

## Second Step Adaptation for DHH

### First Grade Level

#### Unit 1 – Skills for Learning

**Lesson 1- Listening to Learn-** review my turn/ your turn. See who remembers my turn (teacher) student ( your turn). Complete 5-6 rounds. Review the four listening rules. Have all students take turns saying the listening rule. IF new, introduce the listening rule. Have students look at picture. Follow script.

**Lesson 2- Focusing Attention-** review my turn/your turn. Have puppy misbehave and ask students which listening rules he is not following. Remind puppy of listening rule. Have student look at photo. Can follow most of script. Skill Practice- give student three movements... have them wait and then go. They are practicing (my turn, your turn) and (self-talk).

**Lesson 3- Following Directions –** review my turn/your turn. Have students look at picture. Explain photo by script. Can follow most of script. – Instead of using the term listening, use pay attention as our students need to learn how to focus to get the whole picture. – use example of student looking around and missing the teacher sign and was not able to follow directions.

**Lesson 4- Self-Talk for Learning-** review my turn/ your turn. For Intro- use two staff members. Have student look at photo, follow story script. Do another round of “my turn, your turn” making it more complex

**Lesson 5- Being Assertive-** Start new activity “think, turn, and tell” have two lines of students. One line facing you and another line behind them facing the opposite way. Tell student one simple line “Today is Monday”. Have student turn to their shoulder, tap them and repeat “Today is Monday”. Monitor to see if students were able to follow. Then have students repeat back to you what they said.

-Intro- use two staff members. Show student photo. Read story script. Ask students what Tiffany is feeling and why? Ask what could she do, and have students brainstorm.

#### Unit 2- Empathy

**Lesson 6- Identifying feelings – Card A** review think, turn, and tell ( using feelings) Practice faces with students and make sure they are able to identify them correctly. Intro- use teacher and snail. Follow script. Show picture. Ask students what they think the boy is feeling. Follow script. **Card B** Show card. Follow script. Explain the word Disgusted and provide the sign. Game- guess how the teacher is feeling- use the given scenarios on card.

**Lesson 7- Looking for More Clues- Card A-Game-** “Teacher says (Simon says)”. Review the feeling words from previous card (Surprised, disgusted) Intro- use teacher and snail. Have student look at photo. Read the storyline. Ask the provided questions. **Card B-** Show picture.

Read the story script. Read the question script. Game- learning how to relate to different situations. Teacher provide different scenarios and student has to express how they would about given situation. Have them show facial expressions or sign the feeling word. If students can comprehend the term Empathy, introduce the term empathy.

**Lesson 8- Similarities and Differences-** Game: “teacher says” – switch it up by teacher says to do the same as I do or teacher says to do something different that I do. Review of feelings (surprised, disgusted, frustrated, empathy). May show video- understandable without sound Show photo. Read story script. Follow script. Skill practice- have two students volunteer to make facial expressions ( same or different).

**Lesson 9- Feelings Changes-** Game- “teacher says (Simon says)” Review feelings. May review video. Review what happened in video. Review characters, look at card if needed. Show Sally video or show photo. If video, follow script. No video, ask how Sally is feeling. Ask what makes students feel this way. Skill practice- Have students practice inviting other students to a group activity. Model this first with two teachers.

**Lesson 10- Accidents –** New game- Clap And Wait. Teacher claps so many times, have students wait then students proceed to clap. Do different variations of clapping. Review previous feelings (frustrated, disgusted, surprised, happy) Have students practice facial expressions.) Intro- use Teacher and snail. Show photo. Read story script. Follow script. Skill practice- teacher and student practice what to do when you do something on accident (say sorry, excuse me, are you ok, need help).

**Lesson 11- Showing Care and Concern –**Game- clap and wait. Review feelings. Review what to say or do when something is an accident. Intro- two staff members. Show picture. Follow story script. Read questions script. Skill practice- role play teacher and student showing compassion. Explain the term and show sign. Explain what one can do to show compassion.

### **Unit 3- Emotion Management**

**Lesson- 12- Identifying Our Own Feelings-** New game- step or stay- river bank. Student line up, two lines facing each other. Either they jump center (river) or jump back to the bank, use step or stay when telling students to go to either the river or the bank. Review feelings. Show photo. Read story script. Ask follow up questions to check for understanding.

**Lesson- 13- Strong Feelings-** Play step or stay. Review feelings. Intro- use teacher and puppy. Show photo. Read story script. Review term (Frustrated)- give examples) Show how to calm down. Show poster or video. Read scenario. Have students show that they are frustrated. Then have students show that they are able to calm down.

**Lesson- 14- Calming Down Anger-** Move or wait. Use light instead of song. When light flashes, have student stop. Flash again for them to move. Review emotions and how to calm down. Show video if you can, if not role play that you are taking a ball from another student while they are playing. Ask students how Chad feels (angry) Follow script. Have Chad (teacher)

act out using calm technique (belly breathing). Demonstrate or show video of belly breathing. Practice belly breathing. Scenario- describe different scenarios and student has to sign or show correct facial expressions.

**Lesson- 15- Self- Talk for Calming Down-** Move or wait game. Review feelings. Review calming down strategies. Show photo. Read story script. Can follow script. Explain that self-taught is that you think quietly to yourself. Skill- practice- review scenarios and ask students how they would feel. Then ask how they can keep themselves calm. Practice calming down.

**Lesson-16- Managing Worry-** Move or wait game. Review feelings (happy, sad, surprised, disgusted, and frustrated). Review (teacher and snail). Intro (teacher and snail). Try to show video. If you cannot, act it out. Ask questions in skit. Show 2<sup>nd</sup> part of video. Ask questions in skit. Skill practice- continue to practice scenarios.

#### **Unit 4- Problem Solving**

**Lesson 17- Solving Problems Part 1-** New game- Idea Machine ( teacher does action and start with topic) ( teacher “pats heads and says types of fruit)- students follow. Practice calming down. DO NOT REVIEW VIDEO. ALL AUDIO. Possible skit listed below with two teachers:

1. Two students working on a task that requires same colors.
2. One student takes most colors needed for assignment
3. The other student then became upset because he only has one color.

Ask students what is the problem. Ask if fair or not fair. Ask student how the person feels that does not have all their colors. Ask what they can do to solve the problem.

2<sup>nd</sup> Skit

1. 2 students playing ball at recess- another student waiting for turn
2. 2 students continue to play and not invite the other student
3. Recess is almost over and the student is becoming upset
4. The bell has rung, the other student did not get their turn

**Lesson 18- Solving Problems Part 2-** play Idea Machine. Review calming down techniques. Review feelings. Review the skit from last week. Ask what the problem was and how did they solve it. Practice with more scenarios below DO NOT USE SKIT ON CARD.

1. Two students waiting in line for water
2. One student is drinking a lot of water while the other student waits
3. The other student B is thirsty as well
4. Teacher tells both students to line up.
5. Student B did not have a chance to drink

Ask students what is the problem. Ask if fair or not fair. Ask student how the person feels that did not have a chance to drink water. Ask what they can do to solve the problem.

**Lesson 19- Fair Ways to Play-** New game- Shape Moves- teacher shows a card with a shape. Student have to mimic that shape with their arm. Teacher can make it more challenging by adding a second shape. Show picture. Read the story skit. Ask students how Julian feels. How students to show/mimic Julian's sad face. Ask if the situation is fair or not fair. Asks what would make Julian feel better? Introduce the concept of sharing trading and taking turns. Show this by using a box of teacher's crayons (students share the one box, student trade colors, student wait for other student to be done- react the previous scenario with crayons). Have students practice signing sharing, trading, taking turns.

**Lesson 20- Inviting to Join In** – play “teachers says” beginning with something that separates the group ( Teacher says those that have glasses stand up”) only allowing some to play. Continue the game for 5 more rounds with just that group. Ask students sitting down, how they felt. Did it feel fair or not fair? What would have been fair? Practice fair ways to play (sharing, taking turns, trading). Have all students practice signing this. Intro- teacher, snail and puppy) Show the photo. Read the story line. Ask what the problem is, if it is fair and what should the students do. Ask how the students feel.

**Lesson 21- Handling Name Calling-** play “shape moves”. Play “ignore distraction”. Have a student and two teachers involved. One teacher is signing to the other teacher. Teacher stands behind other teacher and makes faces being silly. Student is challenged to ignore this behavior. This is teaching ignoring certain situations. Ask student what did they do? Was it hard or easy? Show card. Read story skit. Ask how does Nikki feel? Explain that Nikki is mad and wants to say a mean name. Is that a good choice or bad choice? Explain what Nikki can do. Ask students which they would do. Explain the term “ignoring”.

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

-play 2 out of 5 ( “my turn/ your turn” “riverbank” “teacher says” “think, turn, and tell” “clap and wait” “shape moves”)

- Review the listen rules (voices quiet, body sill, focus attention, eyes watching)
- Review accidents (saying sorry, excuse me, are you ok, and how can I help)
- Review feeling words (happy, sad, disgusted, frustrated, angry, and surprised)
- Review being fair (taking turns, sharing, trading)
- Review problem solving
- Review ignoring behavior