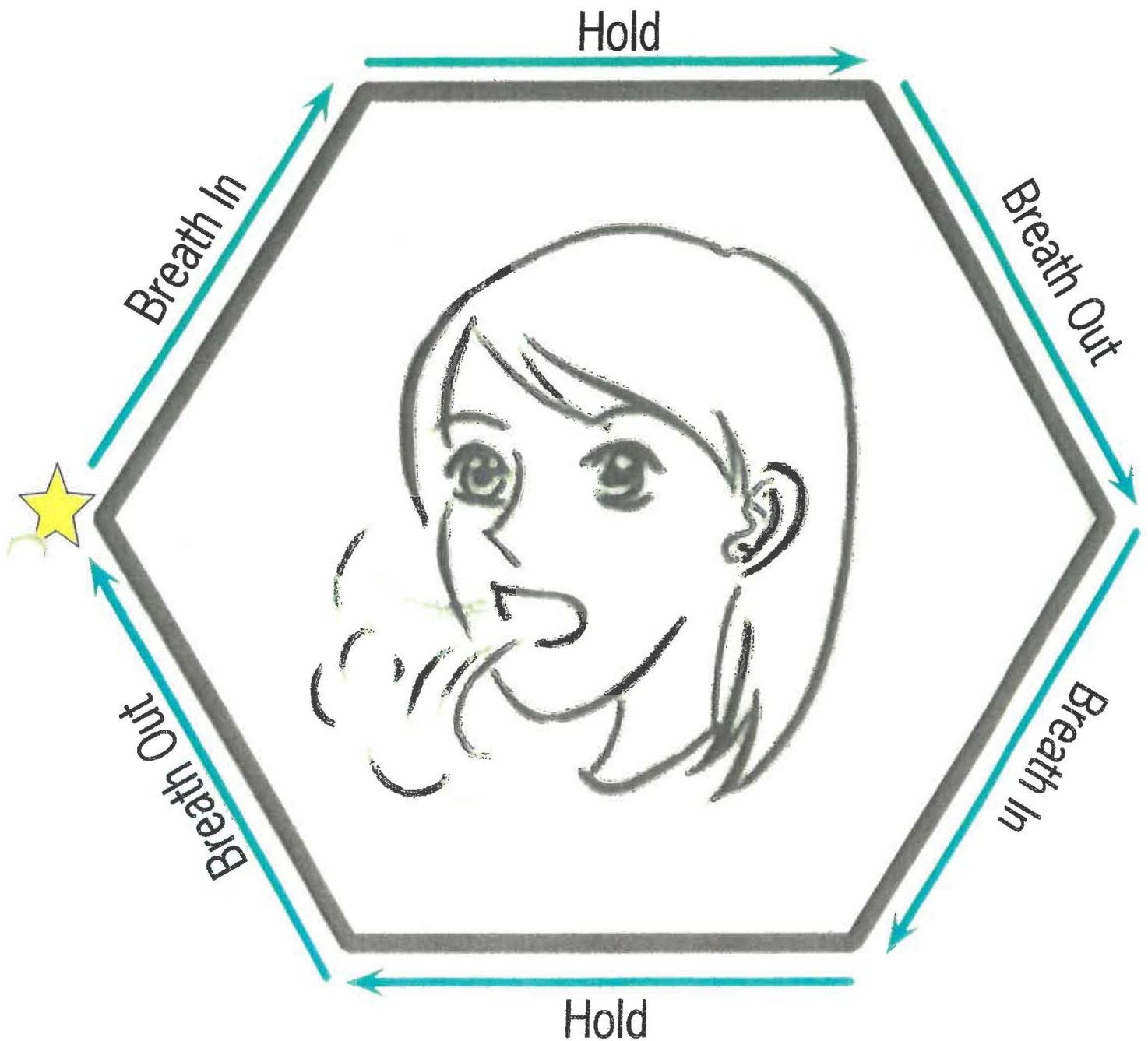
- A. Tell him you are sorry and offer to help him look.
- B. Tell him you gave them back and ask if he wants to use yours.
- C. Tell him you didn't and to get over it.



After recess a boy in your class says that you ripped their shirt during tag. You don't remember doing that. You should:

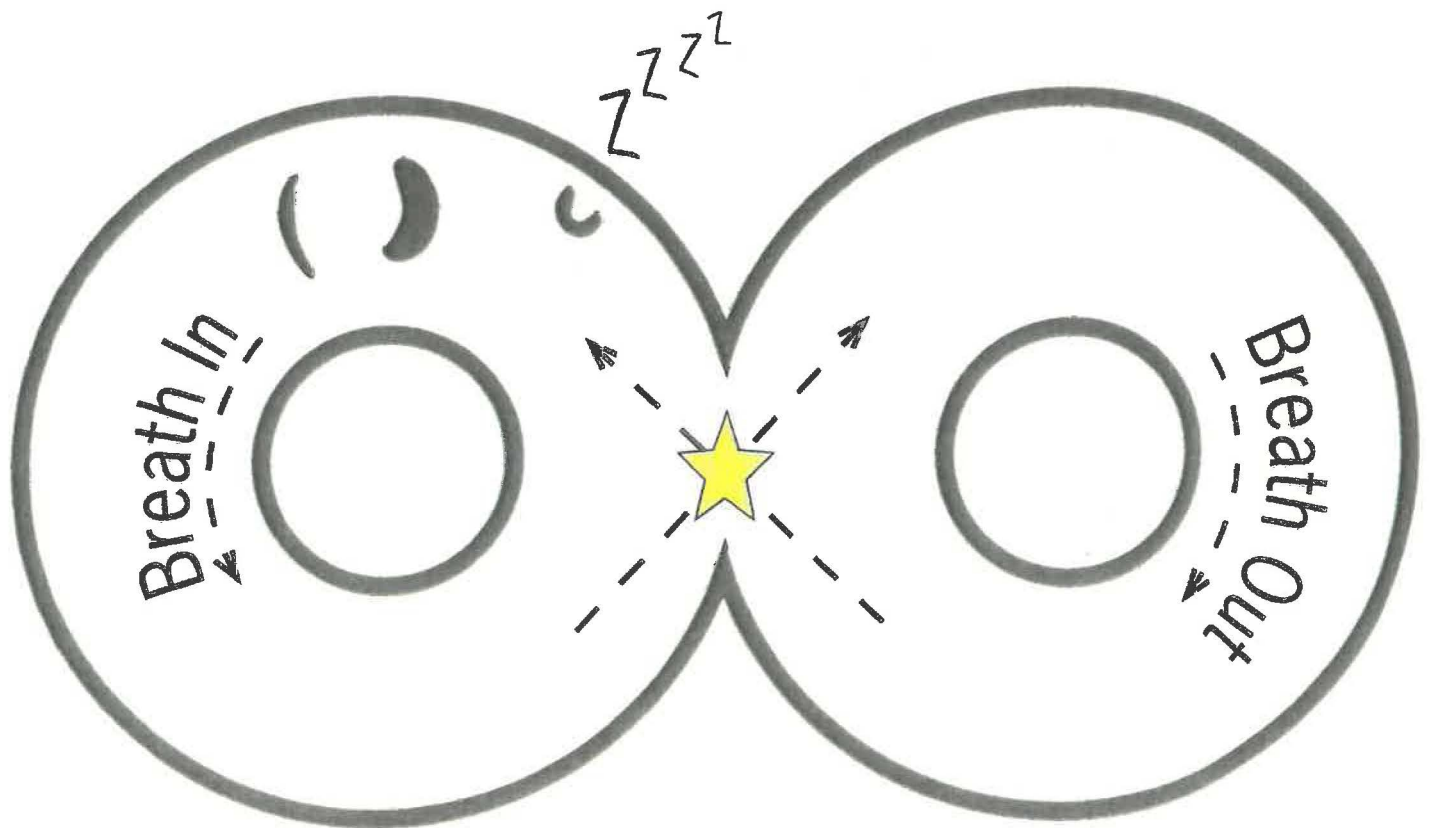
- A. Tell him you are sorry his shirt ripped.
- B. Say you didn't and ignore him.
- C. Tell him you don't remember and ask if there is anything you can do.

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

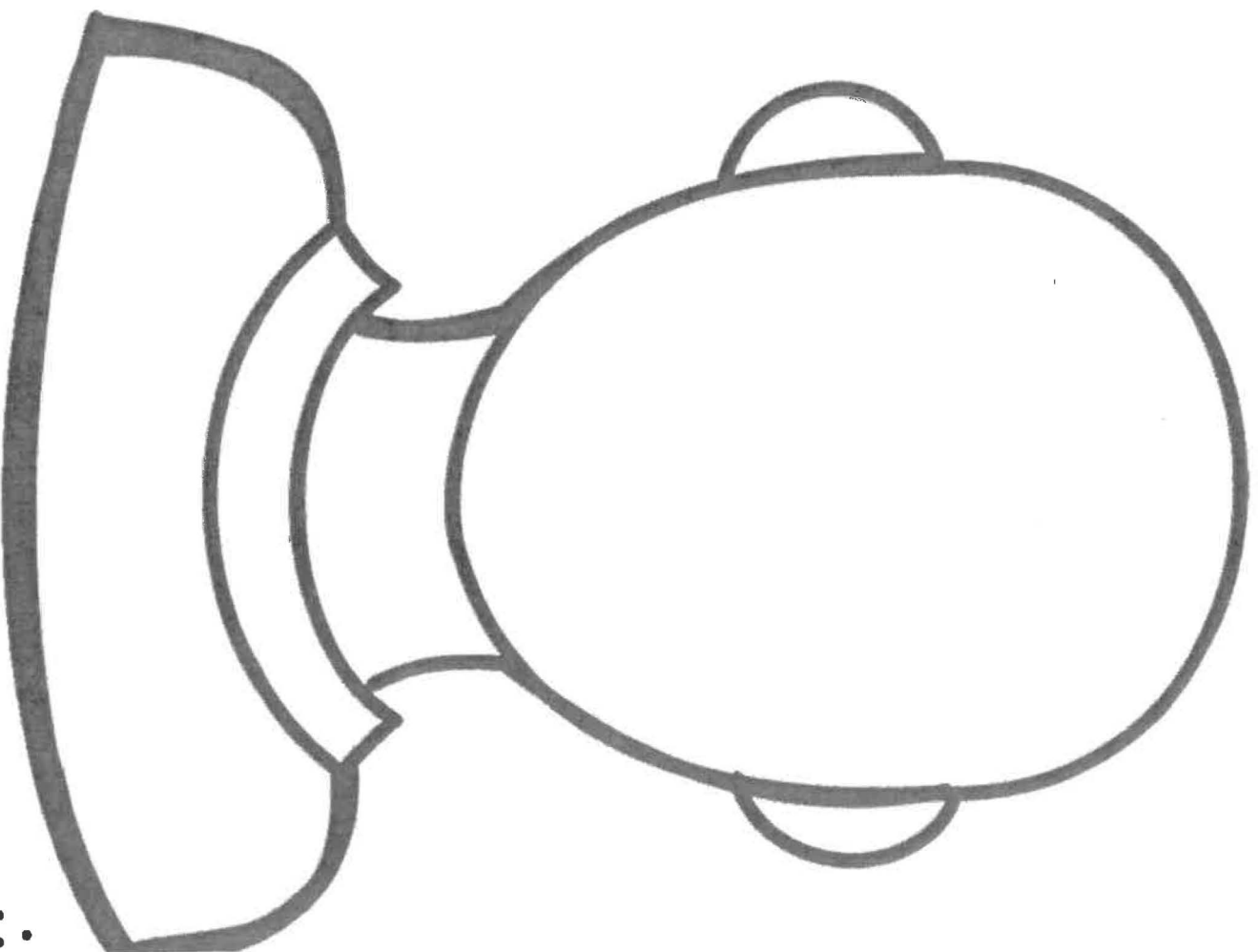


Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

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



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 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

Lesson 14: Managing Disappointment

Main idea: Handle strong emotions such as disappointment by following calming steps and thinking positive thoughts.

Vocabulary/Concepts: goal, disappointed, positive, negative, perseverance

Start with warm-up/brain builder as needed

Warm-Up:

Begin lesson by Introducing/Reviewing the vocabulary word/concept DISAPPOINTED using the LESSON CARD story and discussion.

- We feel disappointed when we don't get something we want.
- We can handle disappointment by using calming steps.
- We can think positive thoughts to feel better.

Lesson Activity Options:

TPT Supplement: Recover from Disappointment

Positive Thoughts: List positive phrases – I can do it, I'm ok, I am good at this, I can solve the problem, I can keep going, etc. – Positive Affirmation Handout

Positive Affirmation Cootie Catcher

Review calming steps: poster

Literary Supplement: Disappointment Dragon, Kay Al-Ghani; You Get What You Get, Julie Gassman; I Can Handle It, Laurie Wright; I will Try, Laurie Wright; I Believe in Myself, Laurie Wright

Recover From Disappointment

When we are disappointed we can set a goal to try for a better outcome next time. Read the scenarios below and write a new goal for each one. Use the idea bank to get started or come up with your own.

It's okay because

Borrow it from

Next time I will

Continue to

Let it go because

Practice by

Earn it by

Try to



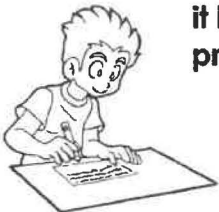
Your parents won't let you get a new electronic game because it costs too much. You are disappointed and really want the game. What can you do to get the game?



You found out a kid in your class is having a birthday party and did not invite you. What can you do to become better friends so you are invited next time?



You joined the sports team but have not scored any points for your team. What can you do to get better?



You forgot about your project and turned it in half done. You just received it back and got an F. What can you do next time you are assigned a project?

YOU ARE SUPER AWESOME POSITIVE AFFIRMATION FORTUNE TELLER

AFF

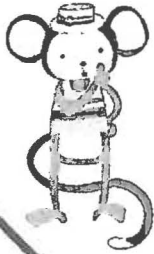
6



**YOU ARE
BRAVE!**

5

**You
are
curious.**



SUPER

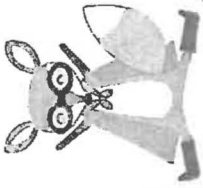
7

**You
are
friendly.**



4

**You
are
clever!**



8

**you
play great
with
others!**



3

**You
can try
hard things.**



**YOU
BELONG.**

1

YOU

**you
are
awesome!**



2

AWESOME

I learn from my mistakes



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I am one of a kind



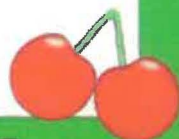
© 2015 kiddiematters.com

I am confident



© 2015 kiddiematters.com

I am respectful



© 2015 kiddiematters.com

I am responsible



© 2015 kiddiematters.com

I accept others for who they are



© 2015 kiddiematters.com

I belong



©2015 kiddiematters.com

I am complete



©2015 kiddiematters.com

I am working
towards my goals



©2015 kiddiematters.com

I am able to learn



©2015 kiddiematters.com



I am powerful

©2015 kiddiematters.com

I am amazing



©2015 kiddiematters.com



I am a star



© 2015 Kiddiematters.com

I enjoy helping others



© 2015 Kiddiematters.com

I am a great friend



© 2015 Kiddiematters.com

I make good decisions



© 2015 Kiddiematters.com

I think before I act



© 2015 Kiddiematters.com

I am brave



© 2015 Kiddiematters.com

I am talented



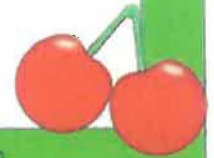
© 2015 kiddiematters.com

I am a hard
worker



© 2015 kiddiematters.com

I am honest



© 2015 kiddiematters.com

I care about
others



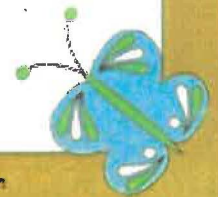
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I am learning how
to accept change



© 2015 kiddiematters.com

I deserve love



© 2015 kiddiematters.com




I am kind to myself




© 2015 kiddiematters.com

I see the good in myself




© 2015 kiddiematters.com

I have positive thoughts




© 2015 kiddiematters.com

I spread joy wherever I go



© 2015 kiddiematters.com

I am easy to be around



© 2015 kiddiematters.com

I express myself confidently



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Second Step Lesson Survey

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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:

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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: Manage anger without being hurtful.

Vocabulary/Concepts: Hurtful

Start with warm-up/brain builder as needed

Alternative Warm-Up: Progressive muscle relaxation- have students squeeze hands, scrunch face, tighten shoulders then relax and breathe.

Begin lesson by Introducing/Reviewing the vocabulary word/concept HURTFUL and ANGER using the LESSON CARD story and discussion.

- We all feel angry sometimes.
- It is ok to feel angry.
- It is NOT ok to hurt others, hurt ourselves, or hurt property.
- We need to handle our anger by following calming steps.
- We use our words to say when and why we are mad.

Lesson Activity Options:

TPT Supplement: Calm Down and Use Your Words

Wedolisten.org: Howard B Wigglebottom Learns it's OK to Back Away

TeachTown video, social comic, worksheet: Self-Regulation and Coping- Take Deep Breaths to Say Calm; Know When to Take a Break

Anger Rules

Zones of Regulation: Red Zone Tools- what things can you do to calm down?

GoNoodle

Role Play: scenarios that make students angry (not first in line, have to stop playing, etc.) Practice calming and using a sentence to express anger "I feel angry."

Literary Supplement: When Sophie gets Angry Really Really Angry, Molly Bang; I Was So Mad, Mercer Mayer; Steps and Stones Ahn's Anger Story, Gail Silver; Cool Down and Work Through Anger, Cheri Meiners; Angry Octopus, Lori Lite; How to Take the GRRR out of Anger, Elizabeth Verdick

Count Down and Use Your Words

Read the situation. Practice Counting Down from the number listed. Then use your words to be assertive by writing what you could say.



You wanted to use the hula hoop but someone got it first.

1 Count Down: 10

--	--	--	--	--	--	--	--	--	--

2 Use Your Words: I need or want




You want to listen to music but your friend wants to play video games.

1 Count Down: 20

--	--	--	--	--	--	--	--	--	--

2 Use Your Words: I need or want



A friend laughs at you when you read a word wrong.

1 Count Down: 15

--	--	--	--	--	--	--	--	--	--

2 Use Your Words: I need or want



During a sleep over you wake up scared and feel like crying.

1 Count Down: 10

--	--	--	--	--	--	--	--	--	--

2 Use Your Words: I need or want

Anger Rules

Don't hurt others

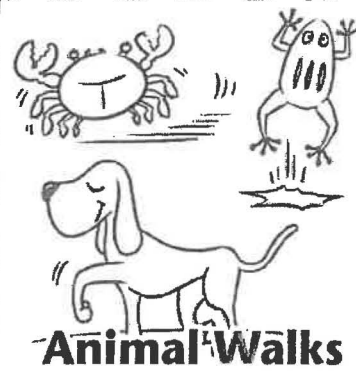
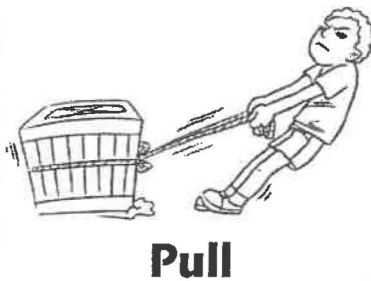


Don't hurt yourself

Don't hurt things



ZONES Tools Menu



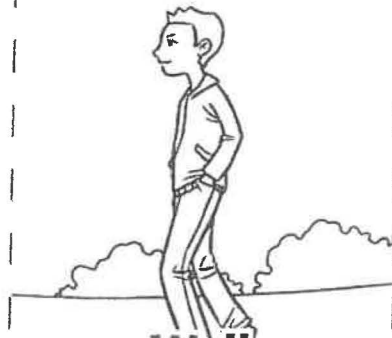
ZONES Tools Menu



Listen to Music



Squishes



Walk



Jumping Jacks



Shoulder Rub



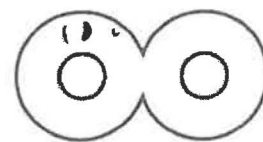
Belly Breath



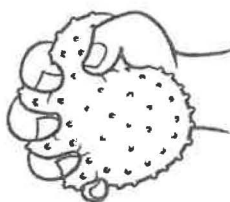
Inner Coach



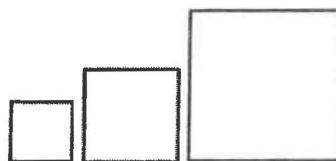
Take a Break



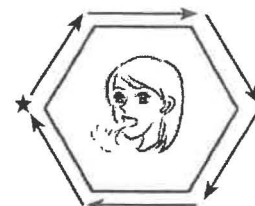
Lazy 8 Breathing



Fidget Ball



Size of Problem



Six Sides of Breathing

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 No

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Mark only one oval.

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 Teach Town
 Wedolisten.org
 Children's Book/Literary Supplement
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 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 16: Managing Hurt Feelings

Main Idea: Learn to handle and calm down when your feelings are hurt.

Vocabulary/Concepts: Jumping to Conclusions (assume), Explanations

Start with warm-up/brain builder as needed

Alternative Warm Up: Guessing game- give a few clues and have students “guess” or “jump to conclusions” about the answer. OR Show partial pictures of an item and have kids guess what it is

Begin lesson by Introducing/Reviewing the vocabulary word/concept JUMP TO CONCLUSIONS (assume) using the LESSON CARD story and discussion.

- We assume or guess about things we don't know. It's called “jumping to conclusions”
- When we assume we might be wrong.
- Our feelings might get hurt if we assume.
- When we are upset, we need to calm down and make sure we have all the information.

Lesson Activity Options:

TPT Supplement: Don't Jump to Conclusions

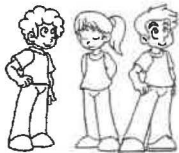
What am I? Show partial pictures and have kids guess, see if they are correct.

Name: _____

Don't Jump to Conclusions

Read the situations. Write 2 things that you could do to get more information to challenge your thoughts. Write a better explanation in the last box.

In PE, you are always chosen last and you think it is because you are the worst player in class.



Is it True? Get More Information:

1
2

You are sometimes chosen last because

Your mom always yells at you and you think it is because she hates you.



Is it True? Get More Information:

1
2

Your mom sometimes corrects you because

The teacher writes "Needs Improvement" on your paper and you think she doesn't like you.



Is it True? Get More Information:

1
2

Your teacher wrote that because

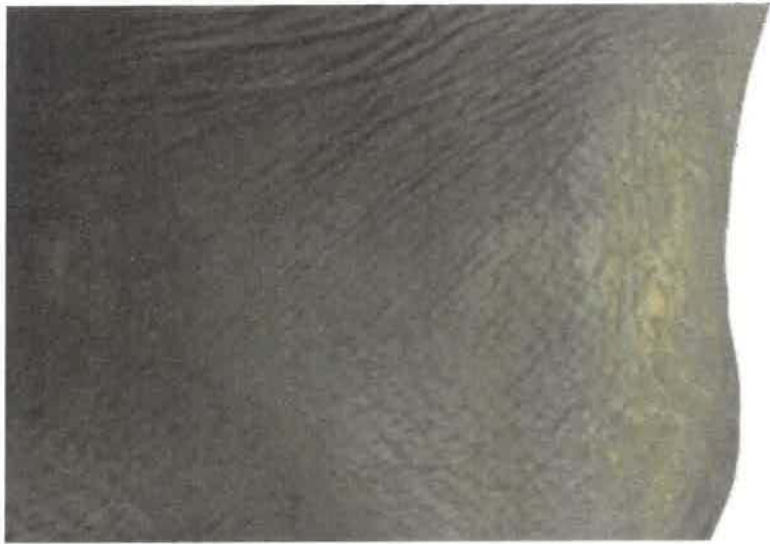
One of your friends doesn't sit by you at lunch anymore. You think she hates you.



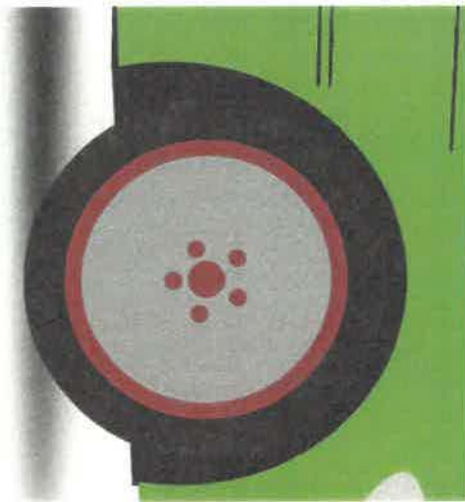
Is it True? Get More Information:

1
2

Your friend sat at another table because









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