

TST Youth Development Program



ALIGNMENT CHART: KINDERGARTEN 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® KINDERGARTEN curriculum aligns with the New York State Framework for Mental Health Education Instruction. Click [here](#) to access the Kindergarten 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 we use them 	
Lesson 2: FOCUSING ATTENTION	<ul style="list-style-type: none"> Focusing attention involves using eyes, ears, and brain You can focus your attention just by thinking about it, and the more you do it, the better you get at it Using self-talk helps you focus attention 	
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 STAYING ON TASK	<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

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Unit 2: Empathy		
Lesson 6: FEELINGS	<ul style="list-style-type: none"> If you can name your own feelings, it will help you figure out how other people feel All feelings are natural. Some feelings are comfortable, and some are uncomfortable Physical clues can help you 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
Lesson 7: MORE FEELINGS	<ul style="list-style-type: none"> Situational 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 8: IDENTIFYING ANGER	<ul style="list-style-type: none"> It is natural to feel angry, but feeling angry is uncomfortable It is not okay to be mean or hurt others <i>Empathy</i> means feeling and understanding what someone else feels 	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: SAME OR DIFFERENT?	<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

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Lesson 10: ACCIDENTS	<ul style="list-style-type: none"> • An <i>accident</i> is when you do something you didn't mean • When you cause an accident, it's important to say so, so others won't think you did it on purpose 	<p>Relationships-</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> <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>
Lesson 11: CARING AND HELPING	<ul style="list-style-type: none"> • <i>Compassion</i> means caring about how someone else feels • When you feel empathy for someone, compassion is a good way to show it • You can show you care by saying or doing something kind 	<p>Relationships-</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> <p>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: WE FEEL FEELINGS IN OUR BODIES	<ul style="list-style-type: none"> • You can use physical clues in your body to identify your feelings • All your feelings are natural • It is important to talk to a grown-up when you feel worried 	<p>Self Management-</p> <p>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> <p>Resource Management-</p> <p>3A: What To Ask For Help for Self or Others (EE) a. Individuals recognize that sharing feelings is a healthy action</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 (EE) b. Individuals identify trusted adults with whom they can share feelings</p>

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Lesson 13: MANAGING FRUSTRATION	<ul style="list-style-type: none"> • Feelings vary in strength • Feelings that are strong need to be managed • Saying “Stop” and naming your feelings are ways to begin to calm down 	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
Lesson 14: CALMING DOWN STRONG FEELINGS	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings • Belly breathing pushes the belly out when you breathe in 	Self Management- 1C. Feelings: (EE) b. Individuals identify appropriate ways to express and deal with feelings
Lesson 15: HANDLING WAITING	<ul style="list-style-type: none"> • The Calming-Down Steps can help you manage feeling excited or impatient while waiting • Finding quiet things to do that won’t distract others helps you wait 	Self Management- 1C. Feelings: (EE) b. Individuals identify appropriate ways to express and deal with feelings
Lesson 16: MANAGING ANGER	<ul style="list-style-type: none"> • Feeling angry is natural. Hurtful, mean behaviors are not okay • Your body lets you know when you are angry • Learning to relax calms you down 	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
Lesson 17: MANAGING DISAPPOINTMENT	<ul style="list-style-type: none"> • When you don’t get what you want, you can feel disappointed • Strong disappointment can lead to feeling sad or angry 	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
Lesson 18: HANDLING BEING KNOCKED DOWN	<ul style="list-style-type: none"> • When you get hurt, it’s important to calm down before you do anything else • You need to ask for more information and not assume that the action was on purpose 	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 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.

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Unit 4: Problem Solving		
Lesson 19: SOLVING PROBLEMS	<ul style="list-style-type: none"> You need to calm down before you solve a problem The first step in solving problems is to use words to describe the problem The second step in solving problems 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 20: INVITING TO PLAY	<ul style="list-style-type: none"> When you see other kids being left out of play, it is important to notice and have empathy for them Inviting others to play is a caring thing to do Playing with others is a way to get to know them 	Relationships- 2A. Communication Skills: (EE) c. Social connections to one or more close individuals are important to the promotion and maintenance of mental health 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 21: 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
Lesson 22: HAVING FUN WITH OUR FRIENDS	<ul style="list-style-type: none"> When children play in fair ways, everyone has fun Other children sometimes have different wants or preferences Choosing to have fun with others rather than get your own way helps you be friends 	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 (EE) c. Social connections to one or more close individuals are important to the promotion and maintenance of mental health 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

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Lesson 23: HANDING HAVING THINGS TAKEN AWAY	<ul style="list-style-type: none"> • It is important to calm down first before solving problems • If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it • It is not okay to grab things away from others 	<p>Self Management-</p> <p>1C. Feelings: (EE) b. Individuals identify appropriate ways to express and deal with feelings</p> <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>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</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>
Lesson 24: 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>Self Management-</p> <p>1C. Feelings: (EE) b. Individuals identify appropriate ways to express and deal with feelings</p> <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 25: 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 	<p>All of the above listed standards will be reviewed</p>