

# TST Youth Development Program



## ALIGNMENT CHART: THIRD 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® **THIRD GRADE** curriculum aligns with the New York State Framework for Mental Health Education Instruction. Click [here](#) to access the Third 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 LEARNERS</b>	<ul style="list-style-type: none"> <li>Focusing your attention and listening help you be a better learner</li> <li>Focusing your attention and listening show respect</li> </ul>	
<b>Lesson 2: USING SELF-TALK</b>	<ul style="list-style-type: none"> <li><i>Self-talk</i> means talking to yourself in a quiet voice or in your head</li> <li>Self-talk can help you focus, stay on task, and handle distractions</li> </ul>	<b>Self-Management</b> <b>1C. Feelings</b> <b>LEb.</b> Individuals describe the relationship between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health
<b>Lesson 3: BEING ASSERTIVE</b>	<ul style="list-style-type: none"> <li>Being <i>assertive</i> means asking for what you want or need in a clam and firm voice</li> <li>Being assertive is a respectful way to get what you want or need</li> </ul>	<b>Relationships-</b> <b>2A. Communication Skills</b> <b>LEc.</b> Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways
<b>Lesson 4: PLANNING TO LEARN</b>	<ul style="list-style-type: none"> <li>Making a plan can help you be a better learner</li> <li>A plan is good if the order makes sense, it's simple, and you can do it</li> </ul>	

Second Step® Lesson	Lesson Concepts	Standard Addressed (NYS Framework for M.H. Education)
<b>Unit 2: Empathy</b>		
<b>Lesson 5: IDENTIFYING OTHERS' FEELINGS</b>	<ul style="list-style-type: none"> <li>Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling</li> <li>People can have different feelings about the same situation</li> <li>All feelings are natural</li> </ul>	<b>Self-Management</b> <b>1C. Feelings</b> <b>LEa.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health  <b>Relationships</b> <b>2A. Communication Skills</b> <b>LEa.</b> Communication is expressed verbally and non-verbally <b>LEb.</b> Individuals' body language and tone of voice can influence the words being spoken
<b>Lesson 6: UNDERSTANDING PERSPECTIVES</b>	<ul style="list-style-type: none"> <li>People can have different feelings about the same situation, and their feelings can change</li> <li><i>Empathy</i> is feeling or understanding what someone is feeling</li> <li>Thinking about others' perspectives helps you have empathy from them</li> </ul>	<b>Self-Management</b> <b>1C. Feelings</b> <b>LEa.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last  <b>Relationships</b> <b>2B. Empathy, Compassion, Acceptance</b> <b>LEa.</b> Empathy, compassion, and acceptance of difference are essential components of healthy relationships
<b>Lesson 7: CONFLICTING FEELINGS</b>	<ul style="list-style-type: none"> <li>You can have conflicting feelings about a situation</li> <li>Having empathy helps you notice when others' feelings are the same as or different from yours</li> </ul>	<b>Self-Management</b> <b>1C. Feelings</b> <b>LEa.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last  <b>Relationships</b> <b>2B. Empathy, Compassion, Acceptance</b> <b>LEa.</b> Empathy, compassion, and acceptance of difference are essential components of healthy relationships
<b>Lesson 8: ACCEPTING DIFFERENCE</b>	<ul style="list-style-type: none"> <li>Having empathy helps you understand and accept how others are the same as or different from you</li> <li>Accepting and appreciating others' differences is respectful</li> </ul>	<b>Relationships</b> <b>2B. Empathy, Compassion, Acceptance</b> <b>LEa.</b> Empathy, compassion, and acceptance of difference are essential components of healthy relationships <b>LEb.</b> Individuals explain the importance of respecting personal space and the boundaries of others
<b>Lesson 9: SHOWING COMPASSION</b>	<ul style="list-style-type: none"> <li>Focusing attention on and listening to others can help you have empathy and show compassion</li> <li>You can say kind words or do helpful things to show your compassion</li> </ul>	<b>Relationships</b> <b>2B. Empathy, Compassion, Acceptance</b> <b>LEa.</b> Empathy, compassion, and acceptance of difference are essential components of healthy relationships <b>LEb.</b> Individuals explain the importance of respecting personal space and the boundaries of others

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<b>Unit 2: Empathy</b>		
<b>Lesson 10: MAKING FRIENDS</b>	<ul style="list-style-type: none"> <li>Focusing attention and listening to others help you make conversation</li> <li>Making conversation helps you make friends and get along better with others</li> </ul>	<b>Relationships</b> <b>2A. Communication Skills</b> <b>LEa.</b> Communication is expressed verbally and non-verbally <b>LEb.</b> Individuals' body language and tone of voice can influence the words being spoken <b>LEd.</b> Social connections to one or more close individuals are important to the promotion and maintenance of mental health
<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>	<b>Self-Management</b> <b>1C. Feelings</b> <b>LEa.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health
<b>Lesson 12: MANAGING TEST ANXIETY</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>	<b>Self-Management</b> <b>1C. Feelings</b> <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health
<b>Lesson 13: HANDLING ACCUSATIONS</b>	<ul style="list-style-type: none"> <li>You can use belly breathing to calm down</li> <li>Calming down helps you handle accusations calmly and thoughtfully</li> <li>It is important to take responsibility when you've made a mistake</li> </ul>	<b>Self-Management</b> <b>1B. Resiliency</b> <b>LEc.</b> Failures, difficulties, and non-successes often provide individuals with learning experiences <b>1C. Feelings</b> <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health  <b>Relationships</b> <b>2C. Gratitude, Forgiveness</b> <b>LEa.</b> Gratitude (a feeling of appreciate or thanks) and forgiveness, when warranted, are relationship building skills that individuals can learn/ foster and may provide benefit for one's mental health

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<b>Unit 3: Emotion Management</b>		
<b>Lesson 14: MANAGING DISAPPOINTMENT</b>	<ul style="list-style-type: none"> <li>Negative self-talk can make strong feelings even stronger</li> <li>You can calm down by using positive self-talk</li> <li>Setting a new goal and making a plan to achieve it are positive ways to handle disappointment</li> </ul>	<b>Self-Management</b> <b>1C. Feelings</b> <b>LEa.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health
<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>LEa.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health  <b>Relationships</b> <b>2A. Communication Skills</b> <b>LEc.</b> Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways
<b>Lesson 16: MANAGING HURT FEELINGS</b>	<ul style="list-style-type: none"> <li>Calming down when your feelings have been hurt can help you avoid jumping to conclusions</li> <li>Thinking of other explanations and getting information can help you avoid jumping to conclusions</li> </ul>	<b>Self-Management</b> <b>1C. Feelings</b> <b>LEa.</b> Individuals identify different feelings and when one might experience these feelings and how long the feelings are likely to last <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health  <b>Relationships-</b> <b>2A. Communication Skills</b> <b>LEc.</b> Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways
<b>Unit 4: Problem Solving</b>		
<b>Lesson 17: SOLVING PROBLEMS, PART1</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>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health  <b>Relationships-</b> <b>2A. Communication Skills</b> <b>LEc.</b> Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways

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<b>Unit 4: Problem Solving</b>		
<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> <li>• Solutions can have positive or negative consequences</li> </ul>	<p><b>Self-Management</b></p> <p><b>1C. Feelings</b>  <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health</p> <p><b>Relationships-</b></p> <p><b>2A. Communication Skills</b>  <b>LEc.</b> Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways</p>
<b>Lesson 19: SOLVING CLASSROOM PROBLEMS</b>	<ul style="list-style-type: none"> <li>• Calming down can help you think so you can solve problems</li> <li>• Following steps can help you solve problems</li> <li>• Getting along with others helps you be a better learner in school</li> </ul>	<p><b>Self-Management</b></p> <p><b>1C. Feelings</b>  <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health</p> <p><b>Relationships-</b></p> <p><b>2A. Communication Skills</b>  <b>LEc.</b> Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways</p>
<b>Lesson 20: SOLVING PEER-EXCLUSION PROBLEMS</b>	<ul style="list-style-type: none"> <li>• Following steps can help you solve problems</li> <li>• Being assertive is a safe and respectful solution to problems like being excluded</li> <li>• Excluding others is not nice or respectful</li> </ul>	<p><b>Self-Management</b></p> <p><b>1C. Feelings</b>  <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health</p> <p><b>Relationships-</b></p> <p><b>2A. Communication Skills</b>  <b>LEc.</b> Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways</p>
<b>Lesson 21: DEALING WITH NEGATIVE PEER PRESSURE</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>• Being assertive can help you resist negative peer pressure</li> </ul>	<p><b>Self-Management</b></p> <p><b>1C. Feelings</b>  <b>LEb.</b> Individuals describe the relationships between feelings and behavior; Individuals can develop healthy ways to identify, express and respond to their emotions; this is an important part of self-care and can impact mental health</p> <p><b>Relationships-</b></p> <p><b>2A. Communication Skills</b>  <b>LEc.</b> Individuals demonstrate how to effectively communicate needs, wants, and feelings in healthy ways</p>
<b>Lesson 22: REVIEWING SECOND STEP SKILLS</b>	<ul style="list-style-type: none"> <li>• Using <i>Second Step</i> skills can help you be a better learner and get along with others</li> </ul>	All of the above listed standards will be reviewed