

Second Step[®] Elementary Classroom Kits and DESSA Crosswalk

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Overview of Second Step[®] Elementary Classroom Kit Program

The [Second Step[®] Elementary classroom kits](#) is a universal social-emotional learning program that offers evidence-based lessons to help teach social-emotional skills to elementary students. There are developmentally appropriate, fun lessons for students across the following units: Skills for Learning, Empathy, Emotion Management, and Problem Solving.

Overview of the DESSA

The [DESSA suite of assessments](#) measures key social and emotional competencies essential for student success now and into the future. The DESSA assessments span K-12 and can be completed by educators, students, and parents or guardians. The assessments are nationally standardized, norm-referenced, strength-based behavior rating scales, measuring the positive skills and mindsets necessary for students to thrive. The six competencies measured by the DESSA, their abbreviations, and their definitions are listed here:

Self-Awareness (SA): The ability to understand emotions, thoughts, and values and how they influence one's behavior; recognize strengths and limitations; and develop healthy identities and a sense of purpose.

Self-Management (SM): The ability to manage emotions and behaviors across different situations and environments and to demonstrate agency as one works to set and achieve personal and collective goals.

Social Awareness (SO): The understanding of social norms for behavior; the ability to empathize with, respect, and take the perspectives of others; and the feeling of connection and belonging with family, peers, schools, and community groups.

Relationship Skills (RS): The ability to establish and maintain healthy and positive relationships including effective communication, collaborative problem-solving, negotiating conflict, and demonstrating helpful and supportive behaviors.

Responsible Decision Making (RDM): The ability to make careful, reliable, and constructive choices about personal and social behavior that are appropriate across diverse situations; to consider the personal, social, and collective impact of one's actions; and to demonstrate curiosity and an open-mindedness to learning.

Optimistic Thinking (OT): The belief and demonstration of confidence, hopefulness, and positive thinking regarding oneself, others, and one's life situations in the past, present, and future.

Purpose of This Crosswalk

This crosswalk highlights the alignment between the Second Step® Classroom Kit lessons and the competencies measured by the DESSA 2 for kindergarten through 8th grades. It demonstrates how the DESSA can be used to help districts and schools ensure students have the skills and mindsets needed to be lifelong learners.

Alignment table between Second Step® Elementary Classroom Kit Units and the DESSA Competencies with example DESSA Items

Kindergarten							
Unit 1: Skills for Learning							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 1: Learning to Listen	Name and demonstrate the rules for listening in a group				X		
Lesson 2: Focusing Attention	Name and demonstrate the Listening Rules		X				
	Demonstrate attention skills in the context of a game		X				
Lesson 3: Following Directions	Demonstrate listening and following directions within the context of a game		X		X		
Lesson 4: Self-Talk for Staying on Task	Demonstrate self-talk for remembering directions in the context of a drawing game		X				
Lesson 5: Being Assertive	Demonstrate being assertive in response to scenarios				X		
Example DESSA Items							
<ul style="list-style-type: none"> Listen to others (RS) Stay focused despite a distraction (SM) 							
Unit 2: Empathy							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 6: Feelings	Name happy and sad when presented with physical clues	X					
	Identify that happy is a comfortable feeling and sad is an uncomfortable feeling	X					
	Identify a variety of feelings displayed in response to scenarios	X					
Lesson 7: More Feelings	Name interested and afraid/scared when presented with physical and situational clues	X					
	Identify that interested is a comfortable feeling and scared an uncomfortable one	X					

	Identify a variety of feelings displayed in response to scenarios	X					
Lesson 8: Identifying Anger	Name anger when presented with physical and situational clues	X					
	Identify that anger is an uncomfortable feeling	X					
	Identify a variety of feelings displayed in response to scenarios	X					
Lesson 9: Same or Different	Compare physical and emotional similarities and differences between two students depicted in a story			X			
	Identify same and different feelings in response to scenarios	X					
Lesson 10: Accidents	Identify what to say when they do something by accident	X		X	X		
	Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios			X	X		
Lesson 11: Caring and Helping	Identify that listening is one way to show you care			X	X		
	Identify that helping is another way to show you care			X	X		
	Demonstrate caring and helping behaviors in response to scenarios			X	X		
Example DESSA Items							
<ul style="list-style-type: none"> Describe the emotion they were feeling (SA) Explain what caused their emotions (SA) Recognize others' emotions (SO) Respond to others' feelings in kind and safe ways (SO) Interact positively with classmates (RS) 							
Unit 3: Emotion Management							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 12: We Feel Feelings in Our Bodies	Identify physical clues for feeling worried	X					
	Identify a grown-up to talk to when they feel worried	X			X		
Lesson 13: Managing Frustration	Identify "Stop" and "Name your feeling" as ways to begin to calm down	X					
	Demonstrate saying "Stop" and naming feelings in response to scenarios	X	X				
	Demonstrate belly breathing	X	X				

Lesson 14: Calming Down Strong Feelings	Identify and demonstrate the Calming-Down Steps		X				
Lesson 15: Handling Waiting	Identify the Calming-Down Steps	X	X				
	Apply the Calming-Down Steps while waiting in a game situation		X				
Lesson 16: Managing Anger	Name physical signs of anger	X	X				
	Apply the Calming-Down Steps in a game situation		X				
Lesson 17: Managing Disappointment	Identify the feeling of disappointment	X					
	Demonstrate calming-down skills when they feel disappointed		X				
Lesson 18: Handling Being Knocked Down	Demonstrate calming down in response to scenarios	X	X				
	Demonstrate telling the other person they feel hurt and asking what happened			X	X		
	Demonstrate apologizing and saying it was an accident			X	X		

Example DESSA Items:

- Describe the emotion they were feeling (SA)
- Stay calm when faced with a challenge (SM)
- Respond to others' feeling in kind and safe ways (SO)
- Resolve conflicts positively (RS)

Unit 4: Problem Solving

Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 19: Solving Problems	Use words to describe problems presented in scenarios					X	
	Generate multiple solutions to problems presented in scenarios					X	X
Lesson 20: Inviting to Play	Demonstrate inviting someone to play in response to scenarios			X			
Lesson 21: Fair Ways to Play	Identify a problem in response to a scenario					X	
	Generate solutions in response to a scenario					X	X
	Name sharing, trading, and taking turns as fair solutions when two students want to play with the same thing		X	X	X		
Lesson 22: Having Fun with Our Friends	Demonstrate the Problem-Solving Steps with a problem in the lesson					X	
	Identify a problem in response to scenarios					X	

Lesson 23: Handling Having Things Taken Away	Generate solutions in response to scenarios					X	X
	Demonstrate assertive communication in response to scenarios			X	X		
Lesson 24: Handling Name-Calling	Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings		X	X	X		
	Identify an adult to tell if they cannot stop the name-calling		X		X		
Lesson 25: Reviewing Second Step Skills	Recall and demonstrate the Listening Rules		X		X		
	Demonstrate how to calm down		X				
	Recall the Fair Ways to Play		X	X	X		
Example DESSA Items:							
<ul style="list-style-type: none"> • Make others feel welcome or included (SO) • Stay calm when faced with a challenge (SM) • Resolve conflicts positively (RS) • Do the right thing in a difficult situation (RDM) 							

Grade 1							
Unit 1: Skills for Learning							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 1: Learning to Listen	Name and demonstrate the Listening Rules				X		
	Apply attention, memory, and inhibitory control skills in a brain-building game		X				
Lesson 2: Focusing Attention	Name and demonstrate the Listening Rules		X				
	Demonstrate attention skills in the context of a game		X				
	State typical classroom verbal cues that request student attention		X	X			
Lesson 3: Following Directions	Demonstrate listening and following directions within the context of a game		X				
Lesson 4: Self-Talk for Learning	Demonstrate self-talk strategies for remembering directions		X				
Lesson 5: Being Assertive	Distinguish an assertive request from a passive or aggressive one			X			
	Identify assertive posture and tone of voice			X			
	Demonstrate assertive communication skills in response to scenarios		X	X	X		
Example DESSA Items:							
<ul style="list-style-type: none"> Listen to others (RS) Stay focused despite a distraction (SM) 							
Unit 2: Empathy							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 6: Identifying Feelings	Name feelings when presented with physical clues	X					
Lesson 7: Looking for More Clues	Name feelings when presented with physical clues	X					
	Name feelings when presented with environmental and situational clues	X					
Lesson 8: Similarities and Differences	Compare physical and emotional similarities and differences between two children	X					
	Demonstrate that people can have different feelings about the same situation	X		X			
Lesson 9: Feelings Change	Demonstrate welcoming and inviting behaviors			X	X		
Lesson 10: Accidents	Know what the word accident means	X					

	Know what to say when they do something by accident			X	X		
	Predict how others might feel as a result of their own or others' actions	X		X	X	X	
Lesson 11: Showing Care and Concern	Recall that listening, saying kind words, and helping are three ways to show caring			X	X		
	Demonstrate caring and helping in response to scenarios			X	X		
Example DESSA Items:							
<ul style="list-style-type: none"> • Describe the emotion they were feeling (SA) • Explain what caused their emotions (SA) • Respect a person's right to have a different perspective (SO) • Respond to others' feelings in kind and safe ways (SO) • Make others feel welcome or included (SO) • Encourage others (RS) 							
Unit 3: Emotion Management							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 12: Identifying Our Own Feelings	Identify physical clues in their bodies that help them identify their feelings	X					
	Identify grown-ups to talk to about feelings	X			X		
Lesson 13: Strong Feelings	Recognize situations and physical body cues that signal strong feelings	X					
	Demonstrate two Calming-Down Steps to manage strong feelings		X			X	
Lesson 14: Calming Down Anger	Explain physical and situational clues to feeling angry	X					
	Demonstrate the proper belly-breathing technique		X			X	
	Use a three-step process to calm down: Say "stop," name your feeling, and do belly breathing	X	X				
Lesson 15: Self-Talk for Calming Down	Recognize situations that require the use of calming-down strategies	X					
	Use positive self-talk to calm down	X	X				X
Lesson 16: Managing Worry	Recognize situations that require the use of calming-down skills	X					
	Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk	X	X			X	X
	Identify grown-ups to talk to when feeling worried	X			X		

Unit 4: Problem Solving							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 17: Solving Problems, Part 1	Use words to describe problems presented in scenarios	X				X	
	Generate multiple solutions to problems presented in scenarios					X	X
Lesson 18: Solving Problems, Part 2	Predict consequences using an if-then model					X	
	Select a reasonable solution to a problem					X	X
Lesson 19: Fair Ways to Play	Define and differentiate sharing, trading, and taking turns		X	X	X		
	Identify and state the problem in a given situation	X				X	
	Generate possible solutions to a problem situation					X	X
	Demonstrate the Fair Ways to Play		X	X	X		
Lesson 20: Inviting to Join In	Apply the Problem-Solving Steps		X			X	
	Demonstrate how to invite someone to play in response to scenarios			X	X		
Lesson 21: Handling Name-Calling	Demonstrate assertive responses to name-calling		X				
	Identify adults to tell if name-calling doesn't stop		X			X	
Lesson 22: Reviewing Second Step Skills	Recall skills on all the posters		X				
	Demonstrate the Listening Rules		X	X	X		
	Demonstrate the Calming-Down Steps		X				
	Name one concept or skill they learned in their Second Step lessons		X				
Example DESSA Items:							
<ul style="list-style-type: none"> Describe the emotion they were feeling (SA) Explain what caused their emotions (SA) Stay calm when faced with a challenge (SM) Do the right thing in a difficult situation (RDM) Speak positively about their future potential (OT) 							
Example DESSA Items:							
<ul style="list-style-type: none"> Gather information before making an important decision (RDM) Make others feel welcome or included (SO) Stand up for a friend or classmate (RS) Think before they acted (SM) 							

Grade 2							
Unit 1: Skills for Learning							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 1: Being Respectful	Identify respectful behavior in themselves and others	X		X			
	Determine respectful responses to scenarios			X	X		
Lesson 2: Focusing Attention and Listening	Identify examples of focusing attention	X	X				
	Identify examples of listening	X			X		
	Apply focusing-attention and listening skills in the context of a game and in response to scenarios		X		X		
Lesson 3: Using Self-Talk	Identify classroom distractions	X	X				
	Demonstrate using self-talk in response to scenarios	X					X
Lesson 4: Being Assertive	Demonstrate assertive communication skills in response to scenarios		X	X	X		
	Determine which adult to ask assertively for help in response to scenarios	X		X	X		
Example DESSA Items: <ul style="list-style-type: none"> Stay focused despite a distraction (SM) Listen to others (RS) 							
Unit 2: Empathy							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 5: Identifying Feelings	Name a variety of feelings	X					
	Distinguish between comfortable and uncomfortable feelings	X					
	Use physical, verbal, and situational clues to determine what others are feeling			X	X		
Lesson 6: Learning More About Feelings	Use physical, verbal, and situational clues to determine what others are feeling			X	X		
	Label their own feelings as the same as or different from others' feelings	X		X			
Lesson 7: Feeling Confident	Identify physical and situational clues that indicate the feeling of confidence	X					X
	Detect when their own and others' feelings change	X		X			X
Lesson 8: Respecting Different Preferences	Determine what others are feeling using physical, verbal, and situational clues			X	X		

	Label their own preferences as the same as or different from others' preferences	X		X	X		
Lesson 9: Showing Compassion	Determine what others are feeling using physical, verbal, and situational clues			X	X		
	Identify ways to show compassion for others in response to scenarios			X	X		
Lesson 10: Predicting Feelings	Predict others' feelings in response to scenarios	X		X	X	X	
	Offer possible reasons for others' actions and feelings in response to scenarios			X	X		
Example DESSA Items:							
<ul style="list-style-type: none"> • Explain what caused their emotions (SA) • Recognize others' emotions (SO) • Respect a person's right to have a different perspective (SO) • Respond to others' feelings in kind and safe ways (SO) 							
Unit 3: Emotion Management							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 11: Introducing Emotion Management	Identify physical clues that can help them name their own feelings	X					
Lesson 12: Managing Embarrassment	Identify the first two Calming-Down Steps	X	X				
	Demonstrate first two Calming-Down Steps in response to scenarios		X			X	
Lesson 13: Handling Making Mistakes	Demonstrate correct belly-breathing technique		X				
	Use belly breathing to calm down in response to scenarios		X			X	
Lesson 14: Managing Anxious Feelings	Generate positive self-talk they can use to calm down in response to scenarios	X	X				X
	Use positive self-talk to calm down in response to scenarios	X	X				X
Lesson 15: Managing Anger	Use counting to calm down in response to scenarios		X			X	
	Use assertive communication skills to get what they want or need in response to scenarios			X	X		
Lesson 16: Finishing Tasks	Identify situations that require the use of the Calming-Down Steps	X	X			X	
	Demonstrate using the Calming-Down Steps in response to scenarios		X			X	
	Use positive self-talk to stay focused and on task in response to scenarios	X	X				X

Unit 4: Problem Solving							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 17: Solving Problems, Part 1	Recall the first Problem-Solving Step		X			X	
	Identify and say a problem in response to scenarios	X				X	
Lesson 18: Solving Problems, Part 2	Recall the first two Problem-Solving Steps		X			X	
	Generate several solutions for a given problem in response to scenarios					X	X
	Determine if solutions are safe and respectful			X	X	X	
Lesson 19: Taking Responsibility	Recall the Problem-Solving Steps		X			X	
	Apply the Problem-Solving Steps to scenarios about conflicts with friends			X	X	X	
	Demonstrate accepting responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios			X	X		
Lesson 20: Responding to Playground Exclusion	Recall the Problem-Solving Steps		X			X	
	Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally			X	X	X	
Lesson 21: Playing Fairly on the Playground	Recall the Problem-Solving Steps		X			X	
	Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games			X	X	X	
Lesson 22: Reviewing Second Step Skills	Recall Second Step skills learned		X				
	Identify Second Step skills in a story			X		X	
	Relate personal examples of skill use	X	X			X	
Example DESSA Items:							
<ul style="list-style-type: none"> Describe the emotion they were feeling (SA) Stay calm when faced with a challenge (SM) Do the right thing in a difficult situation (RDM) Speak positively about their future potential (OT) 							
Example DESSA Items:							
<ul style="list-style-type: none"> Gather information before making an important decision (RDM) Accept responsibility for their actions (RDM) Make others feel welcome or included (SO) Stand up for a friend or classmate (RS) Resolve conflicts positively (RS) 							

Grade 3							
Unit 1: Skills for Learning							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 1: Being Respectful Learners	Apply focusing-attention and listening skills in response to scenarios.		X				
Lesson 2: Using Self-Talk	Identify classroom distractions		X				
	Demonstrate the use of self-talk in response to scenarios		X				X
Lesson 3: Being Assertive	Demonstrate assertive communication skills in response to scenarios			X	X		
Lesson 4: Planning to Learn	Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria		X			X	
	Create a simple, three-step plan that meets the Good Plan Checklist criteria					X	
Example DESSA Items:							
<ul style="list-style-type: none"> Stay focused despite a distraction (SM) Interact positively with classmates (RS) 							
Unit 2: Empathy							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 5: Identify Others' Feelings	Name a variety of feelings.	X					
	Determine others' feelings using physical, verbal, and situational clues.			X	X		
	Label their own feelings as the same as or different from others' feelings.	X		X	X		
Lesson 6: Understanding Perspectives	Identify others' feelings using physical, verbal, and situational clues			X	X		
	Determine whether others' feelings have changed, in response to scenarios			X	X		
Lesson 7: Conflicting Feelings	Identify two conflicting feelings a person could have in response to scenarios			X	X	X	
	Explain possible reasons for someone's conflicting feelings in response to scenarios			X	X	X	
Lesson 8: Accepting Differences	Name similarities and differences between people	X		X			
	Predict how others will feel when teased for being different	X		X	X	X	
Lesson 9: Showing Compassion	Demonstrate focusing-attention and listening skills in response to scenarios		X				

	Identify ways to show compassion for others in response to scenarios			X	X		
	Express appreciation for another person's concern in response to scenarios			X	X		
Lesson 10: Making Friends	Demonstrate focusing-attention and listening skills in the context of a game		X		X		
	Initiate, continue, and end a conversation in a friendly way in the context of a game				X		
Example DESSA Items:							
<ul style="list-style-type: none"> Describe the emotion they were feeling (SA) Recognize others' emotions (SO) Listen to others (RS) Respond to others' feelings in kind and safe ways (SO) 							
Unit 3: Emotion Management							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 11: Introducing Emotion Management	Identify physical clues that can help them label their own feelings	X					
Lesson 12: Managing Test Anxiety	Identify the first two Calming-Down Steps	X	X				
	Demonstrate using the first two Calming-Down Steps in response to scenarios		X			X	
Lesson 13: Handling Accusations	Demonstrate correct belly-breathing technique		X				
	Use belly breathing to calm down in response to scenarios		X				
	Demonstrate steps for handling accusations in response to scenarios		X			X	
Lesson 14: Managing Disappointment	Generate positive self-talk they can use to calm down in response to scenarios	X	X				X
	Make a simple three-step plan to achieve a goal in response to scenarios		X			X	
Lesson 15: Managing Anger	Use counting to calm down in response to scenarios		X				
	Use assertive communication skills to get what they want or need in response to scenarios		X	X	X		
Lesson 16: Managing Hurt Feelings	Identify situations that require using strategies for calming down		X				
	Demonstrate using strategies for calming down		X			X	
	Generate alternative explanations in response to scenarios		X			X	
Example DESSA Items:							

- Describe the emotion they were feeling (SA)
- Stay calm when faced with a challenge (SM)
- Do the right thing in a difficult situation (RDM)
- Speak positively about their future potential (OT)

Unit 4: Problem Solving

Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 17: Solving Problems, Part 1	Recall the first Problem-Solving Step		X			X	
	Identify and state a problem in response to scenarios					X	
	Identify blaming language in response to scenarios			X	X	X	
Lesson 18: Solving Problems, Part 2	Recall the Problem-Solving Steps		X			X	
	Propose several solutions for a given problem in response to scenarios					X	
	Determine if solutions are safe and respectful			X	X	X	
	Explore positive and negative consequences of solutions					X	
Lesson 19: Solving Classroom Problems	Apply the Calming-Down Steps to an emotional situation in response to a scenario		X				
	Recall the Problem-Solving Steps		X			X	
	Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario			X	X	X	
Lesson 20: Solving Peer-Exclusion Problems	Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios			X	X	X	
	Demonstrate assertive communication skills in response to scenarios			X	X		
Lesson 21: Dealing with Negative Peer Pressure	Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios			X		X	
	Demonstrate assertive communication in response to scenarios			X	X		
Lesson 22: Reviewing Second Step Skills	Recall Second Step skills learned					X	
	Identify Second Step skills in a story			X		X	
	Relate personal examples of skill use	X	X			X	

Example DESSA Items:

- Gather information before making an important decision (RDM)
- Accept responsibility for their actions (RDM)

- Respond to others' feelings in kind and safe ways (SO)
- Make others feel welcome or included (SO)
- Contribute to a positive learning environment (SO)

Grade 4							
Unit 1: Empathy and Skills for Learning							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 1: Empathy and Respect	Define <i>respect</i>			X	X	X	
	Define <i>empathy</i>			X	X	X	
Lesson 2: Listening with Attention	Demonstrate listening-with-attention skills			X	X		
Lesson 3: Being Assertive	Identify passive, aggressive, and assertive responses			X	X		
	Demonstrate assertive responses with their partners		X	X	X		
Lesson 4: Respecting Similarities and Differences	Identify clues that help them recognize other people's feelings			X	X		
	Identify similarities and differences between how two people feel	X		X	X		
Lesson 5: Understanding Complex Feelings	Identify multiple feelings in a given scenario	X		X	X		
	Give possible reasons for multiple feelings	X		X		X	
Lesson 6: Understanding Different Perspectives	Identify differing perspectives in given scenarios	X		X	X		
	Generate prosocial responses to scenarios in which different perspectives could cause a conflict			X	X	X	
Lesson 7: Conversation and Compliments	Identify components of a successful conversation			X	X		
	Demonstrate giving and receiving a compliment				X		
Lesson 8: Joining In	Identify skills for joining a group	X		X	X		
	Demonstrate skills for joining a group			X	X		
Lesson 9: Showing Compassion	Demonstrate expressing concern or showing compassion for someone			X	X		
Example DESSA Items:							
<ul style="list-style-type: none"> • Explain what caused their emotions (SA) • Respect a person's right to have a different perspective (SO) • Encourage others (RS) 							
Unit 2: Emotion Management							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 10: Introducing Emotion Management	Describe what triggers their own strong emotions	X					

	Describe what happens in their brains and bodies when they experience strong emotions	X					
Lesson 11: Managing Strong Feelings	Demonstrate the ability to interrupt escalating emotions		X				
	Determine a personal “signal”	X	X				
	Identify and name strong feelings as they occur	X					
Lesson 12: Calming Down Anger	Identify situations in which they might need to calm down	X	X			X	
	Demonstrate the technique for deep, centered breathing		X			X	
	Identify and demonstrate other Ways to Calm Down (counting, using positive self-talk)	X	X			X	
Lesson 13: Managing Anxiety	Identify situations that cause anxiety	X					
	Apply what they’ve learned about calming down to anxiety-provoking scenarios, including academic challenges	X	X				
Lesson 14: Avoiding Jumping to Conclusions	Identify emotion-management strategies	X	X				
	Demonstrate assertiveness skills		X	X	X		
	Identify and demonstrate positive self-talk statements	X	X				X
Lesson 15: Handling Put-Downs	Identify strategies for handling put-downs	X		X	X	X	
	Demonstrate what they’ve learned about strategies for calming down		X	X	X	X	
	Demonstrate assertive responses to put-downs			X	X		

Example DESSA Items:

- Describe the emotion they were feeling (SA)
- Stay calm when faced with a challenge (SM)
- Do the right thing in a difficult situation (RDM)
- Speak positively about their future potential (OT)

Unit 4: Problem Solving

Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 16: Solving Problems, Part 1	Recall the S: Say the problem step of the Problem-Solving Steps					X	
	State a problem without blaming anyone			X	X	X	
Lesson 17: Solving Problems, Part 2	Generate safe and respectful solutions to a problem			X	X	X	

	Identify consequences of potential solutions					X	
	Select an appropriate solution to a problem					X	
Lesson 18: Making a Plan	Explain the purpose of making a plan				X	X	
	Create a three-step plan to carry out a solution to a problem		X			X	
Lesson 19: Solving Playground Problems	Identify common playground conflicts			X	X	X	
	Demonstrate using the Problem-Solving Steps to handle playground conflicts			X	X	X	
Lesson 20: Taking Responsibility for Your Actions	Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged			X	X	X	
	Demonstrate acknowledging mistakes	X		X	X		
	Demonstrate making an apology and offering to make amends			X	X	X	
Dealing with Peer Pressure	Demonstrate using assertiveness skills to resist peer pressure			X	X		
	Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure			X	X	X	
Reviewing Second Step Skills	Identify Second Step skills and concepts being used in scenarios students might encounter at school			X	X	X	
	Include Second Step skills in a written script about solving a problem			X	X	X	
Example DESSA Items:							
<ul style="list-style-type: none"> • Gather information before making an important decision (RDM) • Persist to achieve a goal (SM) • Accept responsibility for their actions (RDM) • Respond to others' feelings in kind and safe ways (SO) • Make others feel welcome or included (SO) • Interact positively with classmates (RS) 							

Grade 5							
Unit 1: Empathy and Skills for Learning							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 1: Empathy and Respect	Define respect			X	X	X	
	Define empathy			X	X	X	
Lesson 2: Listening with Attention	Demonstrate listening-with-attention skills		X		X		
Lesson 3: Being Assertive	Identify passive, aggressive, and assertive responses			X	X		
	Demonstrate assertive responses with their partners		X	X	X		
Lesson 4: Predicting Feelings	Predict how others might feel as a result of their or another's actions			X	X	X	
	State the cause and effects of a given action					X	
Lesson 5: Taking Others' Perspectives	Demonstrate the ability to take someone else's perspective	X		X	X		
Lesson 6: Accepting Differences	Identify similarities and differences between two people	X		X	X		
	Define prejudice			X	X	X	
Lesson 7: Disagreeing Respectfully	Distinguish between respectful and disrespectful ways to disagree			X	X		
	Communicate their own perspectives	X		X	X		
	Demonstrate skills for disagreeing respectfully	X		X	X		
Lesson 8: Responding with Compassion	Demonstrate knowledge of how to respond with compassion			X	X	X	
Example DESSA Items:							
<ul style="list-style-type: none"> Gather information before making an important decision (RDM) Persist to achieve a goal (SM) 							
Unit 2: Emotion Management							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 9: Introducing Emotion Management	Describe what happens in their brains and bodies when they experience strong emotions	X				X	
	Identify a personal signal	X					
	Identify and name strong feelings	X					
Lesson 10: Calming Down	Identify situations in which they might need to calm down	X	X				

	Learn the technique for deep, centered breathing		X				
	Identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break)		X				X
Lesson 11: Managing Anxiety	Identify social situations that can cause anxiety	X		X			
	Apply what they've learned about calming down in scenarios causing social anxiety		X	X	X		
Lesson 12: Managing Frustration	Identify physical signs of frustration	X					
	Demonstrate reducing frustration by using the Calming-Down Steps	X	X			X	
Lesson 13: Resisting Revenge	Identify consequences of revenge			X	X	X	
	Generate alternatives for seeking revenge			X	X	X	
	Demonstrate using the Calming-Down Steps		X			X	
Lesson 14: Handling Put-Downs	Identify strategies for handling put-downs	X		X	X	X	
	Demonstrate what they've learned about the Calming-Down Steps		X	X	X	X	
	Demonstrate assertive responses to put-downs			X	X		
Lesson 15: Avoiding Assumptions	Identify emotion-management strategies		X			X	
	Demonstrate assertiveness skills			X	X		
	Identify and use positive self-talk statements to avoid making assumptions	X	X				X
Example DESSA Items							
<ul style="list-style-type: none"> Describe the emotion they were feeling (SA) Explain what caused their emotions (SA) Gather information before making an important decision (RDM) Think before they acted (SM) Interact positively with classmates (SO) Resolve conflicts positively (SO) Do the right thing in a difficult situation (RDM) 							
Unit 3: Problem Solving							
Lesson Name	Lesson Objectives	SA	SM	SO	RS	RDM	OT
Lesson 16: Solving Problems, Part 1	Recall the S: Say the problem step of the Problem-Solving Steps					X	
	State a problem without blaming anyone			X	X	X	
Lesson 17: Solving Problems, Part 2	Generate safe and respectful solutions to a problem			X	X	X	

	Identify consequences of potential solutions					X	
	Select an appropriate solution to a problem					X	
Lesson 18: Making a Plan	Explain the purpose of making a plan				X	X	
	Create a three-step plan to carry out a solution to a problem		X			X	
Lesson 19: Seeking Help	State the Problem-Solving Steps					X	
	Demonstrate using assertiveness skills when seeking help	X		X	X		
Lesson 20: Dealing with Gossip	Identify why some gossip is harmful			X	X		
	Generate ideas for refusing or avoiding harmful gossip			X	X	X	
	Demonstrate using the Problem-Solving Steps to deal with gossip			X	X	X	
Lesson 21: Dealing with Peer Pressure	Demonstrate using assertiveness skills to resist peer pressure			X	X		
	Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure			X	X	X	
Lesson 22: Reviewing Second Step Skills	Identify Second Step skills and concepts being used in scenarios students might encounter at school			X	X	X	
	Include Second Step skills in a written script about solving a problem			X	X	X	
Example DESSA Items							
<ul style="list-style-type: none"> • Gather information before making an important decision (RDM) • Persist to achieve a goal (SM) • Respond to others' feelings in kind and safe ways (SO) • Contribute to a positive learning environment (SO) • Interact positively with classmates (RS) 							