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
- Academic achievement
- School connectedness

© 2011 Committee for Children Second Step: Skills for Social and Academic Success Page 5
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 1. Being Respectful Learners | • Focusing your attention and listening help you be a better learner.  
• Focusing your attention and listening show respect. | • Apply focusing-attention and listening skills in response to scenarios. |
| 2. Using Self-Talk | • *Self-talk* means talking to yourself in a quiet voice or in your head.  
• Self-talk can help you focus, stay on task, and handle distractions. | • Identify classroom distractions  
• Demonstrate the use of self-talk in response to scenarios |
| 3. Being Assertive | • *Being assertive* means asking for what you want or need in a calm and firm voice.  
• Being assertive is a respectful way to get what you want or need. | • Demonstrate assertive communication skills in response to scenarios |
| 4. Planning to Learn | • Making a plan can help you be a better learner.  
• A plan is good if the order makes sense, it’s simple, and you can do it. | • Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria  
• Create a simple, three-step plan that meets the Good Plan Checklist criteria |
| 5. Identifying Others’ Feelings | • Looking for clues on a person’s face or body and in the situation helps you notice and understand how that person is feeling.  
• People can have different feelings about the same situation.  
• All feelings are natural. | • Name a variety of feelings  
• Determine others’ feelings using physical, verbal, and situational clues  
• Label their own feelings as the same as or different from others’ feelings |
| 6. Understanding Perspectives | • People can have different feelings about the same situation, and their feelings can change.  
• *Empathy* is feeling or understanding what someone else is feeling.  
• Thinking about others’ perspectives helps you have empathy for them. | • Identify others’ feelings using physical, verbal, and situational clues  
• Determine whether others’ feelings have changed, in response to scenarios |
| 7. Conflicting Feelings | • You can have conflicting feelings about a situation.  
• Having empathy helps you notice when others’ feelings are the same as or different from yours. | • Identify two conflicting feelings a person could have in response to scenarios  
• Explain possible reasons for someone’s conflicting feelings in response to scenarios |
| 8. Accepting Differences | • Having empathy helps you understand and accept how others are the same as or different from you.  
• Accepting and appreciating others’ differences is respectful. | • Name similarities and differences between people  
• Predict how others will feel when teased for being different |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 9. Showing Compassion | • Focusing attention on and listening to others can help you have empathy and show compassion.  
• You can say kind words or do helpful things to show your compassion. | • Demonstrate focusing-attention and listening skills in response to scenarios  
• Identify ways to show compassion for others in response to scenarios  
• Express appreciation for another person’s concern in response to scenarios |
| 10. Making Friends | • Focusing attention and listening to others help you make conversation.  
• Making conversation helps you make friends and get along better with others. | • Demonstrate focusing-attention and listening skills in the context of a game  
• Initiate, continue, and end a conversation in a friendly way in the context of a game |
| 11. Introducing Emotion Management | • When you feel strong feelings, it’s hard to think clearly.  
• Focusing attention on your body gives you clues about how you’re feeling.  
• Thinking about your feelings helps the thinking part of your brain get back in control. | • Identify physical clues that can help them label their own feelings |
| 12. Managing Test Anxiety | • Using a stop signal and naming your feeling are the first two Calming-Down Steps. | • Identify the first two Calming-Down Steps  
• Demonstrate using the first two Calming-Down Steps in response to scenarios |
| 13. Handling Accusations | • You can use belly breathing to calm down.  
• Calming down helps you handle accusations calmly and thoughtfully.  
• It’s important to take responsibility when you’ve made a mistake. | • Demonstrate correct belly-breathing technique  
• Use belly breathing to calm down in response to scenarios  
• Demonstrate steps for handling accusations in response to scenarios |
| 14. Managing Disappointment | • Negative self-talk can make strong feelings even stronger.  
• You can calm down by using positive self-talk.  
• Setting a new goal and making a plan to achieve it are positive ways to handle disappointment. | • Generate positive self-talk they can use to calm down in response to scenarios  
• Make a simple three-step plan to achieve a goal in response to scenarios |
| 15. Managing Anger | • Everyone feels angry sometimes, but hurting other people’s feelings or bodies is not okay.  
• It’s important to calm down angry feelings so you don’t do something hurtful.  
• Being assertive is a respectful way to get what you want or need. | • Use counting to calm down in response to scenarios  
• Use assertive communication skills to get what they want or need in response to scenarios |
### Grade 3
**Scope and Sequence**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Managing Hurt Feelings</td>
<td>• Calming down when your feelings have been hurt can help you avoid jumping to conclusions. • Thinking of other explanations and getting more information can help you avoid jumping to conclusions.</td>
<td>• Identify situations that require using strategies for calming down • Demonstrate using strategies for calming down • Generate alternative explanations in response to scenarios</td>
</tr>
<tr>
<td>17. Solving Problems, Part 1</td>
<td>• Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Saying the problem without blame is respectful.</td>
<td>• Recall the first Problem-Solving Step • Identify and state a problem in response to scenarios • Identify blaming language in response to scenarios</td>
</tr>
<tr>
<td>18. Solving Problems, Part 2</td>
<td>• Following steps can help you solve problems. • Solutions to problems must be safe and respectful. • Solutions can have positive or negative consequences.</td>
<td>• Recall the Problem-Solving Steps • Propose several solutions for a given problem in response to scenarios • Determine if solutions are safe and respectful • Explore positive and negative consequences of solutions</td>
</tr>
<tr>
<td>19. Solving Classroom Problems</td>
<td>• Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Getting along with others helps you be a better learner at school.</td>
<td>• Apply the Calming-Down Steps to an emotional situation in response to a scenario • Recall the Problem-Solving Steps • Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario</td>
</tr>
<tr>
<td>20. Solving Peer-Exclusion Problems</td>
<td>• Following steps can help you solve problems. • Being assertive is a safe and respectful solution to problems like being excluded. • Excluding others is not nice or respectful.</td>
<td>• Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios • Demonstrate assertive communication skills in response to scenarios</td>
</tr>
<tr>
<td>21. Dealing with Negative Peer Pressure</td>
<td>• Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Being assertive can help you resist negative peer pressure.</td>
<td>• Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios • Demonstrate assertive communication in response to scenarios</td>
</tr>
<tr>
<td>22. Reviewing Second Step Skills</td>
<td>• Using Second Step skills can help you be a better learner and get along with others.</td>
<td>• Recall Second Step skills learned • Identify Second Step skills in a story • Relate personal examples of skill use</td>
</tr>
</tbody>
</table>
What Is My Child Learning?
Your child is learning and practicing two Skills for Learning: focusing attention and listening.

Why Is It Important?
Focusing attention and listening help children be better learners.

Ask your child: **How do focusing your attention and listening 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 and listen. Focusing your attention and listening show respect.

This week, you practiced focusing your attention by using your eyes to watch, your ears to listen, and your brain to concentrate. When you’ve focused your attention, you’re ready to listen and learn.

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**Practice Together: Focus and Listen**
- Together, choose a room in your house where you will hear a lot of different sounds, from both inside and outside.
- Prepare to focus your attention and listen to the sounds in the environment for one minute. Begin!
- When the minute is up, fold this paper in half and take turns writing down all the sounds you heard and remembered, in the boxes below.
- Compare your lists. Are many of the sounds the same or different?
- Discuss what helped you focus your attention, listen, and remember what you heard.

<table>
<thead>
<tr>
<th>Child</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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*Second Step: Skills for Social and Academic Success*  
Page 13
Grade 3, Unit 1
Lesson 3: Being Assertive

What Is My Child Learning?
Your child is learning another Skill for Learning: being assertive.

Why Is It Important?
Being assertive helps children communicate what they want or need in a way that is respectful toward others.

Ask your child: What is the difference between the way being assertive looks and sounds and the way being aggressive or passive looks and sounds?

Read Together
You’ve been learning to focus your attention, listen, and use self-talk. Focusing your attention and listening show respect. Using self-talk helps you stay focused, stay on task, and ignore distractions.

This week, you practiced being assertive. Being assertive is a respectful way to get what you want or need, like when you need help at school.

Practice Together: Ask Assertively!
1. With your child, brainstorm scenarios during the day when he or she is likely to ask for something (for example, help with a chore, a snack, to watch TV, to play outside, or help with homework).
2. Choose three scenarios and write them in the boxes below.
3. Have your child practice asking assertively in each scenario. Use the checklist as a guide to coach your child.
4. When the scenario really comes up, check off which assertive communication skills your child uses well. Talk about ways to improve.

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Assertive Communication Skills Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Face the person you’re talking to.</td>
</tr>
<tr>
<td></td>
<td>□ Keep your head up and shoulders back.</td>
</tr>
<tr>
<td></td>
<td>□ Use a calm, firm voice.</td>
</tr>
<tr>
<td></td>
<td>□ Use respectful words.</td>
</tr>
</tbody>
</table>

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Grade 3, Unit 2
Lesson 5: Identifying Others’ Feelings

What Is My Child Learning?
Your child is learning to identify other people’s feelings based on physical, verbal, and situational clues; and that people can have different feelings about the same situation.

Why Is It Important?
Identifying how others feel and understanding that feelings can differ will help children have empathy for others.

Ask your child: What clues on someone’s face or body, or in the situation, would help you tell that the person feels embarrassed? What about excited?

Read Together
There are many different feelings. Some are comfortable, and some are uncomfortable. You can focus your attention on someone’s face or body and on the situation for clues about how he or she is feeling.

People can have different feelings from you about the same situation—and that’s natural! Noticing other people’s clues and understanding how they might be feeling will help you have empathy for them.

Practice Together: Same or Different?
1. Read the scenarios below together, and write how each of you would feel for each scenario.
2. Compare the two feelings for each situation. Check off whether you feel the same or different.
3. Are your feelings usually the same or different?

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Child Feels</th>
<th>Adult Feels</th>
<th>We Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are getting on an elevator to go to the top of a very tall building.</td>
<td></td>
<td></td>
<td>☐ the same ☐ different</td>
</tr>
<tr>
<td>There is a big storm outside, and you have to stay home from school or work.</td>
<td></td>
<td></td>
<td>☐ the same ☐ different</td>
</tr>
<tr>
<td>You are asked to introduce a new person at school or work to everyone else.</td>
<td></td>
<td></td>
<td>☐ the same ☐ different</td>
</tr>
<tr>
<td>You are listening to ghost stories.</td>
<td></td>
<td></td>
<td>☐ the same ☐ different</td>
</tr>
<tr>
<td>You are invited to go to the circus.</td>
<td></td>
<td></td>
<td>☐ the same ☐ different</td>
</tr>
</tbody>
</table>

(CHILD’S NAME) (DATE) (ADULT’S SIGNATURE)
Grade 3, Unit 2
Lesson 7: Conflicting Feelings

What Is My Child Learning?
Your child is learning how to notice and understand feelings in him- or herself and others.

Why Is It Important?
Understanding that everyone can experience different feelings and perspectives helps children get along better with others.

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

Read Together
You’ve been learning a lot about feelings. You’ve learned these things:
- People can have different feelings and perspectives about the same situation.
- People’s feelings and perspectives can change.
- People can have conflicting feelings about a situation.

Noticing and understanding others’ feelings helps you have empathy for them. Understanding and accepting how you are similar to and different from others helps you get along better with them.

Practice Together: Two Thumbs Up!
1. Each person decide if you do or do not like doing each activity.
2. Show your preference by checking off a thumbs-up for yes or a thumbs-down for no.
3. Under the “Same?” column, check off a thumbs-up if you both had the same preference or a thumbs-down if you did not.
4. Count how many times you had the same preference, and record the number below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Child</th>
<th>Adult</th>
<th>Same?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing soccer</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
</tr>
<tr>
<td>Writing a story</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
</tr>
<tr>
<td>Digging in dirt</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
</tr>
<tr>
<td>Being alone</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
</tr>
<tr>
<td>Staying up late</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
</tr>
<tr>
<td>Baking cookies</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
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<tr>
<td>Doing puzzles</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
</tr>
<tr>
<td>Petting a cat</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
</tr>
<tr>
<td>Braiding hair</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
</tr>
<tr>
<td>Sorting laundry</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
<td>☐ ☑</td>
</tr>
</tbody>
</table>

How many times did you have the same preference? ______

Do you have a lot in common? ________________________________

(CORNELL UNIVERSITY)
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 how to show compassion for others 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. Showing compassion for others makes a difference. Compassion counts!

Practice Together: Helping Hands
People in your community need your help!

1. Read the scenario out loud together.
2. Decide together what you can say or do to show your compassion.
3. Write down your ideas, then act them out with each other!

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Compassionate Act(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You see your neighbor unloading bags and bags of heavy groceries.</td>
<td></td>
</tr>
<tr>
<td>Your sister scraped her knee on the sidewalk, and she’s crying.</td>
<td></td>
</tr>
<tr>
<td>You see a kindergartner slip and fall down in front of you on the way to school.</td>
<td></td>
</tr>
<tr>
<td>Your friend is sitting next to his favorite toy, and it’s broken.</td>
<td></td>
</tr>
<tr>
<td>Your mom is setting the table for dinner, and your little brother needs help tying his shoes.</td>
<td></td>
</tr>
</tbody>
</table>

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Grade 3, Unit 3
Lesson 11: Introducing Emotion Management

What Is My Child Learning?
Your child is learning to focus attention on his or her body for clues about how he or she is feeling.

Why Is It Important?
Thinking about one’s 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 in a strong way.
3. Make a hand-brain that has flipped its lid.
4. Think and talk with each other about where you feel that feeling in your body.
5. Fold your fingers back over your thumb as you take 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 your brain.</td>
<td>Fold your thumb in on top of your palm.</td>
</tr>
<tr>
<td>Your fingers are like the thinking part of your brain.</td>
<td>Fold your fingers over your thumb.</td>
</tr>
<tr>
<td>When you feel strong feelings, it’s like you flip your lid.</td>
<td>Flip up your fingers.</td>
</tr>
<tr>
<td>The feeling part of the brain takes over.</td>
<td>Wiggle your thumb.</td>
</tr>
</tbody>
</table>

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ANGRY embarrassed EXCITED
anxious disappointed

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(CHILD’S NAME) | (DATE) | (ADULT’S SIGNATURE)
Grade 3, Unit 3
Lesson 13: Handling Accusations

<table>
<thead>
<tr>
<th>What Is My Child Learning?</th>
<th>Why Is It Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child is learning to manage strong feelings by saying stop, naming the feeling, and using different Ways to Calm Down.</td>
<td>When strong feelings are under control, children are better able to think clearly and pay attention.</td>
</tr>
</tbody>
</table>

Ask your child: What are the steps for calming down strong feelings? (See “Read Together,” below.)

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

How to Belly Breathe
- Focus your attention on your breathing.
- Take a breath that makes your tummy move out when you breathe in, and in when you breathe out.
- Breathe in slowly through your nose and out slowly through your mouth. It should be so quiet that you can hardly hear it.

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: “I feel worried.”)
6. Do some belly breathing to calm down.
7. Try another feeling.

annoyed
FRUSTRATED
discouraged
SCARED
WORRIED

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

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

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

Read Together
Everyone gets angry sometimes, but hurting other people's feelings or bodies is not okay. Using the Ways to Calm Down can 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 to help you calm down:
- Belly breathing
- Counting
- Using positive self-talk

Practice Together: Anger Advice
1. Together, pretend you’re advice columnists who help people learn to manage strong feelings.
2. Read the letter below from Angry Anna. She wants advice about how to manage her anger.
3. Write a letter back with advice about how to manage angry feelings.
4. First tell Anna how to identify her physical signs of anger. To help, think about the last time you felt really angry, then read the “Physical Signs of Anger” list. What did you feel?
5. Next, tell Anna how to use the Calming-Down Steps to calm down her angry feelings. Use the back of this paper if you need more space.

Dear ____________,

Help! When I get angry, it feels like my blood is boiling. Sometimes I want to scream or hurt someone. It’s really hard to keep my cool. I feel like I’ll blow my top! What can I do?

Sincerely,
Angry Anna

Dear Angry Anna,

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What Is My Child Learning?
Your child is learning to use steps to help solve problems. Saying the problem without blame is the first Problem-Solving Step.

Why Is It Important?
With Problem-Solving Steps to follow, 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: Don’t Play the Blame Game!
Saying the problem without blame is not easy. When you’re both blaming each other, it’s even harder to solve the problem. The first step is to be able to recognize blaming words. Then you can try to say the problem without blame. Do this activity together to practice saying the problem without blame.

1. Read the scenario.
2. Read the blaming statements.
3. Underline the blaming language.
4. Write a new problem statement that does not use blaming words.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Blaming Statements</th>
<th>Say It Without Blame</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mother and son are arguing over what TV program to watch next.</td>
<td>Mother: “You always get to watch what you want! It’s my turn for once.”</td>
<td>Son: “You never let me watch what I want on TV. Your TV shows are boring.”</td>
</tr>
<tr>
<td>Two sisters, Mariah and Matilda, are arguing over the rules to a board game.</td>
<td>Mariah: “You made me lose because you always cheat and make up rules!”</td>
<td>Matilda: “It’s your fault because you never let me have a fair chance.”</td>
</tr>
<tr>
<td>Scott and Desirée are cousins visiting their grandma. They’ve broken her teapot.</td>
<td>Scott: “You were chasing me, so I ran into the table because of you.”</td>
<td>Desirée: “It’s your fault because you called me a name and made me mad!”</td>
</tr>
</tbody>
</table>
Grade 3, Unit 4
Lesson 19: Solving Classroom Problems

What Is My Child Learning?
Your child is learning to use Problem-Solving Steps.

Why Is It Important?
Using the Problem-Solving Steps helps children solve difficult problems, like dealing with negative peer pressure.

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 without blame.
- T: Think of solutions.
- E: Explore consequences.
- P: Pick the best solution.

Practice Together: Problem? Solved!
Practice using the Problem-Solving Steps to solve a common problem in your household.

1. Think about common problems in your household. Agree on one to solve together.
2. Each write down the problem from your perspective inside one of the profiles below.
3. Check for blaming words.
4. Write one problem statement without blame.
5. Use the Problem-Solving Steps to find a solution together.
6. Make a plan to put your solution into action. Problem solved!

Blaming Words
- Always
- Never
- You made me...
- Because of you...
- It's your fault...

Our problem statement: ________________________________

<table>
<thead>
<tr>
<th>(CHILD'S NAME)</th>
<th>(DATE)</th>
<th>(ADULT'S SIGNATURE)</th>
</tr>
</thead>
</table>

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

Why Is It Important?  
These important 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 the 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’d 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 that 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 in and which need more improvement. Refer to the “Check Up” on the Weekly Skill Checks for guidance.

<table>
<thead>
<tr>
<th>Skills for Learning</th>
<th>Empathy</th>
<th>Emotion Management</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something I improved on a lot was:</td>
<td>Something I improved on a lot was:</td>
<td>Something I improved on a lot was:</td>
<td>Something I improved on a lot was:</td>
</tr>
<tr>
<td>Something I can improve on more is:</td>
<td>Something I can improve on more is:</td>
<td>Something I can improve on more is:</td>
<td>Something I can improve on more is:</td>
</tr>
</tbody>
</table>

(CHILD’S NAME)  | (DATE)  | (ADULT’S SIGNATURE)
Introducing the Steps to Respect Program

Andy dreaded going to school. He even hated recess. He suffered through the same things every day: the shoving, the teasing, the name-calling, and the threats. Today, the students who bully Andy stole his hat. Then they roughed him up when he tried to get it back. Andy thought about telling his teacher. But he feared that his teacher wouldn't really help and everything would just get worse.

Like Andy, many children don't talk to adults about the serious problems they face. Many children believe that adults can't—or won't—help. They also worry that reporting bullying is the same as tattling.

All students face bullying problems at school. Research shows that bullying can be reduced greatly, but only when the whole school (staff, students, and parents) tackles the problem together. Steps to Respect: A Bullying Prevention Program is one way to do that. The primary goal of the program is to help create a safe, caring, respectful learning environment in which bullying is not tolerated.

As part of the Steps to Respect program, students in your child's class will learn new skills to help them build friendships and deal with bullying. For example, they will learn how to:
• Make friends.
• Join group activities.
• Manage conflicts.
• Recognize, refuse, and report bullying—whether it happens to them or someone else.

Throughout the program, you will receive several updates about what your child is learning. Please watch for these interesting and informative handouts. Try the suggested ideas to help your child practice Steps to Respect skills. And join us in creating and maintaining a safe, positive school environment!
The Role of Friendship in Decreasing Bullying

In the *Steps to Respect* program, children learn a variety of friendship-development skills. These skills include:
- How to treat everyone with respect.
- How to make conversation.
- How to join group activities.

Research shows that friendship plays an important role in decreasing bullying. Children who have friends are more protected from the harmful effects of bullying, and they are better able to cope when bullying occurs.

You can help your child practice the important skills that will lead to friendship and an overall decrease in bullying. Start by talking about respect. Ask her to think about how she likes to be treated by others. Together, think of ways that she can treat others with respect. Have her practice using respectful behavior when playing with siblings and friends. Be sure to give examples of how you use the same skills with other adults.

Engaging in conversation is a great way to get to know others, so it's a good idea to help your child practice good conversation skills. Together, think of some simple questions he could use to start and maintain a friendly conversation. Open-ended questions, which require more than a yes-or-no answer, work best. Also, help him practice being a good listener by reminding him to look at the person he is talking with.

You can also help your child recall the *Steps to Respect* strategies for respectfully joining a group. Remind her to:
- Stand nearby and watch the activity. (This shows others that she's interested, and it allows her to learn the game rules.)
- Say something positive or ask questions of the group.
- Ask to play or join.
- Say something helpful or find a way to help.
- Ask again to play or join.

Watch for opportunities to help your child use *Steps to Respect* skills. With your help, he can develop lasting, respectful friendships and help prevent bullying at the same time.
Recognizing and Responding to Bullying

Recognizing bullying is challenging. Children and adults sometimes find it difficult to do. For example, fights between friends or rough play between children with equal power are not bullying situations. They become bullying, however, when one person has more power and uses it to hurt, frighten, threaten, or exclude the other person.

The *Steps to Respect* program defines bullying as follows:

**Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.**

Many children don’t know how to respond to bullying effectively. Some respond by acting tough or hitting back. But research shows that when children do this, the bullying lasts longer or gets worse. It can even lead to greater risk of physical harm. When children use problem-solving strategies, such as assertively standing up for themselves or involving an adult when necessary, bullying ends sooner.

The *Steps to Respect* program teaches children to judge their own safety first, then to refuse bullying assertively when possible. Assertive behaviors help communicate a message in a serious, direct, and honest way. Acting assertively means to:

- Stay calm.
- Stand tall with your head held high.
- Look directly at the person doing the bullying.
- Speak in a strong, clear, respectful voice.

You can help your child practice *Steps to Respect* skills. Look for opportunities to try the following ideas.

- During regular conversations, have your child practice looking directly at the person he’s speaking to. Have him speak in a strong, clear, respectful voice.
- Encourage your child to practice being assertive in bullying situations. Coach her to recognize when her assertive behavior goes too far and becomes aggressive. (Aggressive behaviors include yelling, threatening, or using physical force.)

People of all ages may experience bullying. When children learn to recognize and respond effectively to bullying, they gain positive skills that will last a lifetime.
Bystanders to Bullying

On the far side of a playground, an older boy beat up a younger boy. Many students saw it. Many wondered why no one did anything. Some students just stood and watched. Others tried to act like nothing was happening.

Bullying often occurs in group settings in which other children are witnesses, or bystanders. Children learn from each other how to act in these situations.

Bystanders have tremendous power in any bullying situation. An individual witness can choose to be part of the solution or part of the problem. Naturally, though, fear for one’s safety can keep a bystander from taking action. A bystander may also fear:
- Retaliation or becoming the target of bullying.
- Losing friends.
- Being called a tattletale.
- Going against a more popular student.

Research shows that when bystanders—the often-silent majority—do intervene in bullying situations, they can help stop bullying. Peer pressure can be a positive thing, and bystanders can exert peer pressure on others to stand up safely for those who are being bullied. In the Steps to Respect program, students learn to evaluate when it is safe to intervene in a bullying situation. They also learn when to report bullying to adults and get help from them.

You can help your child use safe bystander behaviors. Try the following ideas.
- Discuss school and family rules with your child. This will help her know how to decide when a group is doing something bad or unsafe.
- Talk with your child about the importance of paying attention to “gut feelings.” He will be better able to tell when something is wrong.
- Together, think of ways your child can say “no” to the group. Practicing this will help her find the courage to say she doesn’t like what the group is doing, and it will help her refuse to take part.
- Encourage your child to talk to you or adults at school about all bullying situations. He needs to feel sure that turning to an adult is the right thing to do, whether he feels unsafe or simply doesn’t know how to handle a situation.

By working together, students, parents, and school staff can create a safe, respectful, caring school for all children. Please contact your child’s school if you have additional questions, comments, or concerns about bullying or to find out how you can help.