Second Steps to Respect

Parent Manual/Home Link
Grade 5
Hildreth Elementary School
Dear Families,

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

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

The program teaches skills in four areas:

1. Skills for learning
2. Empathy
3. Emotion Management
4. Problem Solving

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

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

Sincerely,

Christine Reale, LICSW
Guidance Counselor
The Second Step Program Promotes
- School success
- School connectedness
- Safe and respectful school climate

By directly teaching students the skills that strengthen their ability to:
- Learn
- Have empathy
- 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
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Empathy and Respect</td>
<td>• The Second Step program helps you succeed at school.</td>
<td>• Define empathy</td>
</tr>
<tr>
<td></td>
<td>• Having respect and empathy helps you get along with others.</td>
<td>• Define respect</td>
</tr>
<tr>
<td>2. Listening with Attention</td>
<td>• Listening with attention helps you learn, work with others, and make friends.</td>
<td>• Demonstrate listening-with-attention skills</td>
</tr>
<tr>
<td>3. Being Assertive</td>
<td>• Being assertive means asking for what you want or need in a calm, firm, respectful voice.</td>
<td>• Identify passive, aggressive, and assertive responses</td>
</tr>
<tr>
<td></td>
<td>• Being assertive can help you be successful in a variety of social and academic situations.</td>
<td>• Demonstrate assertive responses with their partners</td>
</tr>
<tr>
<td>4. Predicting Feelings</td>
<td>• Being able to predict how what you do or say might make other people feel is respectful and will help you get along better with others.</td>
<td>• Predict how others might feel as a result of their or another’s actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• State the cause and effects of a given action</td>
</tr>
<tr>
<td>5. Taking Others’ Perspectives</td>
<td>• Others may have different perspectives.</td>
<td>• Demonstrate the ability to take someone else’s perspective</td>
</tr>
<tr>
<td></td>
<td>• Being able to recognize someone else’s perspective helps you get along with others.</td>
<td></td>
</tr>
<tr>
<td>6. Accepting Differences</td>
<td>• Accepting differences and finding similarities can create mutual respect and friendship.</td>
<td>• Identify similarities and differences between two people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Define prejudice</td>
</tr>
<tr>
<td>7. Disagreeing Respectfully</td>
<td>• Disagreeing respectfully involves using Assertiveness Skills.</td>
<td>• Distinguish between respectful and disrespectful ways to disagree</td>
</tr>
<tr>
<td></td>
<td>• Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts.</td>
<td>• Communicate their own perspectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate skills for disagreeing respectfully</td>
</tr>
<tr>
<td>8. Responding with Compassion</td>
<td>• Compassion is saying kind words or doing something to show you care about how another person feels.</td>
<td>• Demonstrate knowledge of how to respond with compassion</td>
</tr>
<tr>
<td></td>
<td>• Showing compassion for others is the respectful, kind thing to do.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Having empathy helps you show compassion.</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Concepts</td>
<td>Objectives</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9. Introducing Emotion Management</td>
<td>• When you have strong, unmanaged emotions, it can lead to negative behavior and consequences.</td>
<td>• Describe what happens in their brains and bodies when they experience strong emotions  &lt;br&gt; • Identify a personal signal  &lt;br&gt; • Identify and name strong feelings</td>
</tr>
<tr>
<td>10. Calming Down</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  &lt;br&gt; • Learn the technique for deep, centered breathing  &lt;br&gt; • Identify and demonstrate other Ways to Calm Down (using positive self-talk, counting, taking a break)</td>
</tr>
<tr>
<td>11. Managing Anxiety</td>
<td>• Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations.</td>
<td>• Identify social situations that can cause anxiety  &lt;br&gt; • Apply what they’ve learned about calming down in scenarios causing social anxiety</td>
</tr>
<tr>
<td>12. Managing Frustration</td>
<td>• Frustration can get in the way of learning.  &lt;br&gt; • Managing frustration reduces the chance of doing something you may regret later.</td>
<td>• Identify physical signs of frustration  &lt;br&gt; • Demonstrate reducing frustration by using the Calming-Down Steps</td>
</tr>
<tr>
<td>13. Resisting Revenge</td>
<td>• Getting revenge can make problems worse.</td>
<td>• Identify consequences of revenge  &lt;br&gt; • Generate alternatives for seeking revenge  &lt;br&gt; • Demonstrate using the Calming-Down Steps</td>
</tr>
<tr>
<td>14. Handling Put-Downs</td>
<td>• Calming down helps you handle put-downs and avoid escalating conflicts.</td>
<td>• Identify strategies for handling put-downs  &lt;br&gt; • Demonstrate what they've learned about the Calming-Down Steps  &lt;br&gt; • Demonstrate assertive responses to put-downs</td>
</tr>
<tr>
<td>15. Avoiding Assumptions</td>
<td>• Calming down strong emotions helps you think clearly about a situation and make better decisions.</td>
<td>• Identify emotion-management strategies  &lt;br&gt; • Demonstrate Assertiveness Skills  &lt;br&gt; • Identify and use positive self-talk statements to avoid making assumptions</td>
</tr>
<tr>
<td>Lesson</td>
<td>Concepts</td>
<td>Objectives—Students will be able to:</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16. Solving Problems,</td>
<td>• Solving problems helps you be successful at school.</td>
<td>• Recall the S: Say the problem step of the Problem-Solving Steps</td>
</tr>
<tr>
<td>Part 1</td>
<td></td>
<td>• State a problem without blaming anyone</td>
</tr>
<tr>
<td>17. Solving Problems,</td>
<td>• Solving problems helps you be successful at school.</td>
<td>• Generate safe and respectful solutions to a problem</td>
</tr>
<tr>
<td>Part 2</td>
<td></td>
<td>• Identify consequences of potential solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Select an appropriate solution to a problem</td>
</tr>
<tr>
<td>18. Making a Plan</td>
<td>• Some solutions to problems are complicated and need a plan.</td>
<td>• Explain the purpose of making a plan</td>
</tr>
<tr>
<td></td>
<td>• Plans help you break down a big task into smaller, more manageable parts.</td>
<td>• Create a three-step plan to carry out a solution to a problem</td>
</tr>
<tr>
<td>19. Seeking Help</td>
<td>• Seeking help from a trusted adult is sometimes the best solution.</td>
<td>• State the Problem-Solving Steps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate using Assertiveness Skills when seeking help</td>
</tr>
<tr>
<td>20. Dealing with Gossip</td>
<td>• Malicious gossip is hurtful and not respectful to others.</td>
<td>• Identify why some gossip is harmful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Generate ideas for refusing or avoiding harmful gossip</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate using the Problem-Solving Steps to deal with gossip</td>
</tr>
<tr>
<td>21. Dealing with Peer</td>
<td>• It is okay to say no to others, and it is okay for them to say no to you.</td>
<td>• Demonstrate using assertiveness skills to resist peer pressure</td>
</tr>
<tr>
<td>Pressure</td>
<td>• Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.</td>
<td>• Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure</td>
</tr>
<tr>
<td>22. Reviewing Second</td>
<td>• The skills and concepts learned in the Second Step program can help you succeed in school.</td>
<td>• Identify Second Step skills and concepts being used in scenarios students might encounter at school</td>
</tr>
<tr>
<td>Step Skills</td>
<td></td>
<td>• Include Second Step skills in a written script about solving a problem</td>
</tr>
</tbody>
</table>
Home Link

Grade 5, Unit 1
Lesson 1: Empathy and Respect

Name: ____________________________________________

Imagine you’re a reporter who is reporting on strong emotions and empathy. You’ve already had a chance to interview a classmate. Now you’re going to interview an adult family member using the same questions. Read the selected lyrics from “Walk, Walk, Walk” and the interview questions out loud to your adult. Record his or her responses for your final report.

**You see she’s getting angry, you’ve felt that feeling too**

Describe a time when you’ve felt really angry: ____________________________________________

________________________________________

What did you do?

*Embarrassed, jealous, scared: strong emotions through and through*

Describe a time when you’ve felt embarrassed, jealous, or scared:

________________________________________

________________________________________

What did you do?

*Empathy’s the pathway to recognize and walk*

So you can dish out some compassion and really walk the talk

Describe a time when you’ve helped another person or shown empathy:

________________________________________

________________________________________

How did that make you feel?

________________________________________

________________________________________

This homework assignment was completed on ________________

(Date)

(Adult Signature)

Page 20 Second Step: Skills for Social and Academic Success © 2011 Committee for Children
Home Link

Grade 5, Unit 1
Lesson 2: Listening with Attention

Name: ____________________________

Do you ever feel like adults just don’t listen to you? Or maybe adults feel like you just don’t listen to them? It could be that you are both listening—you’re just not listening with attention!

Today you’re going to explain to an adult family member the skills used to listen with attention. Then you’re both going to practice! These skills can help you communicate better and get along with others.

Practice Listening with Attention
Tell your adult three things you’d like to do tomorrow. 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.

<table>
<thead>
<tr>
<th>Listening-with-Attention Skills</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on the person’s words</td>
<td></td>
</tr>
<tr>
<td>Don’t interrupt</td>
<td></td>
</tr>
<tr>
<td>Ask questions to find out more</td>
<td></td>
</tr>
<tr>
<td>Repeat what you heard to show you understand</td>
<td></td>
</tr>
</tbody>
</table>

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 would like to do tomorrow, then check off your listening-with-attention skills.

<table>
<thead>
<tr>
<th>Listening-with-Attention Skills</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on the person’s words</td>
<td></td>
</tr>
<tr>
<td>Don’t interrupt</td>
<td></td>
</tr>
<tr>
<td>Ask questions to find out more</td>
<td></td>
</tr>
<tr>
<td>Repeat what you heard to show you understand</td>
<td></td>
</tr>
</tbody>
</table>

How did you do? _____________________________________________________________

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

This homework assignment was completed on ____________________________
<table>
<thead>
<tr>
<th>DATE</th>
<th>ADULT SIGNATURE</th>
</tr>
</thead>
</table>

Page 28 Second Step: Skills for Social and Academic Success © 2011 Committee for Children
Name:

It can be scary speaking up or talking to someone you don’t know. But with a little practice, it gets easier.

With an adult family member, practice asking for help assertively. Pretend your adult is a store clerk. You need to ask for help finding your favorite cereal. First write down what you plan to say, and practice saying it with your adult. Then go to a real store and practice asking a real store clerk for help finding cereal or any other item you might need. Remember to use your Assertiveness Skills!

The words I would say to assertively ask a store clerk for help finding my favorite cereal:

Now pretend your adult is the store clerk, and ask. Your adult will check off the Assertiveness Skills in the boxes below as you use them.

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

How did you do? If all the skills were not checked off, try it again!

The words I would say to assertively ask a store clerk for help finding ____________________:

Now go to a real store with your adult. Have your adult observe you while you ask a clerk for help. Remember to use your Assertiveness Skills! Afterward, with your adult, go through the checklist below and check off all the skills you used.

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

How did you do? If all the skills were not checked off, try it again!

This homework assignment was completed on _____________________.

(DATE) (ADULT SIGNATURE)
You don't have to be a wizard or know magic to predict what people are going to do. You just need to know a few tricks. And the tricks all have to do with thinking about how others might feel.

With an adult family member, read the list of Predicting Tricks below. Then try out your tricks with your adult to predict how each other might feel in the scenarios listed in the chart.

### Predicting Tricks
- Think about what you know about the person.
- Think about how the action might affect the person.
- Think about how the person might react.
- Think about how you might react in the same situation.

<table>
<thead>
<tr>
<th>Student's Predictions</th>
<th>Adult's Predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your adult found a broken plate in the garbage. Your adult might feel:</td>
<td>Without asking, you threw out some toys you thought your student had outgrown. Your student might feel:</td>
</tr>
<tr>
<td>Your adult has to work late three nights in a row. Your adult might feel:</td>
<td>Your student worked very hard on a project for school, but still couldn't finish it. Your student might feel:</td>
</tr>
<tr>
<td>You cleaned up your room without being asked. Your adult might feel:</td>
<td>Your student came home and his or her favorite dessert was on the table. Your student might feel:</td>
</tr>
</tbody>
</table>

This homework assignment was completed on __________________________  | __________________________  

(DATE)  |  (ADULT SIGNATURE)
What do adults and kids really know about what the other thinks? Let's find out! You and an adult family member are going try understanding each other's perspective.

First, answer the questions on the left side of the page. Try to identify the other person's perspective and the reasons he or she has that perspective. When you're done, fold the page in half so your answers can't be seen. Next, have your adult 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 understand each other’s perspective!

<table>
<thead>
<tr>
<th>Student’s Perspective</th>
<th>Adult’s Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many household chores should I do each week? My perspective is:</td>
<td>How many household chores should my student should do each week? My perspective is:</td>
</tr>
<tr>
<td>My reason(s) are:</td>
<td>My reason(s) are:</td>
</tr>
<tr>
<td>I think my adult’s perspective is:</td>
<td>I think my student’s perspective is:</td>
</tr>
<tr>
<td>I think my adult’s reason(s) are:</td>
<td>I think my student’s reason(s) are:</td>
</tr>
</tbody>
</table>

Were you right about each other’s perspective? ____________________________________________________________

What did you learn about the other person’s perspective? ____________________________________________________

This homework assignment was completed on ________________ | ___________________

(DATE) (ADULT SIGNATURE)
Name:______________________________

When people are prejudiced, they judge, or form an opinion about, a person before even knowing him or her. It’s unfair, hurtful, and disrespectful to form opinions about people without getting to know them.

With the help of an adult family member, you’re going to get to know an adult better. Have your adult select an adult friend or relative you don’t know very well. Check off all the characteristics you think apply to that person in Column 1. Check off all the characteristics that apply to you in Column 2. Then compare the columns and see if you checked the same things in both. With your adult, think of questions you can ask the friend or relative that might help you get to know him or her better. Then try them out!

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Friend’s or Relative’s Characteristics</td>
<td>My Characteristics</td>
</tr>
<tr>
<td>□ Tall</td>
<td>□ Tall</td>
</tr>
<tr>
<td>□ Short</td>
<td>□ Short</td>
</tr>
<tr>
<td>□ Dark hair</td>
<td>□ Dark hair</td>
</tr>
<tr>
<td>□ Light hair</td>
<td>□ Light hair</td>
</tr>
<tr>
<td>□ Friendly</td>
<td>□ Friendly</td>
</tr>
<tr>
<td>□ Likes quiet</td>
<td>□ Likes quiet</td>
</tr>
<tr>
<td>□ Likes lots of activity</td>
<td>□ Likes lots of activity</td>
</tr>
<tr>
<td>□ Funny</td>
<td>□ Funny</td>
</tr>
<tr>
<td>□ Serious</td>
<td>□ Serious</td>
</tr>
<tr>
<td>□ Others:</td>
<td>□ Others:</td>
</tr>
</tbody>
</table>

What questions can you ask your adult friend or relative that might help you get to know him or her better?

1. ________________________________________
2. ________________________________________
3. ________________________________________

This homework assignment was completed on ______________________ | ______________________

(DATE) (ADULT SIGNATURE)
Name: ____________________________

Disagreeing is okay, as long as you disagree respectfully! When two people disagree respectfully, they are assertive, they really listen to each other, and they try to understand the other's perspective. With an adult family member, read the following disrespectful disagreement script between an adult and a child. Then go back and change each line to make it a respectful disagreement. As you’re rewriting the script, remember that when you’re being respectful, you’re considering how others want to be treated and then treating them that way.

Adult: Guess what I made? Anchovy-artichoke casserole! It’s your favorite!

Adult: __________________________

Child: What are you talking about? It is not my favorite, it’s yours! Who likes anchovies anyway?

Child: __________________________

Adult: How do you know you hate it? You’ve never tried it! You hate everything!

Adult: __________________________

Child: You just said it was my favorite! How could it be if I’ve never tried it? I don’t hate everything. Just anchovies!

Child: __________________________

Adult: How do you know you hate anchovies if you’ve never tried them? You always say that about new foods!

Adult: __________________________

Child: I just know I won’t like them! I won’t eat a casserole if it has something in it I don’t like!

Child: __________________________

Adult: You will too!

Adult: __________________________

Child: I will not!

Child: __________________________

This homework assignment was completed on __________________________ |

(Date) __________________________ | (Adult Signature)

© 2011 Committee for Children
Name: ________________________________

What does compassion mean to you? Ask an adult family to think about this question. Then create a collage together in the space below that expresses what you both think compassion means. You can draw, paint, or write words; or glue photos, pictures from magazines, or shapes from paper. Use the other side of the paper if you need to. Be creative!

Compassion

This homework assignment was completed on ______ Date ______

(AUDET SIGNATURE)
Name: ________________________________

It's time to use your reporting skills again! Today you're reporting on ways to calm down. How are you going to do that? Luckily, there is a great new song out called "Calm Down." Have an adult family member read the selected "Calm Down" lyrics below, then ask your adult what he or she learned and complete your report.

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

Calming-Down Report

What are some situations in which you need to calm down?

________________________________________________________________________

What are some of the strong feelings you need to calm down during these times?

________________________________________________________________________

What are some things you can do to help you calm down?

________________________________________________________________________

Do you currently use any of the Calming-Down Steps mentioned in this song? Which ones?

________________________________________________________________________

This homework assignment was completed on ____________________________ |

__________________________ (DATE)  ________________ (ADULT SIGNATURE)
You are an emotion doctor. You specialize in calming down strong feelings. Today your patient is an adult family member.

Give your adult the routine calming-down checkup. With your adult, practice each of the Ways to Calm Down on the checklist below.

Patient's name: ___________________________  Reason for visit: Routine calming-down checkup

A situation in which you may need to calm down: __________________________________________

____________________________________________________________________________________

When you need to calm down, start with the following (practice each step):

☐ Stop—use your signal. What's your signal? ____________________________________________

☐ Name your feeling. The situation above makes you feel: ________________________________

☐ Calm down:

☐ Breathe. Go through the following with the patient to practice deep, centered breathing. Repeat as necessary: Sit down and close your eyes or look at the floor. Put your hand on your stomach—that's just above your belly button. Now 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 as you do this. Now breathe out through your mouth slowly and with control. Make sure you can feel your hand moving out and in as you breathe.

☐ Count. Count backward from ten.

☐ Use positive self-talk. What is something positive you can say to yourself in the situation above that will help you calm down? __________________________________________

☐ The patient has successfully completed the calming-down checkup.
Home Link

Grade 5, Unit 2
Lesson 11: Managing Anxiety

You are a personal emotion trainer. You help keep your clients’ emotions in tip-top shape! Today you are helping an adult family member work on managing anxiety.

First, complete the anxiety fitness form below with your adult. Then practice managing anxiety using some of the Ways to Calm Down. You and your adult will be in super emotion shape in no time!

Anxiety Fitness Form
Situations in which I feel anxiety:

Student: ____________________________________________

Adult: ____________________________________________

The physical signs of anxiety I experience (check all that apply):

<table>
<thead>
<tr>
<th>Student's</th>
<th>Adult's</th>
<th>Sign</th>
<th>Student's</th>
<th>Adult's</th>
<th>Sign</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Stomach hurts</td>
<td></td>
<td></td>
<td>Mind races</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Head hurts</td>
<td></td>
<td></td>
<td>Can't focus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feel warm</td>
<td></td>
<td></td>
<td>Muscles feel tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Feel cold</td>
<td></td>
<td></td>
<td>Sweat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shaky</td>
<td></td>
<td></td>
<td>Think negative thoughts</td>
</tr>
</tbody>
</table>

What do you do to feel better when you’re feeling anxious?

Student: ____________________________________________

Adult: ____________________________________________

The following are Ways to Calm Down to use after you’ve stopped and named your feeling when you’re feeling anxious. Choose one or more practice together:

Breathe. Practice deep, centered breathing as done in class.

Count. Count backward from ten (or by twos or threes—or however you’d like).

Use positive self-talk. What is something positive you can say to yourself when you’re feeling anxious?

This homework assignment was completed on ____________________________  

(Date)  (Adult Signature)
Your muscles are tense. You’re starting to feel queasy. You want to scream! What’s going on? Are you sick? No! You’re just feeling frustrated. When you’re doing something difficult, or trying to master something new, it’s common to feel frustrated.

With an adult family member, answer the questions about frustration below. Thinking about the situations in which you feel frustration, then coming up with ways to calm down when you do, will help you handle frustration before it handles you!

**Student:** I feel frustrated when:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Adult:** I feel frustrated when:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

When I feel frustrated I calm down by (check all that apply):

<table>
<thead>
<tr>
<th>Student</th>
<th>Adult</th>
<th>How to Calm Down</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Using deep, centered breathing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using positive self-talk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walking away</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taking a break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

**Student:** The next time I feel frustrated in the situation I named above, I can say to myself (positive self-talk statement):

________________________________________________________________________

**Adult:** The next time I feel frustrated in the situation I named above, I can say to myself (positive self-talk statement):

________________________________________________________________________
"I can’t believe you did that! I’m so angry, I’m going to ruin yours now too!"

Does any of this sound familiar? It could be happening in your very own home. Someone wants to get revenge! It’s natural to feel the urge for revenge when you think someone has done something mean, disrespectful, or wrong to you. But it’s important to learn to resist this urge, because revenge will often make the problem worse.

With an adult family member, talk and write about times when you might feel the urge to get revenge and what you can do resist.

For the Student to Answer
When my sibling (or young relative or neighborhood friend) does __________________, it makes me feel ____________________.

When the above happens, I sometimes feel like getting revenge. But if I do, it can make the problem ____________________.

To resist the urge to get revenge, I do (or will do) the following (check all that apply):

☐ Count ☐ Ignore him or her ☐ Deep, centered breathing ☐ Forgive him or her ☐ Walk away

☐ Use positive self-talk (write example here): ____________________

☐ Other: ____________________

For Your Adult to Answer
I can help you resist the urge for revenge by helping you do the following (check all that apply):

☐ Count ☐ Walk away ☐ Use positive self-talk ☐ Forgive him or her ☐ Deep, centered breathing

☐ Other: ____________________

Now help your student practice the items you checked above.

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

How do you feel when someone puts you down? Sometimes when people say mean, disrespectful, or hurtful things to you they can make you feel sad, unimportant, small, bad, and even angry. It can be difficult to handle put-downs when you’re feeling any of these strong emotions. With an adult family member, practice handling put-downs using the Ways to Calm Down.

The shoes
Your cousin just gave you a pair of shoes. You really like them, even if they’re a little too big. Someone makes an insulting comment about them.

Practice all of the following Ways to Calm Down with your adult:
☐ Deep, centered breathing  ☐ Count in your head  ☐ Use positive self-talk

I would say to myself: ______________________________________________________

Think of an assertive statement to say in response to the put-down, then practice saying it to your adult.

When you can’t get someone to stop putting you down, you need to ask an adult for help. Practice asking your adult for help with the situation in the shoes scenario.

Your own scenario

Practice all of the following Ways to Calm Down with your adult:
☐ Deep, centered breathing  ☐ Count in your head  ☐ Use positive self-talk

I would say to myself: ______________________________________________________

Think of an assertive statement to say in response to your scenario, then practice saying it to your adult:

Any time you can’t get someone to stop putting you down, you need to ask an adult for help. Practice asking your adult for help in this situation.

This homework assignment was completed on ________________________________

| DATE | ADULT SIGNATURE |

© 2011 Committee for Children
You are a member of a cleaning crew that sweeps away assumptions. Sometimes people make assumptions when they think they know what is going on but don’t have all the information. And sometimes people assume the worst! Your job is to make sure this doesn’t happen. Today you are training a new member of your cleaning crew: an adult family member. Complete the assumption-cleaning training form below together.

When you make assumptions, you believe you know what is true about what people think or why people act the way they do. You don’t stop to consider all the possibilities. Why is it not a good idea to make assumptions about situations that involve other people?

The first thing your new crew member should know is that assumptions are often made when emotions start to get out of control. Review and complete the following ways to calm down strong emotions with your adult:

**Stop**—*use your signal*. What’s a stop signal you can use? ___________

**Name your feeling.**

**Calm down**: breathe, count, use positive self-talk.

After calming down, you will want to get more information about the situation. What could you do to get more information?

Together, practice avoiding making assumptions in the following scenario. Use positive self-talk to calm down and assertiveness skills to get more information.

You find one of your favorite dinner plates in the garbage, broken.

You think to yourself: ___________

You ask a family member: ___________

This homework assignment was completed on ___________.

(DATE) | (ADULT SIGNATURE)
Name: ________________________________

You have your reporter hat on again. Your sources tell you that there is a cool new way to solve problems. They’re simple steps—and you can learn them from a song! Could it be true? You’ve got to find out!

Have an adult family member read the “Step Up” lyrics below, then ask him or her the questions that follow. Your adult will see just how easy these steps can be!

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 (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

What is the first step to take when you have a problem?
S: ________________________________

What are the next three steps?
T: ________________________________
E: ________________________________
P: ________________________________

What’s a good way to remember these Problem-Solving Steps?

__________________________________________________________________________

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

__________________________________________________________________________
Name: ____________________________

You're having a problem with a family member. What do you do? You STEP! Use your Problem-Solving Steps, that is! Show the Problem-Solving Steps you learned in class to an adult family member. Then together, think of a common problem you might have at home. Work through each of the Problem-Solving Steps together to solve the problem, 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:
Imagine you have four members in your family, and you have a problem. One adult family member cooks dinner every night and is sick and tired of it! Your adult has decided that he or she will only cook dinner three nights per week. But who is going to cook the other four nights? You and your adult come up with a solution: The rest of the family will take turns cooking dinner the remaining four nights. But hey—there are only three remaining members of your family to cook for four nights. What are you going to do? You need a plan!

With your adult, make a three-step plan for how this imaginary family will take turns cooking the remaining four nights per week. Be sure to use the Checklist for Making a Plan below.

**Problem:** Who is going to cook meals four nights per week?

**Solution:** Three family members take turns.

**Cooking Dinner Plan**

1. 

2. 

3. 

---

**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.
“Can you help me?” Sometimes those words aren’t easy to say. When you’re feeling overwhelmed, frustrated, tired, or worried, or are in a situation you can’t handle alone, your best solution may be to ask a trusted adult for help.

Talk with an adult family member and write about a situation where you may need to ask for help. Then practice asking your adult for help using the Assertiveness Skills listed below.

Some of things I might need to ask for help with are (check off and describe all that apply):

☐ Schoolwork—describe: ______________________________________________________

☐ Problems with a sibling, friend, or classmate—describe: _________________________

☐ Household chores—describe: _______________________________________________

☐ Other—describe: __________________________________________________________

Select one or more of the situations you described above. What could you say to a trusted adult to ask for help?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Now practice saying the statement above to your adult. Remember to use your Assertiveness Skills!

---

This homework assignment was completed on __________________________ |

(DATE) (ADULT SIGNATURE)
"Did you hear about Nicole? I heard that Nicole likes Ramón, and she even called him last night! Can you believe it?"

Do you think Nicole would be happy if she heard this? Probably not. When information that may or may not be true, or is private, gets passed around, it's called gossip. If you pass along this private information about Nicole, you're spreading gossip. Gossiping and spreading gossip can be harmful.

With an adult family member, you're going to work on stopping gossip. Answer the questions below together to help stop the gossip before it starts.

How can gossip be hurtful or harmful? Give an example: ____________________________

___________________________________________

Have you ever been hurt by gossip? Describe.

Student: ____________________________

___________________________________________

Adult: ____________________________

___________________________________________

What are some ways gossip can be spread?

___________________________________________

___________________________________________

What are some good ways to deal with gossip?

___________________________________________

___________________________________________

What is a good way to stop gossip before it starts?

___________________________________________

___________________________________________

This homework assignment was completed on ____________________________

(DATE) (ADULT SIGNATURE)
Name: ____________________________

What happens when a friend tries to talk you into doing something that is not safe or respectful? This is called negative peer pressure.

Persuasive friends who try to talk you into doing something that you know you shouldn't do can be 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 practice using the Assertiveness Skills to say this statement assertively 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)
## 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 about 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.
Conflict Between Friends

Friendships play an important role in both preventing bullying and helping children cope if it occurs. Knowing how to build and keep lasting friendships is important for children. The way friends act toward each other affects how long a friendship lasts and how strong it becomes. Compromising, forgiving, helping each other, appreciating a friend’s achievements, and building mutual trust are important elements of lasting friendships.

All friendships experience periods of conflict. In the Steps to Respect program, students learn to manage and resolve conflicts with friends respectfully. They practice the following skill steps:

• Respectfully ask your friend what is wrong.
• Listen carefully, and think about your friend’s point of view.
• Figure out what to do to make it better.
• Decide whether the solution is working. If it’s not working, try something else.

Look for opportunities to try these additional ideas with your child at home:

• Guide your child in using the skill steps listed above when he has a conflict with a friend or family member. Help him take time to calm down before problem solving. And remind him to keep calm when working out conflicts respectfully.

• Discuss ways friends and families build trust. Some examples are: keeping promises, telling the truth, being a good listener, being fair to friends, being cooperative, apologizing sincerely when wrong, praising others, and trying to understand how others feel. Choose one of these behaviors. Have your child tell you about times when she has used—or has seen others use—that behavior. Tell her about times when you have used that behavior in your own friendships. Keep your conversation focused on positive examples. On another day, choose a different trust-building behavior to talk about.

• Watch TV shows or read books with your child. Increase his awareness of how the characters handle conflict. Did the characters use respectful methods for resolving their conflict(s)? Did they listen carefully to others’ points of view? How could they have used other skills to solve the disagreement or conflict? Point out when characters use respectful methods.

Thank you for helping your child develop these important friendship skills. When everyone uses these and other Steps to Respect skills, we are better able to reach our goal of creating a safe, caring, respectful school.
Introducing the Steps to Respect Program

One day, a classmate called Nathan a wimp for not playing ball at recess. Since then, other classmates have stopped talking to him. He finds mean notes in his desk, he’s often tripped in the hall, and people laugh at him when he walks by. Suddenly, Nathan feels that everyone picks on him.

Unfortunately, many children like Nathan face bullying every day. Many children believe that adults can’t or won’t help.

Research shows that bullying problems can be greatly reduced, but only when the school staff works with students to tackle the problem. Our school is implementing Steps to Respect: A Bullying Prevention Program to help create a positive, safe, and bullying-free learning environment for all students.

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. Following are some of the topics covered in the program:

• Making friends.
• Joining group activities.
• Managing conflicts.
• Recognizing, refusing, and reporting bullying.

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, caring, respectful school!
Setting Goals and Making Changes

Everybody knows that bad habits are hard to break and good habits are equally hard to make. Developing any new skill takes time, practice, and encouragement.

Students in your child's class are learning about setting goals about respectful behavior. They are creating goal-setting plans and learning to celebrate successes and cope with setbacks. Parents can help by reinforcing these Steps to Respect activities. Below is a sample plan to try at home. (Keep in mind that this goal-setting process can be used for a variety of other things, including study skills and family goals.)

1. Sit down with your child and ask him to think of respectful behaviors he might like to work on. Have him select one behavior and state a simple goal for using it. For example: “I want to say ‘please’ and ‘thank you’ more often.”
2. Set a time frame for working on the goal. A week is a good time frame for practicing a behavior, but your child will need to understand that many goals cannot be reached in a week.
3. Together, think of ways to practice the selected behavior.
4. Make a simple chart for the refrigerator to track progress. Your child can look at it each day and check off how many times she practiced her goal behavior.
5. Encourage your child during his practice period. Compliments will help reinforce his commitment. Modeling the behavior yourself will also help.
6. Reassure your child when she experiences a setback. Let her know that setbacks are normal during the change process. Talk about ways for her to get back on track.
7. At the end of the time frame, talk with your child about how it went. Did it get easier to practice the behavior? Was his goal a good one? How did others react to the new behavior? How successful does he feel about reaching his goal?

It has been said that every long journey begins with one small step. All journeys begin with a goal, and many small steps lead to the achievement of that goal. Thank you for continuing to support the Steps to Respect program and our goal of creating a safe, respectful school environment.
Bodies and Bullying

Marissa is talking to some friends in the hall. Scott comes up and roughly puts his arm around her. Marissa tries to squirm away, but Scott has a good grip on her. “Let me go!” she shouts. She pulls away and tries to leave. Scott blocks the way. When Marissa turns her back on him to go in the other direction, Scott snaps her bra.

This type of behavior among upper-elementary students is common, and they find it confusing and difficult to handle. According to the Steps to Respect program, the behavior depicted above is bullying. Here are several reasons why:

- Scott’s behavior is unfair and one-sided.
- Marissa feels uncomfortable and trapped.
- Scott continues even after Marissa asks him to stop.
- Scott’s behavior involves inappropriate touching.

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

People who bully try to zero in on something that will “get to” someone else. As children mature, bullying becomes more focused on their changing bodies. Name-calling, rude gestures, explicit pictures, inappropriate touching, graphic jokes and language, racial and homophobic slurs, and put-downs for not acting like a boy or a girl are common ways they bully others about bodies. As with all forms of bullying, bullying about bodies can have harmful results and should be reported.

Students in your child’s class are learning how to respond safely to bullying (including when to get an adult’s help and how to report it). Below are some ideas that you can use at home to reinforce the Steps to Respect skills and concepts your child is studying.

- Discuss examples of respectful language and behaviors. Try to focus on examples that might occur between boys and girls. Have your child evaluate examples by asking: Is the behavior fair? How might someone feel when treated this way?
- Discuss appropriate touching versus inappropriate touching between boys and girls. Help your child understand why this is an important distinction to be able to make.
- Establish a safe climate for your child to talk about his or her changing body. Discuss ways that your child can become more comfortable with these changes. Encourage your child to tell you when he or she is being teased about his or her body. Make sure to tell the school with such teasing is going on. Our staff has been trained to know how to respond when this kind of bullying occurs.

These are difficult issues for adults to talk about with children, but children rely on us to help them cope. Thank you for continuing to help create a safe school environment for all of our children.