

SECOND STEP PLANNING SHEET DOCUMENTATION

This form has two purposes:

A. Planning

By studying the descriptions you can decide the best time for correlating the Lessons with additional units.

B. Documentation

The completed form shows that each classroom has used the Mental Health material. This does not preclude using additional resources.

The form should be completed and kept on file in your center. It may be requested by the office staff at various times.

All letters sent home should be recorded on the Mental Health Checklist by Child.

Second Step Planning Sheet--Documentation

Unit I Empathy Training—*The goal of this unit is to increase children's ability to identify others' feelings, take others' perspectives, and respond empathetically to others.*

Take-Home Letter(s)

Introduction to *Second Step*

Distribute _____

Second Step, Unit I (letter with feeling faces)

Distribute _____

Unit I, Lesson 1

Teach _____

Concept: Rules are important for group discussions

Objective: Children will be able to provide rules of conduct for group discussions.

Unit I, Lesson 2

Teach _____

Concept: Empathy requires the identification of others' feelings through verbal and physical cues.

Language concepts: *is, not, feelings, happy, sad, angry (mad), pretend*

Objective: Children will be able to name *happy, sad and angry (mad)* when presented with physical and verbal cues of these emotions.

Unit I, Lesson 3

Teach _____

Concept: Situational cues also help in the identification of others' feelings.

Language concepts: *is not, why—because, surprised, afraid (scared), disgusted (yucky)*

Objective: Children will be able to name surprised, afraid (scared) and disgusted (yucky) when presented with physical, verbal and situational cues for these emotions.

Unit I, Lesson 4

Teach _____

Concept: Recognizing similarities and differences in others' feelings is a requisite for taking the perspective of others.

Language concepts: *same, different, is, not*

Objectives: (1) Children will be able to recognize physical and emotional similarities and differences between two children; (2) recognize that others may have different feelings about the same situation.

Unit I, Lesson 5

Teach _____

Concept: A person may feel differently about the same situation at different times

Language concepts: *change, before—after, now—later, why—because*

Objectives: Children will be able to recognize that their feelings about a situation may change.

Unit I, Lesson 6

Teach _____

Concept: A requisite for social perspective taking is the ability to predict others' feelings

Language concepts: *if—then, might, maybe, or*

Objectives: Children will be able to predict how others will feel as a result of their or another's actions.

Unit I, Lesson 7

Teach _____

Concept: People vary in what they want to do, and they may change their minds later

Language concepts: *now—later, some—all, same—different*

Objective: Children will be able to recognize that others may have different wants or likes and recognize what a person wants and likes may change.

Unit I, Lesson 8

Teach _____

Concept: Discrimination of accidental from intentional actions is a requisite for developing empathy.

Language concepts: *accident, mean to, on purpose*

Objectives: Children will be able to identify the difference between actions which were meant to happen (intentional) and actions which are accidental (unintentional).

Unit I, Lesson 9

Teach _____

Concept: In an equal situation, where two people have equal rights to an object, activity or treatment, the fair solution is for both to receive benefit.

Language concept: *fair*

Objectives: Children will be able to 1) Begin to recognize the rights of others; 2) Offer a fair solution to a given problem.

Unit I, Lesson 10

Teach _____

Concept: "I" messages are effective statements for communication of feelings to another person.

Language concept: "I" message

Objective: Children will be able to give an "I" message when communicating feelings to another person.

Unit I, Lesson 11

Teach _____

Concept: Listening involves maintaining eye contact and showing that the message was heard.

Language concept: *Listen*

Objectives: Children will be able to 1) Demonstrate listening behavior; 2) Recognize when someone is not listening.

Unit I, Lesson 12

Teach _____

Concept: Showing one cares and helping are empathic behaviors.

Language: concepts: *care, help*

Objectives: Children will be able to 1) Verbally express or show they care about someone; 2) Demonstrate helping behavior.

Unit II--The unit goal is to decrease impulsive and aggressive behavior in children through learning and practicing a problem-solving strategy, combined with behavioral skill training.

Unit II, Lesson 1

Teach _____

Concepts: Problems are difficult or troublesome situations.

Language concepts: problem, impulsive

Objectives: Children will be able to identify problems in given situations and give examples of problems they might have with other people.

Unit II, Lesson 2

Teach _____

Concept: Identifying a problem is the first step in solving a problem

Language concepts: problem, impulsive

Objective: Children will be able to identify a problem within a given situation using their eyes and ears.

Unit II, Lesson 3

Teach _____

Concept: 1.) Brainstorming possible solutions is a vital step in problem solving; 2.) solutions should be evaluated for consequences.

Language concepts: *solution, idea, or, if--then*

Objective: Children will be able to offer several solutions (ideas) for a given problem and evaluate solutions for consequences.

Unit II, Lesson 4

Teach _____

Concept: Knowing how to perform a solution is as important as choosing a solution.

Language: *choose*

Objective: Children will be able to: 1.) Ask questions and make comments about what another child is doing; 2.) Ask to play with another child.

Unit II, Lesson 5

Teach _____

Concept: Evaluation whether a solution is working and changing to another solution if need be is the final step in solving a problem.

Language concepts: *working, change*

Objective: Children will be able to evaluate whether a given solution is working and/or change to another solution when one solution is not working.

Unit II, Lesson 6

Teach _____

Concept: Sharing is an important friendship skill, which requires cooperation.

Language concepts: *share*

Objective: Children will be able to share something in a given situation.

Unit II, Lesson 7

Teach _____

Concept: Taking turns is a friendship skill that involves cooperation and timing.

Language concepts: *taking turns*

Objective: Children will be able to wait to take turns in a given situation.

Unit II, Lesson 8

Teach _____

Concept: Trading is a friendship skill which involves giving and getting.

Language concepts: *trading*

Objective: Children will be able to offer to trade an appropriate item with another person.

Unit II, Lesson 9

Teach _____

Concept: Paying attention involves listening and ignoring distractions.

Language concepts: pay attention, ignore, distract

Objectives: Children will be able to ignore distractions and continue with their activity.

Unit II. Lesson 10

Teach _____

Concept: Appropriate times for interrupting are at a pause or at the end of a conversation.

Language concepts: *interrupt, wait, polite*

Objectives: Children will be able to: 1) Recognize pauses in a conversation and demonstrate a polite interruption; 2) Ask permission.

Unit III—The goal of the unit is to decrease feelings of anger and encourage social problem solving in children through recognition of their own angry feelings and use of anger-reduction techniques.

NOTE: Take home letter, *Second Step Unit III*, p.70

Distribute _____

Unit III. Lesson 1

Teach _____

Concepts: 1) Our bodies alert us to angry feelings; 2) Angry feelings are okay, but angry behavior can be destructive.

Language concepts: *a little—a lot; tense; relax*

Objectives: Children will be able to recognize physical signs which indicate anger and give reasons for controlling anger.

Unit III. Lesson 2

Teach _____

Concept: Deep breathing, counting and positive self-statements can reduce angry feeling.

Objectives: Children will be able to demonstrate deep breathing, counting and positive self-statements to reduce anger.

Unit III. Lesson 3

Teach _____

Concept: Fighting back is not the best way to solve problems.

Language concepts: *accident; mean to*

Objectives: Children will be able to: 1) Describe the consequences to fighting back; 2) Generate alternatives to fighting; 3) Identify resource people in their support systems.

Unit III. Lesson 4

Teach _____

Concept: Effectively dealing with name-calling and teasing involves ignoring the remarks and/or telling the person how you feel.

Language concepts: *name-calling, teasing*

Objective: Children will be able to demonstrate coping skills for dealing with name-calling and teasing.

Unit III. Lesson 5

Teach _____

Concept: Effectively dealing having things taken away involves talking through the problem with the other person.

Language concepts: *trade, share*

Objective: Children will be able to generate nonviolent alternative solutions to dealing with someone who takes something away.

Unit III. Lesson 6

Teach _____

Concept: Effectively dealing with name-calling and teasing involves ignoring the remarks and/or telling the person how you feel.

Objective: Children will be able to demonstrate coping skills for dealing with name-calling and teasing.

Additional notes, letter distribution: