

# 4th Grade Second Step Units

## Unit 1

*Weekly family communications for Lessons 1–5*

### Lesson 1: Setting a Good Goal

#### Summary

In this week's lesson, your child's class will work together to set a 2-week goal that's specific, challenging, and doable.

#### Try This at Home

Ask your child to describe their class goal and explain what makes it challenging and doable for their class. Tell your child about a goal you recently set and what makes it challenging and doable for you.

### Lesson 2: Making a Plan

#### Summary

In this week's lesson, your child's class will work together to make a good plan to reach their 2-week goal.

#### Try This at Home

Ask your child to describe their plan to reach their class goal. What will they do? What will they need? Who can support them? Tell your child about a time when you made a plan to reach a goal.

### Lesson 3: Checking Our Progress

#### Summary

In this week's lesson, your child's class will work together to identify roadblocks that might be getting in the way as they work toward their 2-week goal. Then they'll decide what they can change to remove or get around their roadblocks.

#### Try This at Home

Ask your child if they've run into any roadblocks while working toward their class goal. If so, how will they work around them? Tell your child about a time you ran into a roadblock and what you did to overcome it.

## Lesson 4: Reflecting On Our Journey

### Summary

In this week's lesson, your child's class will reflect on their journey of working toward their 2-week goal.

### Try This at Home

Ask your child about their experience with setting a class goal and working toward it. What worked? What didn't work? What could they do next time? Reflect on a goal you've worked toward and what you learned.

## Lesson 5: Ready, Set, Goal!

### Summary

In this week's lesson, your child will practice the full goal-setting process as they work toward a 10-minute goal with a group.

### Try This at Home

Work with your child to make a list of 1-week goals you could set as a family. Choose one and make sure it's specific, challenging, and doable. Follow the goal-setting process to make a plan, check in on how it's going, and at the end of the week, reflect on how it went and what you could do next time.

## Unit 2

*Weekly family communications for Lessons 6–10*

## Lesson 6: The Balanced Brain

### Summary

In this week's lesson, your child will learn that our brain works best when the logic and emotion centers are balanced and working together.

### Try This at Home

Tell your child about a time when a strong emotion made it hard for you to learn something new or caused you to say or do something that hurt someone's feelings. Discuss why it's important to learn to manage strong emotions.

## Lesson 7: What Is Rethinking?

### Summary

In this week's lesson, your child will learn what it means to rethink a situation and how it can help them calm strong emotions.

### Try This at Home

Tell your child about a time when rethinking a situation, or thinking about it in a different way, helped you feel better. Encourage your child to talk about times in their lives when rethinking could have helped them.

## Lesson 8: How to Rethink

### Summary

In this week's lesson, your child will learn about questions they can ask to rethink situations and they'll practice asking these questions using made-up stories.

### Try This at Home

Ask your child, "What questions could you ask yourself to rethink a situation?" (Questions might include, "What happened?" "Has this ever happened to anyone else?" and "What's something good that happened?") Talk about how those questions can help them think differently about a situation.

## Lesson 9: Take Another Look

### Summary

In this week's lesson, your child will practice rethinking a situation they've personally experienced.

### Try This at Home

Ask your child, "How could rethinking help you the next time you're in a situation where you feel a strong emotion?" It's important to note that rethinking is not a good strategy to use when someone is hurt or in danger.

## Lesson 10: Rethink It!

## Summary

In this week’s lesson, your child will work with a team to see how many different ways they can rethink a variety of situations.

## Try This at Home

With your child, create a “Rethink It!” chart to display at home. Make a list of questions that everyone can use to rethink when emotions are taking over and you just need a little help to see things in a different way.

# Unit 3

*Weekly family communications for Lessons 11–15*

## Lesson 11: The Same, But Different

### Summary

In this week’s lesson, your child will learn that people can have different points of view about the same thing.

### Try This at Home

With your child, discuss a time when you had a different point of view than someone else about the same thing. Describe how your experiences—what you’ve seen, heard, or done in your life—affect your point of view.

## Lesson 12: Ask, Listen, Learn

### Summary

In this week’s lesson, your child will learn that asking questions, listening, and observing can help you learn more about someone’s point of view when you don’t understand it.

### Try This at Home

Tell your child about a time when learning more about a different point of view helped you have empathy. Encourage your child to think of future situations where it might be helpful to learn more about a different point of view in order to get along and show they care.

## Lesson 13: Seeing It Differently

## Summary

In this week's lesson, your child will practice listening, asking questions, and observing to learn more about another person's point of view.

## Try This at Home

Discuss with your child how learning more about someone's point of view can help you have empathy for them. Encourage your child to think of a time when they had empathy for someone or someone had empathy for them.

## Lesson 14: Changing Your Mind

### Summary

In this week's lesson, your child will learn that better understanding someone's point of view can change your own point of view and how you act.

### Try This at Home

Ask your child to describe a time when learning more about a different point of view changed their own thoughts or actions. Tell your child about a time when this happened to you.

## Lesson 15: A New Point of View

### Summary

In this week's lesson, your child will practice asking questions to better understand someone's point of view when it's harder to empathize.

### Try This at Home

Discuss with your child the benefits of learning more about the different points of view of people in your family. If there's a point of view they don't understand, think of questions together that they can ask to learn more about it.

## Unit 4

*Weekly family communications for Lessons 16–20*

## Lesson 16: A Good Problem-Solver

### Summary

In this week's lesson, your child will learn two ways to become a better problem-solver: speaking up for what they need and feeling calm before trying to solve the problem.

### Try This at Home

Talk with your child about times when they might have an interpersonal problem (a disagreement between two or more people) with a friend. Encourage them to use these moments as opportunities to practice feeling calm and speaking up for what they want or need.

## Lesson 17: Saying It Respectfully

### Summary

In this week's lesson, your child will begin to learn a process for solving interpersonal problems. They'll learn how to say the problem respectfully and without blame.

### Try This at Home

Talk with your child about an interpersonal problem they've had at home. Help your child think about each person's point of view, and then work together to say the problem respectfully.

## Lesson 18: Exploring Outcomes

### Summary

In this week's lesson, your child will learn how to weigh the pros and cons of possible solutions to an interpersonal problem by thinking about the points of view of everyone involved.

### Try This at Home

Talk with your child about a time when they successfully solved an interpersonal problem. What solutions did they consider, and what were the pros and cons of each solution? Describe a time when you found it helpful to think of each person's point of view when predicting whether a solution to an interpersonal problem might work.

## Lesson 19: A Good Solution

### Summary

In this week's lesson, your child will learn how to successfully solve an interpersonal problem by picking a solution that's safe, respectful, and can work for everyone involved.

### Try This at Home

Talk with your child about a time when they were able to solve a problem with a safe and respectful solution that worked for everyone involved. Describe a time when you did the same. Point out that solving problems may not always be easy, but it's worth the effort.

## Lesson 20: STEP into Problem-Solving

### Summary

In this week's lesson, your child will practice the STEP process they learned in this unit to solve problems. STEP stands for S: Say the problem, T: Think of solutions, E: Explore the outcomes, and P: Pick a solution.

### Try This at Home

Talk with your child about a time when they experienced interpersonal problems. Ask how they will use the STEP process to try solving these problems.