Second Steps to Respect

Parent Manual/Home Link
Grade 2
Hildreth Elementary School
Dear Families,

Welcome to Second Step/Steps to Respect! It is our character education and Bullying Prevention Program.

We want your child to be as successful as possible at school. Success is as much about knowing how to learn and how to get along as it is about academics. We will be using this program to teach these critical skills. The staff, administrators, guidance counselor, and specialists will all be involved in teaching your child’s classroom.

The program teaches skills in four areas:
1. Skills for learning
2. Empathy
3. Emotion Management
4. Problem Solving

Your child will be learning a lot this year and we will need your help! Enclosed are some home link activities. They are simple, fun activities for you and your child to complete together. They are a great way for you to understand what your child is learning as well as reinforce those skills. *(Not every lesson has a home link.)*

If you have any questions please don’t hesitate to contact me or your child’s classroom teacher for more information. Thank you for supporting your child in learning the skills that lead to success in school and in life.

Sincerely,

Christine Reale, LICSW
Guidance Counselor
The Second Step Program Promotes

- School success
- School connectedness
- Safe and respectful school climate

By directly teaching students the skills that strengthen their ability to:

- Learn
- Have empathy
- Solve problems

Skills for Learning

- Students who can self-regulate are better able to participate in and benefit from classroom instruction.

- The program promotes development of students’ self-regulation skills. It provides practice through games for Kindergarten–Grade 3 and through instruction in Skills for Learning across all grades.

- Skills for Learning are necessary for having empathy, managing emotions, and solving problems. The Skills for Learning are woven into all units.

Empathy

- Being able to feel or understand what another person is feeling prepares students to manage their own strong emotions and solve interpersonal problems with others.

- The program teaches students skills for identifying emotions in themselves and others, labeling these emotions, and taking the perspectives of others.

- These skills are the basis for helpful and socially responsible behavior. Having empathy is also related to academic success.

Emotion Management

- Students who can recognize strong emotions and calm down cope better and are less prone to aggressive behaviors.

- The program teaches students proactive strategies that help prevent strong emotions from escalating into negative behaviors.

- Calm students are better able to use other skills, such as problem solving, to help them get along better with others and make good choices.

Problem Solving

- Students who can solve interpersonal conflicts with peers are less likely to engage in impulsive or aggressive behaviors.

- The program teaches students to use four Problem-Solving Steps after calming down.

- Creating a neutral problem statement, generating safe and respectful solutions, and evaluating the consequences of these solutions steers students toward selecting prosocial solutions.

The Second Step Program Prevents

- Problem behaviors
- Antisocial behavior
- Peer rejection
- Impulsivity

By developing students’:

- Self-regulation skills
- Social-emotional competencies
- School connectedness
## Teaching Materials

### Grade 2
Scope and Sequence

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 1. Being Respectful            | • Thinking about how others want to be treated and treating them that way helps you be respectful.  
                                 | • Being respectful helps you be a better learner.                                               | • Identify respectful behavior in themselves and others  
                                                                                       |                                                                                          | • Determine respectful responses to scenarios                                               |
| 2. Focusing Attention and      | • Focusing your attention and listening help you be a better learner.  
                                 | • Focusing your attention and listening are ways to show respect.                                 | • Identify examples of focusing attention  
                                 |                                                                                          | • Identify examples of listening  
                                                                                       | • Apply focusing-attention and listening skills in the context of a game and in response to scenarios |
| Listening                       |                                                                                                                        |                                                                                                        |
| 3. Using Self-Talk             | • *Self-talk* means talking to yourself in a quiet voice or in your head.  
                                 | • Self-talk helps you focus, stay on task, and handle distractions.                                | • Identify classroom distractions  
                                                                                       |                                                                                          | • Demonstrate using self-talk in response to scenarios                                      |
| 4. Being Assertive             | • Being *assertive* means asking for what you want or need in a calm and firm voice.                  | • Demonstrate assertive communication skills in response to scenarios  
                                 | • Being assertive is a respectful way to get what you want or need.                               |                                                                                          | • Determine which adult to ask assertively for help in response to scenarios                |
| 5. Identifying Feelings        | • Clues in faces, bodies, and situations help you notice and understand how people are feeling.  
                                 | • Everyone feels a wide variety of emotions.  
                                 | • Some feelings are comfortable, and others are uncomfortable.                                     | • Name a variety of feelings  
                                                                                       |                                                                                          | • Distinguish between comfortable and uncomfortable feelings  
                                                                                       |                                                                                          | • Use physical, verbal, and situational clues to determine what others are feeling         |
| 6. Learning More About         | • People can have different feelings about the same situation.  
                                 | • People’s feelings can change.  
                                 | • *Empathy* is feeling or understanding what someone else is feeling.                              | • Use physical, verbal, and situational clues to determine what others are feeling             |
| Feelings                       |                                                                                                                        |                                                                                                        |
| 7. Feeling Confident           | • Practicing helps you build your confidence.  
                                 | • Feeling confident helps you do your best and makes you proud.  
                                 | • Noticing how others feel and understanding that their feelings can change helps you have empathy. | • Identify physical and situational clues that indicate the feeling of confidence  
                                                                                       |                                                                                          | • Detect when their own and others’ feelings change                                          |
| 8. Respecting Different        | • Having empathy helps you notice when others have different preferences from yours.                    | • Determine what others are feeling using physical, verbal, and situational clues  
<p>| Preferences                     | • Respecting others’ preferences helps you get along better with them.                                        |                                                                                          | • Label their own preferences as the same as or different from others’ preferences             |</p>
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td><strong>Showing Compassion</strong></td>
<td>• Determine what others are feeling using physical, verbal, and situational clues</td>
</tr>
<tr>
<td></td>
<td>• Noticing and understanding what someone is feeling helps you have empathy.</td>
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<td></td>
<td>• When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help.</td>
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<tr>
<td></td>
<td>• Showing care and concern is called showing <em>compassion</em>.</td>
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<tr>
<td>10.</td>
<td><strong>Predicting Feelings</strong></td>
<td>• Identify ways to show compassion for others in response to scenarios</td>
</tr>
<tr>
<td></td>
<td>• Accidents happen.</td>
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<td></td>
<td>• If something happens to you by accident, think about how it could have been an accident and find out more information.</td>
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<tr>
<td></td>
<td>• If you do something by accident, think about how the other person feels, apologize, and offer to help.</td>
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<tr>
<td>11.</td>
<td><strong>Introducing Emotion Management</strong></td>
<td>• Predict others’ feelings in response to scenarios</td>
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<td>• When you feel strong feelings, it’s hard to think clearly.</td>
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<td>• Focusing attention on your body gives you clues about how you’re feeling.</td>
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<td>• Thinking about your feelings helps the thinking part of your brain get back in control.</td>
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<td>12.</td>
<td><strong>Managing Embarrassment</strong></td>
<td>• Offer possible reasons for others’ actions and feelings in response to scenarios</td>
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<tr>
<td></td>
<td>• Using a stop signal and naming your feeling are the first two Calming-Down Steps.</td>
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<tr>
<td>13.</td>
<td><strong>Handling Making Mistakes</strong></td>
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<td>• Everyone makes mistakes, but if you’re feeling strong feelings, it’s important to calm down.</td>
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<td></td>
<td>• Making mistakes helps you learn, because mistakes show you what you need to practice more.</td>
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<td></td>
<td>• You can use belly breathing to calm down.</td>
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<tr>
<td>14.</td>
<td><strong>Managing Anxious Feelings</strong></td>
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<td></td>
<td>• Negative self-talk can make strong feelings even stronger.</td>
<td>• Identify the first two Calming-Down Steps</td>
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<td></td>
<td>• When you feel really worried and anxious about something, calming down helps.</td>
<td>• Demonstrate first two Calming-Down Steps in response to scenarios</td>
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<td></td>
<td>• Using positive self-talk can help you calm down.</td>
<td>• Demonstrate correct belly-breathing technique</td>
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<td></td>
<td></td>
<td>• Use belly breathing to calm down in response to scenarios</td>
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<tr>
<td>15.</td>
<td><strong>Managing Anger</strong></td>
<td>• Generate positive self-talk they can use to calm down in response to scenarios</td>
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<tr>
<td></td>
<td>• Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay.</td>
<td>• Use positive self-talk to calm down in response to scenarios</td>
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<tr>
<td></td>
<td>• It’s important to calm down angry feelings so you don’t do something hurtful.</td>
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<td></td>
<td>• Being assertive is a respectful way to get what you want or need.</td>
<td>• Use counting to calm down in response to scenarios</td>
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<tr>
<td></td>
<td></td>
<td>• Use assertive communication skills to get what they want or need in response to scenarios</td>
</tr>
<tr>
<td>Lesson</td>
<td>Concepts</td>
<td>Objectives — Students will be able to:</td>
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</tbody>
</table>
| 16. Finishing Tasks | • Calming down helps you stay focused and on task at school.  
• Using positive self-talk helps you stay focused and on task so you can be a better learner. | • Identify situations that require the use of the Calming-Down Steps  
• Demonstrate using the Calming-Down Steps in response to scenarios  
• Use positive self-talk to stay focused and on task in response to scenarios |
| 17. Solving Problems, Part 1 | • Calming down helps you think so you can solve problems.  
• Following steps can help you solve problems.  
• Saying the problem without blame is respectful. | • Recall the first Problem-Solving Step  
• Identify and say a problem in response to scenarios |
| 18. Solving Problems, Part 2 | • Following steps can help you solve problems.  
• Solutions to problems must be safe and respectful. | • Recall the first two Problem-Solving Steps  
• Generate several solutions for a given problem in response to scenarios  
• Determine if solutions are safe and respectful |
| 19. Taking Responsibility | • Following steps can help you solve problems.  
• When you hurt someone’s feelings, it’s important to take responsibility.  
• Taking responsibility means admitting what you did, apologizing, and offering to make amends. | • Recall the Problem-Solving Steps  
• Apply the Problem-Solving Steps to scenarios about conflicts with friends  
• Demonstrate accepting responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios |
| 20. Responding to Playground Exclusion | • Following steps can help you solve problems.  
• Being left out is a problem.  
• Inviting someone who is being left out to play is the respectful, compassionate thing to do. | • Recall the Problem-Solving Steps  
• Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally |
| 21. Playing Fairly on the Playground | • Calming down helps you think so you can solve problems.  
• Following steps can help you solve problems.  
• When you can’t agree on rules for a game, it’s a problem.  
• Finding a respectful way to agree on rules helps you get along better with others. | • Recall the Problem-Solving Steps  
• Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games |
| 22. Reviewing Second Step Skills | • Using Second Step skills can help you be a better learner and get along with others. | • Recall Second Step skills learned  
• Identify Second Step skills in a story  
• Relate personal examples of skill use |
Grade 2, Unit 1
Lesson 1: Being Respectful

What Is My Child Learning?
Your child is learning how to be respectful at school.

Why Is It Important?
Being respectful helps children be better learners.

Ask your child: How do you behave respectfully at school?

Read Together
There are many ways to be respectful at school. You can:

- Be kind and polite
- Take turns
- Pay attention and listen to the speaker
- Raise your hand to speak

When you’re being respectful, you’re thinking about how others want to be treated and treating them that way. Thinking about how you would like to be treated will help you decide how to treat others.

Practice Together: Record of Respect
1. Discuss with your child ways he or she showed you or others respect today.
2. Write examples of the respectful behavior below.
3. If you want, you can use the back of this paper to add more.

Today I showed respect by:

- ___________________________________________

- ___________________________________________

- ___________________________________________

- ___________________________________________

- ___________________________________________

(CHILD'S NAME) ____________________________

(DATE) ____________________________

(AULT'S SIGNATURE) ____________________________

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Second Step: Skills for Social and Academic Success
Grade 2, Unit 1
Lesson 3: Using Self-Talk

**What Is My Child Learning?**
Your child is learning and practicing four Skills for Learning: focusing attention, listening, using self-talk, and being assertive.

**Why Is It Important?**
Using Skills for Learning helps children be better learners. Self-talk helps children stay focused and on task.

**Ask your child:** When do you use self-talk to help you be a better learner at school?

**Read Together**
Using Skills for Learning helps you be a better learner. You’ve been learning to focus your attention, listen, and use self-talk. Focusing your attention and listening show respect.

This week, you practiced self-talk. Self-talk is talking to yourself in a quiet voice or in your head. Using self-talk helps you stay focused and on task and manage distractions.

**Practice Together: Distraction Detectives**
1. Go to the room where your child usually does his or her homework and pretend you’re both second-grade students working on a homework assignment.
2. Become distraction detectives! Walk around the room and identify things that could distract you (such as television, computer, toys, or siblings).
3. For each distraction, decide on self-talk you could use to stay focused and on task.
4. Say your self-talk out loud and write it down below. Use the back of this paper if you need more space.

<table>
<thead>
<tr>
<th>Distraction</th>
<th>Self-Talk</th>
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<tbody>
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*Second Step: Skills for Social and Academic Success*
Grade 2, Unit 2
Lesson 5: Identifying Feelings

What Is My Child Learning?
Your child is learning to identify others’ feelings based on physical, verbal, and situational clues.

Why Is It Important?
Identifying how others feel will help children have empathy for them.

Ask your child: How do you show interested on your face and body? What about worried?

Feelings Photography Scenarios
Show me how you would feel if you:
* Tripped and spilled juice on the floor
* Got a hug from a family member
* Left your favorite book on the bus
* Received a birthday card in the mail
* Had an argument with your friend
* Got an invitation to a party
* Broke a family member’s favorite mug

Practice Together: Feelings Photographer
Take turns pretending you’re a feelings photographer!
1. Choose a scenario and read it to the person you are going to photograph.
2. Have that person show a feeling using his or her face and body.
3. Pretend to take a photo.
4. Name the feeling of the person whose photo you took, and say how you can tell.
5. Have the person who showed the feeling tell you if you’re right.

Now have your child choose a feeling and write it in one of the boxes below, while you do the same. Then draw a picture of yourself showing your feeling above the word you wrote, and have your child do the same.

Child
I feel ________________________.

Adult
I feel ________________________.

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Second Step: Skills for Social and Academic Success
What Is My Child Learning?
Your child is learning that people can have different feelings about a situation, and that these feelings can change.

Why Is It Important?
Understanding similarities and differences between their own feelings and other people's feelings helps children have empathy for others.

Ask your child: What is it called when you feel or understand what another person feels?
Second Step answer: Having empathy.

Read Together
*Empathy* means feeling or understanding what someone else is feeling. Noticing how others feel and understanding that their feelings change helps you have empathy.

Practicing helps your brain grow stronger so you can feel more confident about how well you do something.

Practice Together: Choral Clapping
Child:
1. Teach the adult the Choral Clapping game you learned at school.
2. Lead the adult in the game.
3. Notice how your feelings change each time you lead the game.
4. Rate how confident you feel about leading the game after each practice. Does your confident feeling grow?

Adult:
1. Learn the Choral Clapping game from your child. (Child begins a steady clapping rhythm, and you clap on every third beat.)
2. Practice the game together.
3. Notice how your feelings change each time you practice the game.
4. Rate how confident you feel about playing the game after each practice. Does your confident feeling grow?

Confidence Ratings

<table>
<thead>
<tr>
<th>Child: Rate Your Confidence in Leading the Game</th>
<th>Adult: Rate Your Confidence in Playing the Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td>Great</td>
</tr>
<tr>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>So-So</td>
<td>So-So</td>
</tr>
</tbody>
</table>

Practice 1  Practice 2  Practice 3

Practice 1  Practice 2  Practice 3

______  ______  ______

(CHILD’S NAME)  (DATE)  (ADULT’S SIGNATURE)

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Second Step: Skills for Social and Academic Success
**Grade 2, Unit 2**  
**Lesson 9: Showing Compassion**  

### What Is My Child Learning?  
Your child is learning that people can show their compassion for others by saying something kind or doing something helpful.

### Why Is It Important?  
Learning about how to show compassion for other people helps children take action on their feelings of empathy.

**Ask your child: How do you show compassion for others at school?**

**Read Together**  
When you have empathy for others, you can say or do many things to show your care and concern. Showing care or concern for others is called *compassion.*

Saying something kind or doing something helpful for others are examples of showing compassion.

---

**Practice Together: Compassion at Home**  
1. Work together to write examples of things you have done or said or could do or say to show compassion to others at home. There are examples to get you started.
2. Talk about how showing compassion made you feel in those situations.

<table>
<thead>
<tr>
<th>Compassion Looks Like</th>
<th>Compassion Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping a family member bring in some heavy groceries.</td>
<td>Telling family members you care about them when you notice they are feeling sad.</td>
</tr>
</tbody>
</table>

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*Second Step: Skills for Social and Academic Success*  
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What Is My Child Learning?
Your child is learning to focus attention on his or her body to get clues about how he or she feels.

Why Is It Important?
Thinking about feelings helps the thinking part of the brain start to get back in control. This helps children manage strong feelings.

Ask your child: Where do you feel strong feelings in your body? Point to the places.

Read Together
When you have strong feelings, it's hard for your brain to think. The feeling part of the brain can take over! When this happens, it's like you “flip your lid” or lose control of the thinking part of your brain. Try to focus your attention on your body for clues about how you're feeling. This gets your brain thinking again, so it can start to take back control.

Practice Together: Don't Flip Your Lid!
1. Read “How to Make a Hand-Brain” (below) and practice together.
2. Pick a feeling from the list below and think of a time you felt it strongly.
3. Make a hand-brain that has flipped its lid.
4. Think and talk about where you feel that feeling in your body.
5. Fold your fingers back over your thumb as you get back control.
6. Try another feeling!

How to Make a Hand-Brain

<table>
<thead>
<tr>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine your hand is your brain.</td>
<td>Hold your hand up, palm facing away from you.</td>
</tr>
<tr>
<td>The thumb is like the feeling part of the brain.</td>
<td>Fold thumb in on top of palm.</td>
</tr>
<tr>
<td>Your fingers are like the thinking part of the brain.</td>
<td>Fold fingers over thumb.</td>
</tr>
<tr>
<td>When you feel strong feelings, it's like you flip your lid.</td>
<td>Flip up fingers.</td>
</tr>
<tr>
<td>The feeling part of the brain takes over.</td>
<td>Wiggle thumb.</td>
</tr>
</tbody>
</table>

ANGRY embarrassed EXCITED
WORRIED disappointed
What Is My Child Learning?
Your child is learning to manage strong feelings by saying a stop signal, naming his or her feeling, and using different Ways to Calm Down.

Why Is It Important?
When their strong feelings are under control, children are better able to think clearly and pay attention.

Ask your child: What are the Calming-Down Steps for strong feelings?

Read Together
When you feel strong feelings, you can use these steps to help you calm down:
1. Stop—use your signal
2. Name your feeling
3. Calm down:
   - Breathe
   - Count
   - Use positive self-talk

Practice Together: Belly-Breathing Basics
1. Read “How to Belly Breathe” (above right).
2. Practice together.
3. Pick a feeling from the list below.
4. Think of a time you felt that feeling in a strong way.
5. Say a stop signal and name the feeling.
   (For example: “Relax! I feel frustrated.”)
6. Practice belly breathing to calm down.
7. Try with another feeling.

irritated
scared
upset
anxious
frustrated

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What Is My Child Learning?
Your child is learning to manage strong feelings, such as anger, by using the Ways to Calm Down.

Why Is It Important?
When their strong feelings are under control, children are better able to think clearly and avoid hurting others' people's bodies or feelings.

Ask your child: Why is it important to calm down angry feelings?

Read Together
Everyone gets angry sometimes. Feeling angry is natural, just like all feelings are natural. You can use the Ways to Calm Down to help you manage your anger so you don't do something hurtful. After you stop and name your feelings, try one or more of the following Ways to Calm Down.
- Belly breathing
- Using positive self-talk
- Counting

Practice Together: It Adds Up to Anger!
Everyone feels anger in different places in their bodies. For this activity, decide what physical signs add up to anger for each of you.
1. Think about the last time you felt really angry.
2. Read the “Physical Signs of Anger” list.
3. Decide which signs match how you felt the angry feeling in your body.
4. Write the signs you chose in the spaces below. Add your own physical sign if it's not on the list.
5. Now practice using the Ways to Calm Down.

Physical Signs of Anger
- Hot face
- Clenched fists
- Racing heart
- Headache
- Stomachache
- Sweating
- Dizziness
- Shaking
- Tense shoulders

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What Is My Child Learning?  
Your child is learning to use steps to solve problems. Saying the problem without blame is the first step.

Why Is It Important?  
By following the Problem-Solving Steps, children are more likely to come up with prosocial solutions to problems.

Ask your child: What is the first Problem-Solving Step?

Read Together
Everyone has problems—at home, school, or work—that need solving. Using the Problem-Solving Steps helps you come up with a lot of safe and respectful solutions to choose from.

But wait! Before you can come up with solutions, you’ve got to say the problem respectfully. That means saying the problem without blame. Saying the problem in a way that blames the other person can cause hurt and angry feelings, and no one wants to feel hurt or angry. When people are hurt or angry, it’s even harder to solve the problem.

Practice Together: Step Together
Saying the problem without blame is not easy. The first step is to be able to recognize blaming words. Do this activity together to practice finding blaming words.

1. Stand face-to-face, then each take two steps back.
2. Adult: Read a problem statement from below.
3. Child: Listen for an example or examples of blaming words.
4. Child: Say the blaming words out loud, then take one step toward your adult.
5. Continue reading problems and finding blaming words until you step together again.
6. Give each other a high five! Switch roles and play again!

<table>
<thead>
<tr>
<th>Problem Statements</th>
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<tbody>
<tr>
<td>1. He is always hogging the remote control, so I never get to watch what I want.</td>
</tr>
<tr>
<td>2. You never hurry up when we need to get somewhere quickly!</td>
</tr>
<tr>
<td>3. This dress is ruined because of her making me spill milk all over it.</td>
</tr>
<tr>
<td>4. You made me forget to bring the book by distracting me with all your chatter.</td>
</tr>
<tr>
<td>5. You never let me eat what I want for breakfast.</td>
</tr>
</tbody>
</table>
What Is My Child Learning?
Your child is learning to use steps for solving problems.

Why Is It Important?
Using Problem-Solving Steps helps children solve difficult problems, like taking responsibility for hurtful actions.

Ask your child: What are the Problem-Solving Steps?

Read Together
When you have a problem, using the Problem-Solving Steps can help you remember what to do!
- S: Say the problem.
- T: Think of solutions.
- E: Explore consequences.
- P: Pick the best solution.

Practice Together: Step Up
Practice using the Problem-Solving Steps to solve a problem!
1. Read the problem below.
2. Stand together in front of something you can step up onto, such as a stair step, stool, box, or crate.
3. Apply each of the Problem-Solving Steps to the problem.
4. Every time you finish a step, step up onto your object and then back down again.
5. Play the game again with a common problem in your home.

The Problem
A mother and son do not agree on which TV show to watch next.
Grade 2, Unit 4
Lesson 21: Playing Fairly on the Playground

Home Link

What Is My Child Learning?
Your child has been learning skills to be a better learner and get along with others.

Why Is It Important?
These skills will help children be more successful in school, at home, and later in life.

Ask your child: How has what you’ve learned in your Second Step lessons helped you at school? How can you practice these skills at home so you keep getting better?

Read Together
During your Second Step lessons, you’ve been learning and practicing skills to help you learn and get along better with others.

Every week, you filled out a Weekly Skill Check to keep track of what you learned, where you practiced, how much more you needed to practice, and where you would practice in the future. Today you’ll show these to me to celebrate your learning!

Practice Together: Check Me Out!
1. Look at the portfolio of Weekly Skill Checks completed over the year.
2. Review what was learned and practiced each week.
3. Now it’s time to reflect on how much you’ve learned and improved!

Child:
Choose one skill in each category that you’ve improved on a lot, and write it in the upper box.
Choose one skill in each category you’d still like to practice some more, and write it in the lower box.

Adult:
Help your child determine which skills he or she has improved on and which need more improvement. Refer to the Check Up on the Weekly Skill Checks for guidance.

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<th>Skills for Learning</th>
<th>Empathy</th>
<th>Emotion Management</th>
<th>Problem Solving</th>
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(CHILD’S NAME)  |  (DATE)          |  (ADULT’S SIGNATURE)