

5th Grade Second Step Units

Unit 1

Weekly family communications for Lessons 1–5

Lesson 1: The Right Goal for Me

Summary

In this week's lesson, your child will learn how to set a goal that's right for them. A goal that's right for someone is specific, challenging, doable, and motivating.

Try This at Home

Ask your child what their goal is and how they know it's right for them. Encourage them to describe why it's motivating to them. Talk to your child about a goal you reached in the past and why you chose that goal.

Lesson 2: My Plan

Summary

In this week's lesson, your child will learn how to make an effective plan to reach a goal.

Try This at Home

Ask your child about their plan to reach their goal. What will they do? What will they need? Talk to them about how you can support them as they work toward their goal.

Lesson 3: Changing My Plan

Summary

In this week's lesson, your child will learn how to evaluate their progress toward a goal and change their plan accordingly.

Try This at Home

Talk to your child about the progress they've made toward their goal. Ask them if they've run into any roadblocks, and offer to help them think about how to keep moving forward.

Lesson 4: Time to Reflect

Summary

In this week's lesson, your child will learn how to reflect on their experience working toward a goal.

Try This at Home

Ask your child to tell you about their goal-setting journey, including what worked, what didn't work, and what they could do next time. Tell your child about a goal that you set and worked toward. What worked, what didn't work, and what did you learn?

Lesson 5: My 10-Minute Goal

Summary

In this week's lesson, your child will apply the full goal-setting process they learned in this unit to work toward a 10-minute goal of their choice.

Try This at Home

Ask your child about the goal-setting process they learned in this unit and why it's important. Encourage them to set a new short-term goal that's right for them and to follow the process they learned. Check in along the way to see how it's going.

Unit 2

Weekly family communications for Lessons 6–10

Lesson 6: Strong Emotions

Summary

In this week's lesson, your child will learn that it's possible to anticipate recurring situations that cause them to feel strong emotions so they can plan ways to manage those emotions in the future.

Try This at Home

Tell your child about a recurring situation in your life that typically causes you to feel a strong emotion, like anger or frustration. Ask your child to tell you about similar situations in their life.

Lesson 7: What Is Stress?

Summary

In this week's lesson, your child will identify signs of stress, situations that can cause them to feel stress, and strategies they can use to manage feelings of stress.

Try This at Home

Ask your child what their body feels like when they're stressed and what things cause them to feel stress. Share your own experiences with stress and what you do to manage it.

Lesson 8: Planning for Change

Summary

In this week's lesson, your child will practice breaking down situations that feel big and unmanageable into smaller, more manageable pieces. They will also practice identifying a small change someone could make to manage their strong emotions the next time a situation occurs.

Try This at Home

Tell your child about a recurring situation in your life that typically causes you to feel a strong emotion, like stress or anger. Ask your child what you can change to make the situation better, and why they would suggest that change.

Lesson 9: What Can I Change?

Summary

In this week's lesson, your child will practice identifying things that a person can or can't change in a recurring situation that causes them to feel a strong emotion. Then they will focus on the things that can be changed to recommend something the person could think or do differently to manage their emotions in the future.

Try This at Home

Ask your child if there's anything coming up at school that makes them feel a strong emotion, like nervous, frustrated, or stressed. Ask them what they could think or do differently to make the situation easier to handle.

Lesson 10: Making a Change

Summary

In this week's lesson, your child will practice identifying two changes they could make in a recurring personal situation to manage their strong emotions.

Try This at Home

Ask your child to tell you about a situation at home that causes them to feel strong emotions, like anger or stress. Ask them what they could change about the situation to better manage their emotions. Talk about what you can do to help them implement the change.

Unit 3

Weekly family communications for Lessons 11–15

Lesson 11: Empathy in the Community

Summary

In this lesson, your child will describe how empathy can help someone identify and solve a problem in their community.

Try This at Home

Point out something that has changed for the better in your neighborhood recently. Ask your child why they think that change is helpful. Point out how empathy might have helped someone decide to make that change.

Lesson 12: What's the Problem?

Summary

In this lesson, your child will use empathy to identify problems in their school community and think about how these problems might affect other people. This is an important first step toward making positive change in the community.

Try This at Home

Ask your child what problems they see in your neighborhood that affect other people. Point out how empathy helped them notice those problems.

Lesson 13: A Different Point of View

Summary

In this lesson, your child will practice building empathy for different groups affected by a community problem. Learning more about each group's point of view will help them find solutions that can work better for everyone.

Try This at Home

With your child, think about a problem in your community and make a list together of what you could do to learn more about someone else's point of view. If possible, try out one of your strategies.

Lesson 14: Community Solutions

Summary

In this lesson, your child will evaluate possible solutions to a community problem by thinking about the points of view of the people who are affected by the problem.

Try This at Home

Point out a problem in your neighborhood that affects other people. With your child, make a list of possible solutions to the problem. Ask your child how different groups in the community might feel about each solution.

Lesson 15: Your Solution

Summary

In this lesson, your child will choose a solution to a problem in their school community and explain how it meets the wants and needs of the people who are affected by the problem.

Try This at Home

Point out a change that has happened in your neighborhood recently that was intended to solve a problem. Ask your child if that change was a good solution, and how they know.

Unit 4

Weekly family communications for Lessons 16–20

Lesson 16: Beginning to STEP

Summary

In this lesson, your child will learn how to begin to solve an interpersonal problem. This includes finding a way to feel calm, saying the problem respectfully, and deciding whether an adult's help is needed.

Try This at Home

Ask your child what kind of interpersonal problems they can solve on their own, and when they might need an adult's help.

Lesson 17: When? Where? Who?

Summary

In this lesson, your child will consider when, where, and with whom it would be best to work on an interpersonal problem.

Try This at Home

Ask your child why it's important to think about when, where, and with whom it would be best to work on an interpersonal problem.

Lesson 18: Solutions Web

Summary

In this lesson, your child will evaluate solutions to an interpersonal problem by thinking about the problem from each person's point of view.

Try This at Home

Tell your child about a simple interpersonal problem that you've experienced and describe each person's point of view about the problem. Ask them to help you think of solutions and predict the possible outcomes of each solution.

Lesson 19: Let's Reflect

Summary

In this lesson, your child will reflect on whether a solution to an interpersonal problem worked for everyone involved.

Try This at Home

Ask your child how they can know when they've found a good solution to an interpersonal problem.

Lesson 20: Putting It All Together

Summary

In this lesson, your child will use the STEP process they learned in this unit to solve an interpersonal problem. STEP stands for S: Say the problem, T: Think of solutions, E: Explore the outcomes, and P: Pick a solution.

Try This at Home

Ask your child to tell you about the STEP process and give an example of what someone would do in each part of the process.