Parent Manual/Home Link
Grade 4
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.

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
- Manage emotions
- 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
- Peer rejection
- Impulsivity
- Antisocial behavior
- Low academic achievement

By developing students’:
- Self-regulation skills
- Social-emotional competencies
- School connectedness
### Teaching Materials

#### Grade 4

**Scope and Sequence**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 1. Empathy and Respect  | • The Second Step program helps you succeed at school.  
                           • Having respect and empathy helps you get along with others. | • Define respect  
                           • Define empathy |
| 2. Listening with       | • Listening with attention helps you learn, work with others, and make   | • Demonstrate listening-with-attention skills. |
| Attention               |   friends.                                                               |                                     |
| 3. Being Assertive      | • Being assertive means asking for what you want or need in a calm, firm,  | • Identify passive, aggressive, and  
                           respectful, firm, respectful voice. |   assertive responses  
                           • Being assertive helps you be successful in a variety of social and  |   Demonstrate assertive responses with   
                           academic situations.                      |   their partners |
| 4. Respecting Similarities and Differences | • People can have similar or different feelings about the same situation.  
                                          • Being able to notice and then understand others' feelings is an important part of empathy. | • Identify clues that help them recognize other people's feelings  
                                          • Identify similarities and differences between how two people feel |
| 5. Understanding Complex Feelings | • It is possible to have more than one feeling at the same time.  
                                          • Being able to understand that others might have complex feelings is an important part of empathy. | • Identify multiple feelings in a given scenario  
                                          • Give possible reasons for multiple feelings |
| 6. Understanding Different Perspectives | • People can have different perspectives about other people, places, and situations.  
                                          • Perspective taking is a central component of empathy. | • Identify differing perspectives in given scenarios  
                                          • Generate prosocial responses to scenarios in which different perspectives could cause a conflict |
| 7. Conversation and    | • Having successful conversations with peers helps you make and build    | • Identify components of a successful conversation  
| Compliments             |   friendships.  
                           • Giving a sincere, thoughtful compliment is a good way to start a   |   Demonstrate giving and receiving a compliment |
|                         |   conversation or keep one going.                                       |                                     |
| 8. Joining In          | • Being assertive can help you join and invite others to join a group.   | • Identify skills for joining a group  
                           • Having empathy helps you show compassion.                             |   Demonstrate skills for joining a group |
| 9. Showing Compassion  | • Compassion means saying kind words or doing something helpful to show  | • Demonstrate expressing concern or showing compassion for someone |
|                         |   you care about how another person feels.  
                           • Having empathy helps you show compassion.                             |                                     |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
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</thead>
<tbody>
<tr>
<td>10. Introducing Emotion</td>
<td>• When you feel strong feelings, it's hard to think clearly.</td>
<td>• Describe what triggers their own strong emotions</td>
</tr>
<tr>
<td>Management</td>
<td>• Unmanaged, strong emotions can lead to negative behavior and consequences.</td>
<td>• Describe what happens in their brains and bodies when they experience strong emotions</td>
</tr>
<tr>
<td>11. Managing Strong Feelings</td>
<td>• Staying in control of your emotions and actions helps you get along better with others and be successful at school.</td>
<td>• Demonstrate the ability to interrupt escalating emotions</td>
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<tr>
<td></td>
<td></td>
<td>• Determine a person “signal”</td>
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<tr>
<td></td>
<td></td>
<td>• Identify and name strong feelings as they occur</td>
</tr>
<tr>
<td>12. Calming Down Anger</td>
<td>• Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.</td>
<td>• Identify situations in which they might need to calm down</td>
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<td></td>
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<td>• Demonstrate the technique for deep, centered breathing</td>
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<td></td>
<td></td>
<td>• Identify and demonstrate other Ways to Calm Down (counting, using positive self-talk)</td>
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<tr>
<td>13. Managing Anxiety</td>
<td>• Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.</td>
<td>• Identify situations that cause anxiety</td>
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<tr>
<td></td>
<td></td>
<td>• Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges</td>
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<tr>
<td>14. Avoiding Jumping to</td>
<td>• Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.</td>
<td>• Identify emotion-management strategies</td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
<td>• Demonstrate Assertiveness Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and demonstrate positive self-talk statements</td>
</tr>
<tr>
<td>15. Handling Put-Downs</td>
<td>• Calming down helps you handle put-downs and avoid making conflicts escalate.</td>
<td>• Identify strategies for handling put-downs</td>
</tr>
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<td></td>
<td></td>
<td>• Demonstrate what they've learned about strategies for calming down</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrate assertive responses to put-downs</td>
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<tr>
<td>Lesson</td>
<td>Concepts</td>
<td>Objectives—Students will be able to:</td>
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<td>-----------------------------------</td>
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</tbody>
</table>
| 16. Solving Problems, Part 1 | • Following steps can help you solve problems.  
• Saying the problem without blame is respectful.  
• Solving problems helps you be successful at school. | • Recall the S: Say the problem step of the Problem-Solving Steps  
• State a problem without blaming anyone |
| 17. Solving Problems, Part 2 | • Solving problems helps you be successful at school. | • Generate safe and respectful solutions to a problem  
• Identify consequences of potential solutions  
• Select an appropriate solution to a problem |
| 18. Making a Plan | • Some solutions to problems are complicated and need a plan.  
• Plans help you break down a big task into smaller, more manageable parts. | • Explain the purpose of making a plan  
• Create a three-step plan to carry out a solution to a problem |
| 19. Solving Playground Problems | • You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps. | • Identify common playground conflicts  
• Demonstrate using the Problem-Solving Steps to handle playground conflicts |
| 20. Taking Responsibility for Your Actions | • Taking responsibility for your actions is the respectful thing to do. | • Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged  
• Demonstrate acknowledging mistakes  
• Demonstrate making an apology and offering to make amends |
| 21. Dealing with Peer Pressure | • It is okay to say no to others, and it is okay for them to say no to you.  
• Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. | • Demonstrate using Assertiveness Skills to resist peer pressure  
• Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure |
| 22. Reviewing Second Step Skills | • The skills and concepts learned in the Second Step program can help you succeed in school. | • Identify Second Step skills and concepts being used in scenarios students might encounter at school  
• Include Second Step skills in a written script about solving a problem |
You are an entertainment reporter. The song “Walk, Walk, Walk” has just been released. Your assignment is to find out what the public thinks of it. The “public” is any adult family member—and you! Have your adult read the selected “Walk, Walk, Walk” lyrics below, then ask and help answer the following questions.

You gotta walk, walk, walk
Walk in their shoes
Take a look and see what they’re seeing
Walk, walk, walk
Walk in their shoes
Try to understand
What it would feel like to be them
You gotta walk, walk, walk
Walk in their shoes
Empathy is what we’re saying
Recognize those feelings
You’ve felt them too
That’s empathy

What do the lyrics mean to us?

What do we think empathy means?

How do these lyrics relate to respect?

What does respect mean to us?

This homework assignment was completed on ________________

(DATE)  (ADULT SIGNATURE)
Home Link

Name: ________________________________

You are an “ear doctor.” However, instead of checking people’s hearing, you check how they listen with attention. Today you’re going to check an adult family member’s listening with attention, then your adult will check yours.

Before the checkup, read through the checklist below with your adult to make sure he or she knows how to listen with attention.

Tell your adult three things you did at school today. Pay careful attention to the Listening with Attention skills he or she uses while listening to your story. Then check off all the listening with attention skills used.

Listening with Attention Skills | Yes
---|---
Focus on the person’s words | ☐
Don’t interrupt | ☐
Ask questions to find out more | ☐
Repeat what you heard to show you understand | ☐

How did your adult do? ________________________________________

If all the skills were not checked off, try it again!

Now your adult will tell you three things he or she did today, then check off your listening with attention skills.

Listening with Attention Skills | Yes
---|---
Focus on the person’s words | ☐
Don’t interrupt | ☐
Ask questions to find out more | ☐
Repeat what you heard to show you understand | ☐

How did your adult do? ________________________________________

If all the skills were not checked off, try it again!

This homework assignment was completed on ____________________ | ____________________

(DATE) | (ADULT SIGNATURE)
Name: _________________________________

Ready—action! Today you and an adult family member are screenplay writers and actors. The scene is about a student who needs to ask a teacher assertively for help understanding an assignment. Remember, being assertive helps you communicate what you need or want in a way that is respectful toward others.

Together, write the lines the student and teacher will say to each other. Then decide who will be the student and who will be the teacher, and act it out. Use the list of Assertiveness Skills below. Switch roles, and try it again!

The scene: A student needs help understanding a writing assignment.

Student: ____________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Teacher: ____________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Assertiveness Skills
• Face the person you’re talking to.
• Keep your head up and shoulders back.
• Use a calm, firm voice.
• Use respectful words.

This homework assignment was completed on ______________________ |
(DATE) (ADULT SIGNATURE)
Home Link
Lesson 4: Respecting Similarities and Differences

Name: ____________________________

Are adults really so different from kids? Choose an adult family member. Each of you complete the following sentences on your own (use scratch paper) using the “feelings” words below. Then compare your answers. If you chose a different feeling word for the same sentence, write your feeling word in one “different” column, and your adult’s feeling word in the other “different” column below. If you chose the same feeling word, just write it once in the “same” column.

<table>
<thead>
<tr>
<th>When someone in the family is sick, I feel:</th>
<th>Different (You)</th>
<th>Same</th>
<th>Different (Adult)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I have something important to get done and don’t have enough time to do it, I feel:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I am by myself, I feel:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I am with a lot of people, I feel:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I think about riding on a roller coaster, I feel:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I finish all my household chores, I feel:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When it is time for bed, I feel:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Feelings words

worried, unsure, scared, lonely, happy, sad, serious, frustrated, nervous, joyful, satisfied, stressed, peaceful, relaxed, excited

This homework assignment was completed on _______  |  |  |  |  |  |
(DATE)  |  |  |  |  |  |
(AULT SIGNATURE)
You’re so confused. You feel happy about an upcoming trip to visit your cousin, but you’re also feeling a little nervous because this is the first time you’ve visited your cousin on your own. This is an example of having more than one feeling about one situation. And believe it or not, it’s very normal. Just ask an adult!

With an adult family member, read the situations below. Then fill in the blanks with your feelings. You can use the feelings words from the column to the right as suggestions. You’ll see that you’re not the only one who feels more than one feeling at the same time!

<table>
<thead>
<tr>
<th>Situations and Responses</th>
<th>Feelings Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your best friend has invited you over. He/she has also invited over another person that you don’t get along with very well.</td>
<td>Excited</td>
</tr>
<tr>
<td>You: I feel ________________ But I also feel ________________</td>
<td>Dread</td>
</tr>
<tr>
<td>Adult: I feel ________________ But I also feel ________________</td>
<td>Happy</td>
</tr>
<tr>
<td>2. You’re having your favorite meal for dinner tonight. But it uses a lot of pans, so there will be a huge mess in the kitchen that you have to clean up afterward.</td>
<td>Sad</td>
</tr>
<tr>
<td>You: I feel ________________ But I also feel ________________</td>
<td>Joyful</td>
</tr>
<tr>
<td>Adult: I feel ________________ But I also feel ________________</td>
<td>Angry</td>
</tr>
<tr>
<td>3. You have just finished up a big project. It took you a very long time, but you are finally done. Now you have to show it to a whole bunch of people tomorrow.</td>
<td>Hopeful</td>
</tr>
<tr>
<td>You: I feel ________________ But I also feel ________________</td>
<td>Frustrated</td>
</tr>
<tr>
<td>Adult: I feel ________________ But I also feel ________________</td>
<td>Relaxed</td>
</tr>
</tbody>
</table>

This homework assignment was completed on ________________

(Date) (Adult Signature)
What do kids really know about what adults think? And what do adults really know about what kids think? You and an adult family member are going try putting yourselves in each other’s shoes. The saying “put yourself in their shoes” means to take that person’s perspective—to imagine what it’s like being them.

Answer the questions on the left side of the page. When you’re done, fold the page in half so your answers can’t be seen. Next, your adult will answer the same questions on the right side of the page. Then open the page and compare your answers to find out how well you know each other’s perspectives.

<table>
<thead>
<tr>
<th>Student’s Perspective</th>
<th>Adult’s Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The best time to do homework is:</td>
<td>The best time to do homework is:</td>
</tr>
<tr>
<td>What I think my adult would say:</td>
<td>What I think the student would say:</td>
</tr>
<tr>
<td>When we go to a special family or school event, the clothing that is best to wear is:</td>
<td>When we go to a special family or school event, the clothing that is best to wear is:</td>
</tr>
<tr>
<td>What I think my adult would say:</td>
<td>What I think the student would say:</td>
</tr>
<tr>
<td>The best style of music to listen to at home is:</td>
<td>The best style of music to listen to at home is:</td>
</tr>
<tr>
<td>What I think my adult would say:</td>
<td>What I think the student would say:</td>
</tr>
<tr>
<td>The amount of screen time (such as TV or computer) per day allowed in our house should be:</td>
<td>The amount of screen time (such as TV or computer) per day allowed in our house should be:</td>
</tr>
<tr>
<td>What I think my adult would say:</td>
<td>What I think the student would say:</td>
</tr>
</tbody>
</table>

This homework assignment was completed on ___________ | ___________ (DATE) (ADULT SIGNATURE)
Name: ____________________________

Have you ever wanted to talk to someone, but didn’t quite know how? Starting a conversation with someone you don’t know well can be hard. But just like playing sports or learning your multiplication tables, you get better by practicing!

With an adult family member, practice making conversation. Pretend your adult is someone you don’t know very well, such as a neighbor or new student at school. Select a topic of conversation and plan out what you are going to say, then practice it with your adult. Use the Conversation Tips below to get started and keep the conversation going. Then try out the conversation skills you practiced with the person your adult was pretending to be.

A person I would like to start a conversation with is: ____________________________________________

Conversation topic: ____________________________________________________________

Possible conversation topics: Sports, music, hobbies, travel, food, friends, relatives, art, plants, animals, work, school, growing up, books, clothes

Things I can say to start the conversation: ________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Things I can say to keep the conversation going: ____________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Conversation Tips

* Ask a question to get the conversation started.
* Face the person.
* Listen with attention.
* Use friendly, respectful, sincere words and tone of voice.
* Ask more questions to keep the conversation going.
* Notice something specific to compliment.

This homework assignment was completed on ____________________________

(DATE) ____________________________

(ADULT SIGNATURE)
A group of family or friends has been playing a game. It looks like fun. You want to join in, but you’re not sure how to do it.

With an adult family member, choose an activity from below (or come up with your own) to practice joining in. Fill in the blanks to plan how you will join in. Then, as your adult does the activity you selected (either with another family member or on his or her own), use the Tips for Joining In and Assertiveness Skills below to practice joining the activity.

Possible Activities to Join
Playing a board game, playing a card game, cooking a meal, gardening, painting, listening to music, playing music, watching TV, working on the computer, playing a video game, cleaning, building, repairing something

My Plan for Joining In
Activity I will join: ________________________________

What I will say first: ________________________________

The words I will use to ask assertively to join in: ________________________________

Now practice joining in!

Tips for Joining In
* Stand nearby, watch, and listen.
* Give a compliment, ask a question, or offer help.
* Assertively ask to join in.

Assertiveness Skills
* Face the person you’re talking to.
* Keep your head up and shoulders back.
* Use a calm, firm voice.
* Use respectful words.

Switch parts. Let your adult practice joining in. Remember, when you want to help people join in, notice that they want to join, say “yes” or ask them to join, then help them feel included.
Name: ____________________________________________

You are a delivery person. But you are no ordinary delivery person—you’re a compassion delivery person! It’s your job to deliver compassion to those in need. With an adult family member, think of something compassionate you can do for another family member or neighbor. Write down what you will do below, then do it!

My Compassion Delivery Plan

Who can I show compassion to? ____________________________________________

________________________________________

What can I do to show compassion for this person? ____________________________________________

________________________________________

________________________________________

When will I do it? ____________________________________________

________________________________________

☐ Check here after you’ve delivered your compassion.

How did your compassion “delivery” make the recipient feel? ____________________________________________

________________________________________

________________________________________

How did it make you feel? ____________________________________________

________________________________________

________________________________________

________________________________________

This homework assignment was completed on ________________________

(DATE) ________________________________ (ADULT SIGNATURE)
It's time to put on your entertainment-reporter hat again—another new song has just been released! It's called “Calm Down.” It's got some great advice, and you're sure it's going to be a hit. But you need to find out what others think. Have an adult family member read the selected “Calm Down” lyrics below, then answer the questions that follow together to complete your entertainment report.

Instead of those wild, knee-jerk reactions
You gotta catch your own attention
Emotions come calling
Instead of just falling
To brawling, name-calling, or whining and bawling

Stop, name your feeling, calm down
Stop, name your feeling, calm down

(Stop! Give yourself a signal like Stop, chill, hold up, hang on)
You send a signal to yourself, then stop!
(Okay, now name the feeling. Are you Angry? Embarrassed? Worried?
Scared? Figure it out and name it.)

Just name that feeling, it’s just the thing
It slows you down and makes you think
And then you start to calm right down
By just breathing, using self-talk, or counting

What is the first thing the song says you should do when you need to calm down? ____________________________

What is a stop signal you might use? ____________________________

What does the song say that naming the feeling does to help you calm down? ____________________________

What are some ways you calm down strong feelings? ____________________________

This homework assignment was completed on ____________________________

DATE

ADULT SIGNATURE
Grade 4, Unit 2
Lesson 11: Managing Strong Feelings

Name: ________________________________

You know all about being a student. Now it's your chance to try being a teacher. Today you're going to teach an adult family member the first two Calming-Down Steps, just like you learned in class. Follow the "lesson plan" below.

Read the following information and questions out loud to your adult. Then help your adult answer the questions. Refer to the Calming-Down Steps as needed.

We all have strong feelings that can get out of control sometimes. When are some times you might have strong feelings?

____________________________________

____________________________________

When you have strong feelings, your body sends messages to the part of your brain that just reacts. That's why you need to switch on the thinking part of your brain—so you don't just react and do something you'll regret later. You can do this by using the first two Calming-Down Steps: Stop—use your signal and Name your feeling.

The first thing you need to do when you feel yourself losing control of your feelings is tell your mind and body to stop. What is a signal you can say to yourself to stop yourself from reacting without thinking?

____________________________________

____________________________________

After you give yourself a signal, the next step is to name your feeling. In the following situations, say your stop signal out loud, then name your feeling.

When I come home, the house is a mess. ____________________________

I can't get my television to work. ____________________________

A friend just canceled our dinner plans for the third time this month. ____________________________

Next time you're having strong feelings that are getting out of control, what are the first two things you should do?

1. ____________________________

2. ____________________________

This homework assignment was completed on ________________________ | ____________________________

(Date) (Adult Signature)
You are a relaxation instructor. Your job is to help people calm down when they are feeling strong emotions, like anger. Today you will lead an adult family member through the Calming-Down Steps. Then you will show your adult your specialty—deep, centered breathing—as a way to calm down.

1. First, ask your adult to think about situations that make him or her feel angry.

Your adult feels angry when: ________________________________________________________

______________________________________________________________________________

2. Remind your adult that when he or she is feeling angry, it’s important to use a stop signal and name the feeling.

What is your adult’s signal? ________________________________________________________

______________________________________________________________________________

Have your adult name his or her feeling. ____________________________________________

______________________________________________________________________________

3. Now it’s time to teach your adult to calm down by using deep, centered breathing. Have your adult follow along with you as you read the following and demonstrate the deep breathing as done in class. Practice as many times as you and your adult need to!

Sit down and close your eyes, or look at the floor. Put your hand on your stomach, just above your belly button. Focus your attention on your breathing as you take a breath deep into the lower part of your lungs. You should feel your stomach moving out as you do this. Now breathe out through your mouth slowly. Use your hand to make sure you can feel your stomach moving as you breathe.

Deep breathing works by bringing more oxygen into your lungs and bloodstream, which helps you to slow down your breathing. This, in turn, slows your heart rate and makes you feel calmer.
Home Link

Grade 4, Unit 2
Lesson 13: Managing Anxiety

Name: ____________________________________________

Schoolwork, what to wear, bad weather, an ill relative—so many things to feel anxious about! But what exactly does feeling “anxious” or “anxiety” mean? Anxiety is the uncomfortable feeling you get when you are worried about something that might or might not happen. And we all feel it sometimes, even adults!

Discuss and answer the following questions about anxiety with an adult family member. Then think of things you both can say to yourselves (use positive self-talk) to help you calm down and manage your anxiety, such as “I know I can do this,” “It’s going to be fine,” or “I just need to calm down.”

How to Calm Down
Stop—use your signal
Name your feeling
Calm down:
• Breathe
• Count
• Use positive self-talk

What are some things you feel anxious about?

You: ____________________________________________

________________________________________________________________________________________

Adult: ____________________________________________

________________________________________________________________________________________

What happens to your body and mind when you feel anxious?

You: ____________________________________________

________________________________________________________________________________________

Adult: ____________________________________________

________________________________________________________________________________________

What positive self-talk can you use in the situations you named above when you feel anxious?

You: ____________________________________________

________________________________________________________________________________________

Adult: ____________________________________________

________________________________________________________________________________________

This homework assignment was completed on _____________________.

(DATE) (ADULT SIGNATURE)
When you jump to conclusions, you believe you know what is going on or make decisions without having all the information. When your emotions are out of control, it's easy to jump to conclusions. Today you are going to coach an adult family member on how to avoid jumping to conclusions by using the Calming-Down Steps. Then your adult will coach you.

Scenario 1
Read the scenario below to your adult. Then write his or her answers in the spaces after each question.

You find a book that you've been looking for in your child's room—and it's all wet! You assume your child got it wet. You need to calm down. First you stop and give yourself a signal (write your signal here):

How are you feeling?

You take three deep breaths, then use positive self-talk to calm down. You say to yourself:

Then you find out that your child found the book on the floor by the sink, and was trying to dry it off for you.

Scenario 2
Have your adult read the scenario below to you. Then have him or her write your answers in the spaces.

Your adult is always coming into your room to clean. Now you are in a big hurry and you can't find the backpack you usually keep next to your bed. You assume that your adult took it. You need to calm down. First you stop and give yourself a signal (write your signal here):

How are you feeling?

You take three deep breaths, then use positive self-talk to calm down. You say to yourself:

Then you find the backpack under your bed, where it had been pushed when you were getting ready for bed.
Name: ____________________________

You are a famous detective, hired to catch people who are giving “put-ups.” A put-up is a positive statement about someone. It’s the opposite of a put-down, which happens when people say things to humiliate others or hurt their feelings. Put-downs can make you feel unimportant, small, bad, or even angry.

With the help of an adult family member, keep a careful watch for any positive statements or put-ups you hear this week. They can be from anywhere—TV programs, at the grocery store, between siblings and other relatives, or between friends. Write them down. See how many put-ups you and your adult can find by the end of the week.

Put-Up List

1. ________________________________________________

2. ________________________________________________

3. ________________________________________________

4. ________________________________________________

5. ________________________________________________

6. ________________________________________________

7. ________________________________________________

8. ________________________________________________

This homework assignment was completed on ____________  ____________________

(DATE) (ADULT SIGNATURE)
By now, you are a world-famous entertainment reporter, predicting all the best-selling songs! So of course you want to be the first to get the scoop on “Step Up,” the latest and greatest new single. How will the public react this time? Have an adult family member read the selected “Step Up” lyrics below, then together answer the questions that follow to complete your entertainment report.

Here's a great way to remember
Keep it strong in your head, yeah
After the storm of strong emotions
Here's the way to solve the problem, yeah

I say (step)
I just remember to step (step)—oh child
S, you say the problem out loud now
T, now think of solutions that may work and how
E, explore consequences: What would happen if...
P, now pick the best solution and make your plan, yeah

You gotta step (step)
Step up to be cool, yeah
(S-T-E-P) Give you power now
After the storm of strong emotion
(S-T-E-P) Solve the problem now

What do you think this song is about?

What's a good way to remember the Problem-Solving Steps?

How do you think these steps could help you solve problems?

This homework assignment was completed on ____________

(Date) (Adult Signature)
We all have problems sometimes—even adults! But now you have some simple steps to follow to help you and your family members solve problems. With an adult family member, think of a common problem you have at home. Work through each of the problem-solving steps together. Then try your solution!

Say the Problem Without Blame:

Think of Solutions:
Solution 1

Think of Solutions:
Solution 2

Think of Solutions:
Solution 3

Explore Consequences:
+
-

Explore Consequences:
+
-

Explore Consequences:
+
-

Pick the Best Solution:
Your family has a problem that you and an adult family member are going to solve. The kitchen is a disaster. There are always dishes in the sink—so many dishes that they are overflowing onto the counters and are taking over the kitchen! But luckily you have the solution: Family members who are old enough washes their own dishes! Simple, right? Wrong! Just how are you going get everyone in your household to wash their own dishes? You need a plan!

With your adult, make a three-step plan for how you are going to get family members who are old enough in your household to wash their own dishes. For the purpose of this exercise, pretend that there are four people in your family who are old enough to wash the dishes, and one person who is too young. Be sure to use the Checklist for Making a Plan.

Do-Your-Own-Dishes Plan

1.

2.

3.

Checklist for Making a Plan

1. The order makes sense.
2. There is enough time to do it.
3. It's not too complicated.
4. It's realistic, and you're able to do it.

This homework assignment was completed on

(DATE) (ADULT SIGNATURE)
You physically stepped through the Problem-Solving Steps at school. Now try it at home! Show an adult family member how to create the steps either outside or inside, following the directions below. Then walk through a common problem you may have with a sibling, relative, friend, or your adult. Use the form at the bottom of the page to help you remember each Problem-Solving Step as you walk through it.

**Outside Directions**
You will need sidewalk chalk and a sidewalk, driveway, or other hard outdoor surface. With your adult, draw the Problem-Solving Steps with colored chalk on a hard outdoor surface, as shown to the right. Now physically step through the Problem-Solving Steps you’ve just drawn as you work through your problem.

**Inside Directions**
You will need four sheets of paper, a felt marker, and enough floor space to lay out the four sheets of paper. With your adult, write the letters S, T, E, and P each on a separate sheet of paper. Place the papers in a staircase pattern on the floor. Now physically step through the Problem-Solving Steps you’ve just drawn as you work through each step of your problem.

**S:** Say the problem without blame:

______________________________________________________________

**T:** Think of solutions:

______________________________________________________________

**E:** Explore consequences:

______________________________________________________________

**P:** Pick the best solution:

______________________________________________________________

This homework assignment was completed on ________________________  
(Date)  
(Adult Signature)
Name: ____________________________

Uh-oh—you accidentally bumped a table while you were walking and talking on the phone, and your mom’s favorite vase fell off and broke. What do you do? Blame it on your sister? Hide the pieces and tell your mom you have no idea what happened to it?

Neither of those solutions feels right. You know what you need to do. You need to take responsibility for your actions.

Steps for Taking Responsibility
1. Admit what you did was wrong.
2. Make a sincere apology.
3. Offer to make amends.

With an adult family member, practice taking responsibility for your actions. You can practice using the broken-vase scenario or come up with your own. Write down what you would say for each of the Steps for Taking Responsibility, then practice saying it out loud with your adult.

I need to take responsibility for: ____________________________________________

Admit what you did was wrong. What would you say? ____________________________________________

Make a sincere apology. How would you say you are sorry? ____________________________________________

Offer to make amends. What could you do to make up for what you did? ____________________________________________

This homework assignment was completed on ____________________________ | ____________________________

(Date) (Adult Signature)
Home Link

Lesson 21: Dealing with Peer Pressure

Name: __________________________________________

Sometimes it’s great to have friends talk you into things—like joining the soccer team, building a model spaceship, or trying a new food. But sometimes it’s not so great—like when they try to talk you into doing something you know you shouldn’t. This is called “negative peer pressure,” and it can be very hard to resist. Like any other skill, resisting negative peer pressure takes practice. And that’s just what you’re going to do!

With an adult family member, think of some negative peer-pressure situations. Then practice using Assertiveness Skills to resist.

What is a situation(s) when I might feel pressured by my friends to do something I know I shouldn’t?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How does negative peer pressure make me feel?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

When I feel pressured to do something I don’t want do, I can say:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Now use the Assertiveness Skills to practice assertively saying this statement out loud with your adult.

Assertiveness Skills
- Face the person you’re talking to.
- Keep your head up and shoulders back.
- Use a calm, firm voice.
- Use respectful words.

This homework assignment was completed on ______________________ (DATE) ______________________ (ADULT SIGNATURE)
Name: 

Directions
1. Cut out the cards below and place them face down in a bowl.
2. In the morning, pull a card from the bowl without looking. Read the concepts/skills on the card out loud.
3. Practice these concepts/skills during the day. That evening, report back to an adult family member how well you practiced those skills.
4. If you were not successful, put the card back in the bowl for another day.
5. Each day, draw a new card to practice until there are no cards left in the bowl. By the end of the week you will have practiced all the skills!

Empathy and Respect
Empathy
Feeling or understanding what someone else is feeling. Having empathy helps you respond respectfully and/or in a caring way toward others.
Respect
When you’re being respectful, you’re considering how others want to be treated and treating them that way.

Listening with Attention
• Focus on the person’s words.
• Don’t interrupt.
• Ask questions to find out more.
• Repeat what you heard to show you understand.

Assertiveness
• Face the person you’re talking to.
• Keep your head up and shoulders back.
• Use a calm, firm voice.
• Use respectful words.

How to Calm Down
Stop—use your signal.
Name your feeling.
Calm down:
• Breathe
• Count
• Use positive self-talk

Problem Solving
S: Say the problem without blame.
T: Think of solutions.
E: Explore consequences.
P: Pick the best solution.

Checklist for Making a Plan
• The order makes sense.
• There is enough time to do it.
• It’s not too complicated.
• It’s realistic, and you’re able to do it.
Introducing the
Steps to Respect Program

The students spotted Julie just as she came around the corner. They whispered to each other. Julie knew they were talking about her again, just like they had since the first day of school. Sometimes they laughed and pointed at her. When Julie tried to sit with them at lunch, they told her to go away. When Julie told her teacher about the problem, they found out, and everything just got worse.

Like Julie, many children face bullying each day. Many children believe that adults can’t or won’t help. They also worry that reporting bullying is the same as tattling. 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 this schoolwide 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.

Family involvement is an important element in the program. Throughout the program, you will receive 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!
Friendship Helps Protect Your Child Against Bullying

The door slammed. Jason shuffled into the kitchen and slumped in a chair. His mom could tell he had not had a good day. The telephone rang. It was Jason’s friend Gary. Jason’s mom overheard Jason say, “Boy, am I glad you called. I had a rotten day.” Moments later, Jason asked to go to the park. Jason’s mom noticed that as he left, Jason stood a little taller and walked with a little more bounce in his step.

Research shows that friendship plays a powerful role in preventing bullying and protecting children from the effects of bullying. Children with at least one friend are less likely to be bullied and are better able to cope with bullying once it has occurred. Children without healthy friendships don’t seem to do as well academically.

Your child is participating in Steps to Respect lessons on finding, making, and keeping friends. Try the following ideas at home to help your child develop a circle of friends.

- Ask your child to share his interests with you. Sharing common interests is a good way to make friends. Help your child develop interests that can be shared with new friends. Think about activities that require at least two people, have easy-to-learn rules, and allow time for the participants to talk with each other.
- Think about places your child could find new friends. Team sports, church, art classes, and scouting groups may give her a chance to develop new interests and meet others who share those interests.
- Help your child carve out time to spend with his friends. Some children are involved in so many activities that they don’t have any free time to just “hang out” and get to know their friends better.
- Practice good conversation skills with your child. Help her understand how to keep a conversation going and be a good listener. Conversation is an important tool for getting to know friends.

Sometimes we take friends for granted, but we must remember how important they are for our children. Thank you for helping develop your child’s friendship skills and working with us to help create a safe and friendly school.
Reporting Bullying

When bullying happens, children can be unsure about how to get help from adults. They worry that they will be accused of tattling. (The Steps to Respect program teaches students that tattling is done intentionally to get someone into trouble, and that reporting bullying to an adult is done to help keep someone safe.) No one wants to be seen as a tattle-tale. Even worse, children worry that telling an adult won’t help anything and will only make the bullying worse.

Upon launching the Steps to Respect program, our school staff received training in how to respond effectively to students’ bullying reports. Students learn through classroom lessons to recognize bullying, and if it is safe, to refuse the bullying by speaking out assertively. Students also learn to seek an adult’s assistance immediately anytime:

- They or someone else is in danger.
- Someone is touching or showing private body parts.
- Refusing bullying doesn’t work.

You can help reinforce what your child is learning by doing the following at home:
- Talk about which adults at school and at home could help your child if bullying happens. Discuss what she might tell an adult when she reports bullying. Assure her that adults will try to help.
- Discuss the importance of reporting any touching or showing of private body parts.
- Reassure your child that reporting bullying to an adult is not tattling.
- Talk with your child about how he can help keep other students safe by reporting bullying.
- Show an interest in your child’s social life. Ask her how things are going with classmates. This will help encourage her to talk with you as concerns come up.
- If your child reports bullying to you, make sure to tell his or her teacher or principal.

Thank you for your continued support in building your child’s skills and understanding of this important topic. Our staff is proud to work with students and families to decrease bullying and create a safe, respectful, caring school climate.
Spreading Rumors Is Bullying

Anita was the tallest girl in her class. One group of boys and girls said she must have flunked twice because she was so much taller than everyone else. They spread this rumor to others in the class. They called her a dummy, and they refused to let her take part in games at recess. After a few weeks of trying to deal with the bullying, Anita was so upset that she didn’t want to go to school anymore.

Anita’s experience is not unique; it’s a good example of the type of social bullying that many children face at school. 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.”

Bullying is more than just pushing, hitting, or fighting. Social bullying—as illustrated in Anita’s story—also includes things like put-downs, rumors, verbal threats, gossip, hurtful graffiti, and being excluded from groups.

The Steps to Respect program teaches students to identify bullying. Students learn that bullying can happen both face-to-face and behind-the-back. Students also learn to respond safely to bullying using assertive behavior.

How can you help? Look for opportunities to help your child practice Steps to Respect skills. Start with the following ideas:

1. Increase your child’s awareness by pointing out the use of put-downs, rumors, and gossip you notice in TV programs. Discuss how these things affect the characters in the story. Then talk about how people might feel if these behaviors occurred in real life, even between friends. What would happen to the friendships?

2. Help your child think of effective, respectful ways to block put-downs, rumors, and gossip. Talk about some things your child could say to a person repeating a rumor. For example:
   - “I don’t like rumors.”
   - “That sounds like a put-down to me.”
   - “You don’t know if that’s true.”
   - “That sounds like something you should talk about with the person involved.”

3. Have your child practice responding assertively to this kind of bullying. Effective behaviors include remaining cool and calm, standing or sitting tall, looking directly at the person, and speaking in a respectful, strong, clear voice.

Thank you for helping us build your child’s skills in recognizing and responding to bullying. Together we can create a bullying-free school environment.