

# TST Youth Development Program



## ALIGNMENT CHART: SECOND 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® SECOND GRADE curriculum aligns with the New York State Framework for Mental Health Education Instruction. Click [here](#) to access the Second Grade Scope and Sequence.

Second Step® Lesson	Lesson Concepts	Standard Addressed (NYS Framework for M.H. Education)
<b>Unit 1: Skills for Learning</b>		
<b>Lesson 1: BEING RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Thinking about how others want to be treated and treating them that way helps you be respectful</li> <li>Being respectful helps you be a better learner</li> </ul>	<b>Relationships-</b> <b>2B. Empathy, Compassion, Acceptance</b> <b>EEa.</b> Individuals understand the meaning of empathy, compassion and acceptance and how to express them appropriately.
<b>Lesson 2: FOCUSING ATTENTION AND LISTENING</b>	<ul style="list-style-type: none"> <li>Focusing attention and listening help you be a better learner</li> <li>Focusing attention and listening are ways to show respect</li> </ul>	
<b>Lesson 3: USING SELF-TALK</b>	<ul style="list-style-type: none"> <li><i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head</li> <li>Self-talk helps you focus, stay on task, and handle distractions</li> </ul>	<b>Self-Management-</b> <b>1C. Feelings:</b> <b>EEb.</b> Individuals identify appropriate ways to express and deal with feelings
<b>Lesson 4: BEING ASSERTIVE</b>	<ul style="list-style-type: none"> <li>Being <i>assertive</i> means asking for what you want or need in a calm and firm voice</li> <li>Being assertive is a respectful way to get what you want or need</li> </ul>	<b>Self-Management-</b> <b>1C. Feelings:</b> <b>EEa.</b> Communication is the sharing of information and involves giving and receiving information, ideas, and opinions. <b>EEb.</b> Individuals identify appropriate ways to express and deal with feelings  <b>Relationships-</b> <b>2A. Communication Skills</b> <b>EEb.</b> Individuals can use body language and tone of voice as important parts of communication

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<b>Unit 2: Empathy</b>		
<b>Lesson 5: IDENTIFYING FEELINGS</b>	<ul style="list-style-type: none"> <li>Clues in faces, bodies, and situations help you notice and understand how people are feeling</li> <li>Everyone feels a wide variety of emotions</li> <li>Some feelings are comfortable, and others are uncomfortable</li> </ul>	<p><b>Self-Management-</b> <b>1C. Feelings</b> EEa. Individuals identify different feelings and when one might experience these feelings and how long they are likely to last</p> <p><b>Relationships-</b> <b>2A. Communication Skills</b> EEb. Individuals can use body language and tone of voice as important parts of communication</p>
<b>Lesson 6: LEARNING MORE ABOUT FEELINGS</b>	<ul style="list-style-type: none"> <li>People can have different feelings about the same situation</li> <li>People’s feelings can change</li> <li><i>Empathy</i> is feeling or understanding what someone else is feeling</li> </ul>	<p><b>Self-Management-</b> <b>1C. Feelings</b> EEa. Individuals identify different feelings and when one might experience these feelings and how long they are likely to last</p> <p><b>Relationships-</b> <b>2B. Empathy, Compassion, Acceptance</b> EEa. Individuals understand the meaning of empathy, compassion and acceptance and how to express them appropriately.</p>
<b>Lesson 7: FEELING CONFIDENT</b>	<ul style="list-style-type: none"> <li>Practicing helps you build your confidence</li> <li>Feeling confident helps you do your best and makes you proud</li> <li>Noticing how others feel and understanding that their feelings can change helps you have empathy</li> </ul>	<p><b>Self-Management-</b> <b>1B. Resiliency</b> EEc. Failures and challenges may be beneficial to learning experiences that help individuals grow and learn.</p> <p><b>1C. Feelings</b> EEa. Individuals identify different feelings and when one might experience these feelings and how long they are likely to last EEb. Individuals identify appropriate ways to express and deal with feelings</p> <p><b>Relationships-</b> <b>2B. Empathy, Compassion, Acceptance</b> EEa. Individuals understand the meaning of empathy, compassion and acceptance and how to express them appropriately.</p>
<b>Lesson 8: RESPECTING DIFFERENT PREFERENCES</b>	<ul style="list-style-type: none"> <li>Having empathy helps you notice when others have different preferences from yours</li> <li>Respecting others’ preferences helps you get along better with them</li> </ul>	<p><b>Relationships-</b> <b>2B. Empathy, Compassion, Acceptance</b> EEa. Individuals understand the meaning of empathy, compassion and acceptance and how to express them appropriately. EEc. Individuals identify characteristics of healthy peer relationships EEd. Individuals identify personal space and boundaries of others</p>
<b>Lesson 9: SHOWING COMPASSION</b>	<ul style="list-style-type: none"> <li>Noticing and understanding what someone is feeling helps you have empathy</li> <li>When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help</li> <li>Showing care and concern is called showing <i>compassion</i></li> </ul>	<p><b>Relationships-</b> <b>2A. Communication Skills</b> EEb. Individuals can use body language and tone of voice as important parts of communication</p> <p><b>Relationships-</b> <b>2B. Empathy, Compassion, Acceptance</b> EEa. Individuals understand the meaning of empathy, compassion and acceptance and how to express them appropriately.</p>

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<b>Unit 2: Empathy</b>		
<b>Lesson 10: PREDICTING FEELINGS</b>	<ul style="list-style-type: none"> <li>• Accidents happen</li> <li>• If something happens to you by accident, think about how it could have been an accident and find more information</li> <li>• If you do something by accident, think about how the other person feelings, apologize, and offer help</li> </ul>	<p><b>Relationships-</b>  <b>2B. Empathy, Compassion, Acceptance:</b>  <b>(EE) a.</b> Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately  <b>(EE) c.</b> Individuals identify characteristics of healthy peer relationships  <b>2C. Gratitude, Forgiveness:</b>  <b>(EE) b.</b> Individuals understand the meaning of forgiveness and that, when warranted, forgiveness is a healthy part of moving forward after a negative experience.</p>
<b>Unit 3: Emotion Management</b>		
<b>Lesson 11: INTRODUCING EMOTION MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• When you feel strong feelings, it's hard to think clearly</li> <li>• Focusing attention on your body gives you clues about how you're feeling</li> <li>• Thinking about your feelings helps the thinking part of your brain get back in control</li> </ul>	<p><b>Self Management-</b>  <b>1C. Feelings:</b>  <b>(EE) a.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last  <b>(EE) b.</b> Individuals identify appropriate ways to express and deal with feelings</p>
<b>Lesson 12: MANAGING EMBARRASSMENT</b>	<ul style="list-style-type: none"> <li>• Using a stop signal and naming your feelings are the first two Calming-Down Steps</li> </ul>	<p><b>Self Management-</b>  <b>1C. Feelings:</b>  <b>(EE) a.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last  <b>(EE) b.</b> Individuals identify appropriate ways to express and deal with feelings</p>
<b>Lesson 13: HANDLING MAKING MISTAKES</b>	<ul style="list-style-type: none"> <li>• Everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down</li> <li>• Making mistakes helps you learn, because mistakes show you what you need to practice more</li> <li>• You can use belly breathing to calm down</li> </ul>	<p><b>Self-Management-</b>  <b>1B. Resiliency</b>  <b>EEc.</b> Failures and challenges may be beneficial to learning experiences that help individuals grow and learn.</p> <p><b>Self Management-</b>  <b>1C. Feelings:</b>  <b>(EE) a.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last  <b>(EE) b.</b> Individuals identify appropriate ways to express and deal with feelings</p>
<b>Lesson 14: MANAGING ANXIOUS FEELINGS</b>	<ul style="list-style-type: none"> <li>• Negative self-talk can make strong feelings even stronger</li> <li>• When you feel really worried and anxious about something, calming down helps</li> <li>• Using positive self-talk can help you calm down</li> </ul>	<p><b>Self Management-</b>  <b>1C. Feelings:</b>  <b>(EE) a.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last  <b>(EE) b.</b> Individuals identify appropriate ways to express and deal with feelings</p>

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<b>Unit 3: Emotion Management</b>		
<b>Lesson 15: MANAGING ANGER</b>	<ul style="list-style-type: none"> <li>Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay</li> <li>It's important to calm down angry feelings so you don't do something hurtful</li> <li>Being assertive is a respectful way to get what you want or need</li> </ul>	<b>Self Management-</b> <b>1C. Feelings:</b> <b>(EE) a.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last <b>(EE) b.</b> Individuals identify appropriate ways to express and deal with feelings
<b>Lesson 16: FINISHING TASKS</b>	<ul style="list-style-type: none"> <li>Calming down helps you stay focused and on task at school</li> <li>Using positive self-talk helps you stay focused and on task so you can be a better learner</li> </ul>	<b>Self Management-</b> <b>1C. Feelings:</b> <b>(EE) a.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last <b>(EE) b.</b> Individuals identify appropriate ways to express and deal with feelings
<b>Unit 4: Problem Solving</b>		
<b>Lesson 17: SOLVING PROBLEMS, PART 1</b>	<ul style="list-style-type: none"> <li>Calming down helps you think so you can solve problems</li> <li>Following steps can help you solve problems</li> <li>Saying the problem without blame is respectful</li> </ul>	<b>Self Management-</b> <b>1C. Feelings:</b> <b>(EE) b.</b> Individuals identify appropriate ways to express and deal with feelings  <b>Relationships-</b> <b>2A. Communication Skills:</b> <b>(EE) a.</b> Communication is the sharing of information and involves giving and receiving information, ideas, and opinions
<b>Lesson 18: SOLVING PROBLEMS, PART 2</b>	<ul style="list-style-type: none"> <li>Following steps can help you solve problems</li> <li>Solutions to problems must be safe and respectful</li> </ul>	<b>Relationships-</b> <b>2A. Communication Skills:</b> <b>(EE) a.</b> Communication is the sharing of information and involves giving and receiving information, ideas, and opinions <b>2B. Empathy, Compassion, Acceptance:</b> <b>(EE) a.</b> Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately <b>(EE) c.</b> Individuals identify characteristics of healthy peer relationships
<b>Lesson 19: TAKING RESPONSIBILITY</b>	<ul style="list-style-type: none"> <li>Following steps can help you solve problems</li> <li>When you hurt someone's feelings, it's important to take responsibility</li> <li>Taking responsibility means admitting what you did, apologizing, and offering to make amends</li> </ul>	<b>Relationships-</b> <b>2A. Communication Skills:</b> <b>(EE) a.</b> Communication is the sharing of information and involves giving and receiving information, ideas, and opinions <b>2B. Empathy, Compassion, Acceptance:</b> <b>(EE) a.</b> Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately <b>(EE) c.</b> Individuals identify characteristics of healthy peer relationships

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<b>Unit 4: Problem Solving</b>		
<b>Lesson 20: RESPONDING TO PLAYGROUND EXCLUSION</b>	<ul style="list-style-type: none"> <li>• Following steps can help you solve problems</li> <li>• Being left out is a problem</li> <li>• Inviting someone who is being left out to play is the respectful, compassionate thing to do</li> </ul>	<b>Relationships-</b> <b>2A. Communication Skills:</b> <b>(EE) a.</b> Communication is the sharing of information and involves giving and receiving information, ideas, and opinions <b>2B. Empathy, Compassion, Acceptance:</b> <b>(EE) a.</b> Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately <b>(EE) c.</b> Individuals identify characteristics of healthy peer relationships
<b>Lesson 21: PLAYING FAIRLY ON THE PLAYGROUND</b>	<ul style="list-style-type: none"> <li>• Calming down helps you think so you can solve problems</li> <li>• Following steps can help you solve problems</li> <li>• When you can't agree on rules for a game, it's a problem</li> <li>• Finding a respectful way to agree on rules helps you get along better with others</li> </ul>	<b>Relationships-</b> <b>2A. Communication Skills:</b> <b>(EE) a.</b> Communication is the sharing of information and involves giving and receiving information, ideas, and opinions <b>2B. Empathy, Compassion, Acceptance:</b> <b>(EE) a.</b> Individuals understand the meanings of empathy, compassion, and acceptance and how to express them appropriately <b>(EE) c.</b> Individuals identify characteristics of healthy peer relationships
<b>Lesson 22: REVIEWING SECOND STEP SKILLS</b>	<ul style="list-style-type: none"> <li>• Using Second Step skills can help you be a better learner and get along with others</li> </ul>	All of the above listed standards will be reviewed