Second Step: More Than a Class Meeting

Valerie Gonzales, Teacher, Knowles ES
Jennifer Jones, Teacher, Knowles ES
Sarah Smithson, Counselor, Knowles ES
Bethany McPhail, Coordinator of Counseling Services
Why Second Step?
It is a universal, classroom-based program designed to:

- Increase students' school success
- Decrease problem behaviors
- Promote social-emotional competence and self-regulation
STRONG  
Self-Regulation 
Skills
How We do Second Step

- Both Classes
- Sacred time
- Shared teaching
- Just as important as our learning time
- Review weeks
How We do Second Step
Lessons 11: Introducing Emotion Management

Lesson Concepts
- When you feel strong feelings, it's hard to think clearly.
- Feeling upset can affect your brain and body, and make you feel confused, angry, or sad.

Key Words
- Emotions, bodies, feelings, brains, sadness, anger, happiness

Objective
- Students will be able to identify physical signs that can help them handle their own feelings.

Materials
- DVD player and monitor or computer with speakers, projector, and screen
- Grade 3 DVD
- Following Through Cards
- Skills for Learning and Emotion Process
- All Skills for Learning Cards (as needed)
- Lesson 11 Home List

Why This Lesson Matters
When emotions are strong, it is hard to think or work well and make good decisions. Strong feelings of anger can lead to aggressive behavior. Students also struggle with making good choices when experiencing strong feelings, such as fear, anxiety, and anger. Recognizing and understanding emotions is an important step towards learning to control them. By focusing on feelings, students make better choices and learn to manage their emotions, which helps them grow into responsible adults.

Teaching Notes
Assign Lesson 11 to students in Second Step programs in Unit 3. Copy, cut, and assign the Residency Lesson plan. How Students Integrate Lesson 11 with the Residency Lesson is described in the Residency Lesson plan.

Warm-Up
- Introduction and Review
  - New students: Say, "Hello, how are you feeling today?"
  - Return to the classroom, invite students to share their feelings.

Brain Builder: Frozen Feelings Factory
- Have students stand up. Let's play Frozen Feelings Factory. You are the factory workers and I am the foreman—the boss.

Rule 1: freeze and listen. Listen to the foreman's instructions and follow them. Freeze if you hear your name.

Rule 2: freeze and think. Freeze if you feel angry or sad.

Rule 3: freeze and move. Freeze if you feel happy or excited.

Rule 4: freeze and describe. Freeze if you feel tired or sleepy.

Story and Discussion
- Share the story of a boy who felt a strong emotion. Today, you will hear about a boy who feels a strong emotion. This is Mateo. He is about to take a big, long math test.

Activity 1: Think about how Mateo feels. Find the words that describe how you feel. (Anxious, Sad, Scared, Worried)

Activity 2: Show a thumbs up if you’ve ever felt like Mateo. Count on the number of thumbs up. Taking a test can make you feel very nervous or anxious.

Activity 3: Pretend your hand is Mateo’s brain. Model the hand-brain while students make them. Right now, the feeling part of his brain is overflowing with anxious feelings. (Flip up your fingers while students do the same), and the thinking part of his brain is losing control. He needs to focus his attention on his body for clues about how he’s feeling. The uncomfortable feelings in Mateo’s body are clues that the thinking part of his brain is losing control. When he starts to recognize how he’s feeling, he is using the thinking part of his brain to help himself manage his feelings. Fold your fingers over your thumb.

Next lesson, you’ll learn what Mateo does to calm down and manage his feelings.

Skill Practice
- Let’s do the Calm It Down Dance. You’re going to make motions that match what happens in your brain and body when you feel strong feelings and calm them down.

Practice the Dance with students. Move and sing along with the video.

Wrap-Up
- Today you learned what happens in your brain and body when you feel strong feelings. Model the hand-brain. When you feel really strong feelings, the feeling part of your brain takes over, and it’s hard to think. Flip up your fingers. Your body may feel uncomfortable. Plant your palms on a table. You can focus attention on your body for clues about how you feel. Flip down your fingers. When you recognize your feelings, the thinking part of your brain can start to manage your feelings. Repeat the hand-brain and have students make it with you.

Following Through: Skills and concepts are retained best when regularly practiced and reinforced. See Following Through Card 11.
Online Resources

Accessing Second Step Media:

www.secondstep.org  Dashboard - Streaming Lesson Media
How We do Second Step

**Daily Practice**

**Day 1**
Teach the lesson.

**Day 2**
Play Frozen Feelings Factory with challenges. Have students practice the hand-brain.

**Day 3**
Divide the class into two groups. Have one group do the Calm It Down Dance while the other sings the chorus to the “Calm It Down” song. Then have groups switch roles.

**Day 4**
Have students play Frozen Feelings Factory with their Second Step partners. Have students use Think, Turn, Tell to say how their bodies feel when they’re experiencing strong feelings.

**Day 5**
Have students complete the Weekly Skill Check. Sample check-in statements:
- I can focus attention on my body for clues about how I’m feeling.
- Feeling very uncomfortable is a clue that the thinking part of my brain is losing control.
- When I recognize my feelings, it helps the thinking part of my brain start to manage my strong feelings.

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Second Step *outside* of Class Meeting

- Cafeteria
- Recess
- Challenging assignment
- Conflicts with friends
- Obstacles
- Respecting yourself
Second Step and Other Campus Initiatives

ASCA Mindsets and Behaviors

Trauma Informed Practices

Restorative Practices

RTI and PBIS
Monthly Second Step Newsletter
Support from Administration

- Classroom visits
- Posters in hallways and Specials areas
- Shared vocabulary
- Themes incorporated into morning announcements and assemblies (Principal Tool Kit)
Emotional learning is not a quick or easy lesson. Many adults never master it. But practice makes better. The more practice young children get, the better they will be able to express their emotions and control their behavior.

Heather Shumaker
(It's OK Not to Share and Other Renegade Rules for Raising Competent and Compassionate Kids)
Step or Stay, Version 1

Preparation
Have students stand and get into two lines facing each other with six feet of space between them. Tell students that the space between them is a river and they are standing on the banks. When they step forward, they are in the river. When they step back, they are on the bank again. Model and have students practice stepping forward and back from the river to the bank.

Rule
Rule 1 is, you have to be exactly where I tell you to be.

Steps
1. Give one of these directions: In the river or on the bank. Students step or stay.
2. Give another direction. Students step or stay.

Increasing the Challenge
Attention (A), Working Memory (WM), and Inhibitory Control (IC)
- Progressively decrease the volume of your voice. (A)
- Progressively increase the speed at which you give the directions. (IC)
- Add another rule. (WM)
  - When you are in the river, pretend to swim.
  - When you are on the bank, pretend to dry yourself with a towel.
  - When you are in the river, pretend to be a fish.
  - When you are on the bank, pretend to be fishing.
  - When you are in the river, pretend to row a boat.
  - When you are on the bank, pretend to use a telescope.
  - Create your own movements for in the river/on the bank.
Grade 5, Unit 2
Lesson 9: Introducing Emotion Management

Daily Practice

Day 1
Play the pre-lesson video “Brain, Body, and Emotions, Part 1.” This video reviews the Grade 4 content that shows what happens inside the brain and body when someone experiences a strong emotion. Ask: What happened to cause Maia’s strong emotion? What was happening in Maia’s body? What was happening in her brain? Tell students that tomorrow they will learn steps for what to do when strong emotions take over their brains and bodies. Next week they will see Part 2 of this video.

Day 2
Teach the lesson.

Day 3
Play the “Calm Down” music video. Have students hold out their hands each time they hear the word “stop.” After recess, ask students to think about a strong emotion they felt either at recess or sometime during the week at school. Ask students what physical signs they noticed while experiencing the strong emotion and what they did to get the emotion under control.

Day 4
Play a version of “Red Light, Green Light.” During “green light,” students should be in motion. On the signal “red light,” students should immediately stop their movements. Emphasize how the signal “red light” works the same way your personal stop signal works when you are in the confusion of an emotional situation.

Day 5
Reflective writing: Why is it important to recognize when you are feeling strong emotions? What is a situation that you might be in that would cause you to feel strong emotions? What are the first two things you can do to handle the strong emotions?