

TST Youth Development Program



ALIGNMENT CHART: FIRST GRADE

NEW YORK STATE FRAMEWORK FOR MENTAL HEALTH EDUCATION INSTRUCTION

SECOND STEP®

Introduction to Second Step®

Second Step® is a universal, classroom-based program designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation.

NYS Framework for Mental Health Education Instruction

The New York State Framework for Mental Health Education Instruction supports the New York State Health Education Learning Standards. NYSED recommends schools utilize this resource to develop or adopt their own curriculum aligned with the current New York State Learning Standards. To access framework, please click [here](#) (rubric is on page 12).

The following illustrates how the evidence-based Second Step® FIRST GRADE curriculum aligns with the New York State Framework for Mental Health Education Instruction. Click [here](#) to access the First Grade Scope and Sequence.

Second Step® Lesson	Lesson Concepts	Standard Addressed (NYS Framework for M.H. Education)
Unit 1: Skills for Learning		
Lesson 1: LEARNING TO LISTEN	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn Our brains get smarter every time it works hard 	
Lesson 2: FOCUSING ATTENTION	<ul style="list-style-type: none"> Focusing attention involves using eyes, ears, and brain The more you practice focusing your attention, the better you get at it Using self-talk helps you focus attention 	Self-Management- 1C. Feelings: EEb. Individuals identify appropriate ways to express and deal with feelings
Lesson 3: FOLLOWING DIRECTIONS	<ul style="list-style-type: none"> Listening and following directions are important Skills for Learning Repeating them helps you remember them Following directions involves your eyes, ears, and brain 	
Lesson 4: SELF-TALK FOR LEARNING	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head Self-talk helps you focus and maintain attention 	Self-Management- 1C. Feelings: EEb. Individuals identify appropriate ways to express and deal with feelings
Lesson 5: BEING ASSERTIVE	<ul style="list-style-type: none"> Being assertive involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words) Assertive communication is the best way to ask for help 	Relationships- 2A. Communication Skills: (EE) a. Communication is the sharing of information and involves giving and receiving information, ideas, and opinions (EE) b. Individuals can use body language and tone of voice as important parts of communication

Second Step® Lesson	Lesson Concepts	Standard Addressed (NYS Framework for M.H. Education)
Unit 2: Empathy		
Lesson 6: IDENTIFYING FEELINGS	<ul style="list-style-type: none"> Identifying your own feelings helps you know how others feel Everyone experiences strong feelings sometimes Some feelings are comfortable, and some are uncomfortable Physical clues can help identify others' feelings 	Self Management- 1C. Feelings: (EE) a. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last (EE) b. Individuals identify appropriate ways to express and deal with feelings Relationships- 2A. Communication Skills: (EE) b. Individuals can use body language and tone of voice as important parts of communication
Lesson 7: LOOKING FOR MORE CLUES	<ul style="list-style-type: none"> Situational clues can help identify others' feelings Understanding how others feel improves relationships 	Relationships- 2A. Communication Skills: (EE) b. Individuals can use body language and tone of voice as important parts of communication 2B. Empathy, Compassion, Acceptance: (EE) a. Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately (EE) c. Individuals identify characteristics of healthy peer relationships
Lesson 8: SIMILARITIES AND DIFFERENCES	<ul style="list-style-type: none"> People can have different feelings about the same situation It is okay for people to have different feelings about the same thing 	Self Management- 1C. Feelings: (EE) a. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last (EE) b. Individuals identify appropriate ways to express and deal with feelings Relationships- 2A. Communication Skills: (EE) b. Individuals can use body language and tone of voice as important parts of communication 2B. Empathy, Compassion, Acceptance: (EE) a. Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately
Lesson 9: FEELINGS CHANGE	<ul style="list-style-type: none"> People have different feelings about the same situation at different times Feelings may change over time Being inviting and welcoming can change people's feelings 	Self Management- 1C. Feelings: (EE) a. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last (EE) b. Individuals identify appropriate ways to express and deal with feelings Relationships- 2B. Empathy, Compassion, Acceptance: (EE) a. Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately (EE) c. Individuals identify characteristics of healthy peer relationships

Second Step® Lesson	Lesson Concepts	Standard Addressed (NYS Framework for M.H. Education)
Lesson 10: ACCIDENTS	<ul style="list-style-type: none"> • An <i>accident</i> is when you do something you didn't mean • It is important to accept responsibility for an accident to prevent others from assuming it was intentional 	<p>Relationships- 2B. Empathy, Compassion, Acceptance: (EE) a. Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately (EE) c. Individuals identify characteristics of healthy peer relationships 2C. Gratitude, Forgiveness: (EE) b. Individuals understand the meaning of forgiveness and that, when warranted, forgiveness is a healthy part of moving forward after a negative experience.</p>
Lesson 11: CARING AND HELPING	<ul style="list-style-type: none"> • <i>Compassion</i> is empathy in action • People feel better when others show them care and concern 	<p>Relationships- 2B. Empathy, Compassion, Acceptance: (EE) a. Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately (EE) c. Individuals identify characteristics of healthy peer relationships 2C. Gratitude, Forgiveness: (EE) a. Individuals understand the meaning of gratitude (a feeling of appreciation or thanks) and how to express it.</p>
Unit 3: Emotion Management		
Lesson 12: IDENTIFYING OUR OWN FEELINGS	<ul style="list-style-type: none"> • You identify your own feelings by physical clues • All feelings are natural 	<p>Self Management- 1C. Feelings: (EE) a. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last (EE) b. Individuals identify appropriate ways to express and deal with feelings</p>
Lesson 13: STRONG FEELINGS	<ul style="list-style-type: none"> • Feelings vary in strength • Strong feelings need to be managed • Saying "Stop" and naming your feelings are ways to begin to calm down 	<p>Self Management- 1C. Feelings: (EE) a. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last (EE) b. Individuals identify appropriate ways to express and deal with feelings</p>
Lesson 14: CALMING DOWN ANGER	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings • Belly breathing pushes the belly out when you breathe in • Being mean or hurting others when you are angry is not okay 	<p>Self Management- 1C. Feelings: (EE) a. Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last (EE) b. Individuals identify appropriate ways to express and deal with feelings</p>
Lesson 15: SELF-TALK FOR CALMING DOWN	<ul style="list-style-type: none"> • Positive self-talk is an effective strategy for calming down strong emotions 	<p>Self Management- 1C. Feelings: (EE) b. Individuals identify appropriate ways to express and deal with feelings</p>

Second Step® Lesson	Lesson Concepts	Standard Addressed (NYS Framework for M.H. Education)
Lesson 16: MANAGING WORRY	<ul style="list-style-type: none"> Counting is an effective Way to Calm Down The Ways to Calm Down can help students manage worry Talking to a grown-up helps when you are worried 	Self Management- 1C. Feelings: (EE) b. Individuals identify appropriate ways to express and deal with feelings Resource Management- 3A: What To Ask For Help for Self or Others (EE) a. Individuals recognize that sharing feelings is a healthy action 3B: When To Ask For Help for Self or Others (EE) b. Individuals will develop the ability to know when help is needed and when it is not needed to make a decision related to mental and emotional health 3C. Where to Ask for Help for Self or Others (EE) a. There are safe, trusted adults in school and at home to help individuals with their mental health needs 3D. How to Ask for Help for Self and Others (EE) a. Individuals identify characteristics of a trusted adult in school and at home; this is the first step in accessing help (EE) b. Individuals identify trusted adults with whom they can share feelings
Unit 4: Problem Solving		
Lesson 17: SOLVING PROBLEMS, PART 1	<ul style="list-style-type: none"> You need to calm down before you solve a problem The first step in solving a problem is to use words to describe the problem The second step in solving a problem is to think of lots of solutions 	Self Management- 1C. Feelings: (EE) b. Individuals identify appropriate ways to express and deal with feelings Relationships- 2A. Communication Skills: (EE) a. Communication is the sharing of information and involves giving and receiving information, ideas, and opinions
Lesson 18: SOLVING PROBLEMS, PART 2	<ul style="list-style-type: none"> Part of problem solving is thinking about consequences The final step of problem solving is to pick the best solution Solving problems is a way to get along better with others 	Relationships- 2A. Communication Skills: (EE) a. Communication is the sharing of information and involves giving and receiving information, ideas, and opinions 2B. Empathy, Compassion, Acceptance: (EE) a. Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately (EE) c. Individuals identify characteristics of healthy peer relationships (EE) d. Individuals identify personal space and boundaries of others
Lesson 19: FAIR WAYS TO PLAY	<ul style="list-style-type: none"> Sharing, trading, and taking turns are fair ways to play <i>Sharing</i> means playing together with a toy 	Relationships- 2B. Empathy, Compassion, Acceptance: (EE) a. Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately (EE) c. Individuals identify characteristics of healthy peer relationships

Second Step® Lesson	Lesson Concepts	Standard Addressed (NYS Framework for M.H. Education)
Lesson 20: INVITING TO JOIN IN	<ul style="list-style-type: none"> • It is important to notice and have empathy for children who are left out of play • Inviting others to play is a caring thing to do • Playing with others is a way to get to know them better 	<p>Relationships-</p> <p>2A. Communication Skills: (EE) c. Social connections to one or more close individuals are important to the promotion and maintenance of mental health</p> <p>2B. Empathy, Compassion, Acceptance: (EE) a. Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately (EE) c. Individuals identify characteristics of healthy peer relationships</p>
Lesson 21: HANDING NAME-CALLING	<ul style="list-style-type: none"> • It is not okay to call people names that hurt their feelings • If someone calls you a name, you can ignore the person or respond assertively • If the person doesn't stop calling you names, you should tell a grown-up 	<p>Relationships-</p> <p>2A. Communication Skills: (EE) a. Communication is the sharing of information and involves giving and receiving information, ideas, and opinions (EE) b. Individuals can use body language and tone of voice as important parts of communication</p> <p>2C. Gratitude, Forgiveness: (EE) b. Individuals understand the meaning of forgiveness and that, when warranted, forgiveness is a healthy part of moving forward after a negative experience.</p> <p>Resource Management-</p> <p>3B: When To Ask For Help for Self or Others (EE) b. Individuals will develop the ability to know when help is needed and when it is not needed to make a decision related to mental and emotional health</p> <p>3C. Where to Ask for Help for Self or Others (EE) a. There are safe, trusted adults in school and at home to help individuals with their mental health needs</p> <p>3D. How to Ask for Help for Self and Others (EE) a. Individuals identify characteristics of a trusted adult in school and at home; this is the first step in accessing help</p>
Lesson 22: REVIEWING SECOND STEP® SKILLS	<ul style="list-style-type: none"> • You have learned a lot of new skills • You can notice how much you have learned 	All of the above listed standards will be reviewed