

Directions

1. Listen carefully to the words in the music video “Walk, Walk, Walk.”
2. Answer the questions below on your own.
3. Switch handouts with your partner and compare answers.

*Yeah you gotta walk, walk, walk
Walk in their shoes
Take a look and see what they're seeing*



Think about the time you had the most fun in the last year. Look at your partner and let your face show how much fun it was. Now answer these questions:

What do you notice about your partner’s expression that lets you know that he or she is thinking of something fun?

What do you think your partner notices about your expression that lets him or her know you’re thinking about something fun?

*Walk, walk, walk
Walk in their shoes
Try to understand
What it would feel like to be them*

What do you like most about school? _____

What do you think your partner likes most about school? _____

*Walk, walk, walk
Walk in their shoes
Empathy is what we’re saying
Recognize those feelings
You’ve felt them too
That’s empathy!*

How do you feel when you don’t do well on a test? _____

How do you think your partner feels when he or she doesn’t do well on a test? _____

Directions

1. Decide with your partner who will be the speaker first and who will be the listener. Then read the scenario out loud.
2. The listener listens with attention while the speaker describes a perfect weekend.
3. After practicing, the listener checks off the skills he or she used. Then the speaker checks off the skills the listener used.
4. Did you and your partner check off the same skills? Discuss differences and practice again if any skills were missed.
5. Switch parts and repeat.

Scenario

Imagine that you have no homework or other responsibilities this weekend. You get to have your perfect weekend. What would you do? Who would you spend time with?



Listening with Attention Skills	Listener's Check	Speaker's Check
Focus on the person's words	<input type="checkbox"/>	<input type="checkbox"/>
Don't interrupt	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to find out more	<input type="checkbox"/>	<input type="checkbox"/>
Repeat what you heard to show you understand	<input type="checkbox"/>	<input type="checkbox"/>



Listening with Attention Skills	Listener's Check	Speaker's Check
Focus on the person's words	<input type="checkbox"/>	<input type="checkbox"/>
Don't interrupt	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to find out more	<input type="checkbox"/>	<input type="checkbox"/>
Repeat what you heard to show you understand	<input type="checkbox"/>	<input type="checkbox"/>

Directions

1. If you are Partner A, read the first scenario out loud.
2. If you are Partner B, respond assertively to the scenario while Partner A checks the skills you used.
3. Switch parts and repeat for all scenarios.
4. Make up your own scenario and follow the directions above.

Scenarios

1. Your friend wants to copy your answer on an assignment. Assertively tell your friend you don't want to let him or her copy.



Assertiveness Skills	Yes
Faces the person	<input type="checkbox"/>
Keeps head up and shoulders back	<input type="checkbox"/>
Uses a calm, firm voice	<input type="checkbox"/>
Uses respectful words	<input type="checkbox"/>

2. Somebody tries to push in front of you in the lunch line. Assertively tell that person to go to the back of the line.



Assertiveness Skills	Yes
Faces the person	<input type="checkbox"/>
Keeps head up and shoulders back	<input type="checkbox"/>
Uses a calm, firm voice	<input type="checkbox"/>
Uses respectful words	<input type="checkbox"/>

3. You are playing with a friend at recess. Your friend starts teasing a younger student about his shoes. Assertively tell your friend to stop teasing.



Assertiveness Skills	Yes
Faces the person	<input type="checkbox"/>
Keeps head up and shoulders back	<input type="checkbox"/>
Uses a calm, firm voice	<input type="checkbox"/>
Uses respectful words	<input type="checkbox"/>

4. Your own scenario: _____

Assertively tell the person: _____



Assertiveness Skills	Yes
Faces the person	<input type="checkbox"/>
Keeps head up and shoulders back	<input type="checkbox"/>
Uses a calm, firm voice	<input type="checkbox"/>
Uses respectful words	<input type="checkbox"/>

Directions

1. Read each question.
2. On your own, choose a word from the list below or come up with one that describes how you might feel in each scenario.
3. When everyone in your group has finished, compare feelings words with one another.
4. Notice similarities and differences.

**Feelings words**

worried, unsure, frustrated, scared,
nervous, excited, sad, happy, mad,
joyful, glad, confused, uncaring,
serious, silly, frightened, embarrassed,
disappointed, jealous

Scenarios

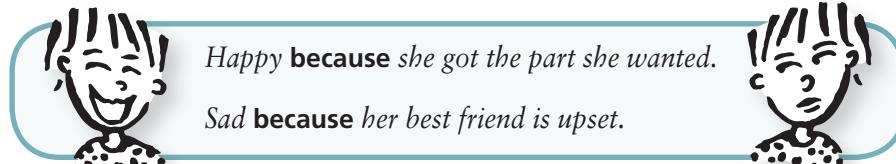
How would you feel if...	Write your feelings word
...you were in a play and you forgot your lines?	
...you had to give a report to the class?	
...you had to go to an event with your family and you didn't know anybody?	
...you were asked to hold someone's pet snake?	
...your best friend got sick and couldn't come over?	
...you studied your spelling words but still missed a lot on the test?	
...your friend accused you of taking her pencil?	
...your friend got a new video game you've been wanting?	

Directions

1. Read each scenario with your partner.
2. Write two different feelings for each scenario.
3. Write possible reasons for those complicated feelings.

Example

Polly finds out she got the part she wanted in the school play. Her best friend also auditioned, but didn't get a part. Polly is feeling:



Scenarios

1. Eric has been invited to go skateboarding, but he has never tried it before. His best friends are going, and he doesn't want to be left out. He's feeling:

because _____

because _____

2. Jina has been invited to spend the night at a friend's house, but she won't be able to watch her favorite show with her family. She's feeling:

because _____

because _____

3. Mario is waiting in line to climb the rope in P.E. This is the first time he's tried climbing the rope. He's feeling:

because _____

because _____

4. Olivia finds out that she was assigned to the teacher she wanted, but her best friend is going to be in the other class. She's feeling:

because _____

because _____

Directions

1. Read the scenario.
2. With your partner, write some responses to the questions below.

Scenario

Alyssa and Omar are building a castle out of cardboard for a class project they're working on. Omar is standing back, admiring their castle, while Alyssa is madly cutting and pasting a dungeon together. The end-of-day bell rings.

"I think the castle looks great! We're totally going to get an A!" Omar shouts as he starts to run off. "Gotta go!"

"What? Wait! We're not done! Can't you see I'm still working on it? Get back here!" calls Alyssa angrily.

Questions

1. How would you describe Omar's perspective on the project? _____

2. How would you describe Alyssa's perspective on what just happened? _____

3. What could Omar do differently if he really thought about Alyssa's perspective? _____

4. What could Alyssa do differently if she really thought about Omar's perspective? _____

Directions

1. Think of something positive you know or have noticed about your partner. Write the compliment at the bottom of this page.
2. Sincerely say the compliment to your partner.
3. Listen as your partner accepts the compliment by saying, “Thank you.”
4. Ask your partner to check off the skills you used when giving the compliment. Also check off the skills your partner used when receiving it.
5. Switch parts and repeat.

Compliment Skills Checklists



When you give the compliment:	Yes
Face the person you’re talking to	<input type="checkbox"/>
Use respectful, sincere words	<input type="checkbox"/>
Use a friendly tone of voice	<input type="checkbox"/>



When you receive the compliment:	Yes
Face the person who is talking to you	<input type="checkbox"/>
Listen respectfully	<input type="checkbox"/>
Say “Thank you”	<input type="checkbox"/>

Write the compliment here: _____

Directions

1. Decide which of the three students in your group will be the “joiner” first, and which two students will be the “group.”
2. Read the first scenario out loud.
3. If you are the “joiner,” practice joining the “group” using the skills on the checklist below.
4. After you practice being the “joiner,” check off the skills you used. If a skill was missed, practice again.
5. Switch parts after each scenario until each person has had one turn as the “joiner” and two turns in the “group.”
6. Write your own scenario, then follow the directions above.

Scenarios

1. You would like to join a group in the library looking at pictures of extreme sports.
 2. During an indoor recess, a group of kids are playing a board game. You would like to play too.
 3. Students in your class are working on a science project together. You would like to work on the project with them.
 4. Your own scenario:
-
-
-

Joining-In Skills Checklist



Joining-In Skills	Yes
Stand nearby, watch, and listen (for several seconds)	<input type="checkbox"/>
Give a compliment, ask a question, or offer help	<input type="checkbox"/>
Assertively ask to join in	<input type="checkbox"/>

Directions

1. Read each scenario with your partner.
2. Together, write your responses in the spaces below the scenario.
3. Together, write your own scenario and two responses.

Scenarios

The new kid

You see a fifth-grader teasing a new fourth-grade student at recess. You tell the playground supervisor. You don't know the new student who had been teased very well. As you line up to go back inside, you notice that he still looks very upset. What are two compassionate things you could do or say?



1. _____
2. _____

The art project

Your friend is working on an art project. Just as she is finishing up, she accidentally spills water on her painting. The water has ruined her painting. What are two compassionate things you could do or say?



1. _____
2. _____

Your own scenario

What are two compassionate things you could do or say?

1. _____
2. _____

Directions

1. Select and check off one strong emotion you have experienced in the list below.
2. Select and check off physical signs that you might feel when experiencing the strong emotion you selected.
3. Describe a situation when you have felt or might feel this strong emotion.



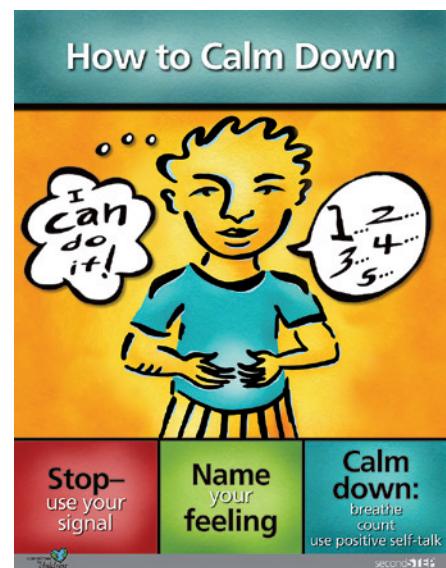
Strong Emotions

- Angry
- Frustrated
- Irritated
- Nervous
- Sad
- Hurt
- Jealous
- Disrespected
- Embarrassed
- Other: _____



Physical Signs:

- Feel hot
- Face gets red
- Head hurts
- Stomach hurts
- Palms sweat
- Heart races
- Can't think straight
- Muscles tighten up
- Breath gets faster
- Other: _____



I really feel: _____

when: _____

Directions

With your partner, take turns doing the following:

1. Choose and read one of the scenarios below.
2. Write your stop signal on the front of Handout 11B and your feeling about the scenario you chose on the back.
3. Act out the scene together by reading the scenario out loud and holding up the “stop signal” and “name your feeling” pages as you go.
4. If there is time, write down and practice your own scenario.

Scenarios

Reading out loud

It's my turn to read out loud in front of the whole class. I mess up on three big words. Everyone laughs.

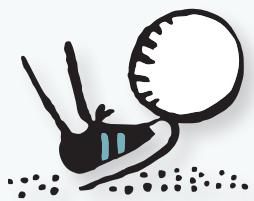
I'm feeling: _____



Kickball

Some friends and I are playing kickball at recess. Another student from my class rushes into the game, takes the ball, and kicks it all the way across the playground.

I'm feeling: _____



Waiting for a ride

I'm waiting for my grandma to pick me up after school. It's starting to get dark, and she's late. No one else is around.

I'm feeling: _____



Destroyed building

I just finished building a skyscraper out of building blocks during indoor recess. It took me all recess to build. A classmate who isn't looking walks right into it. It tumbles to the ground.

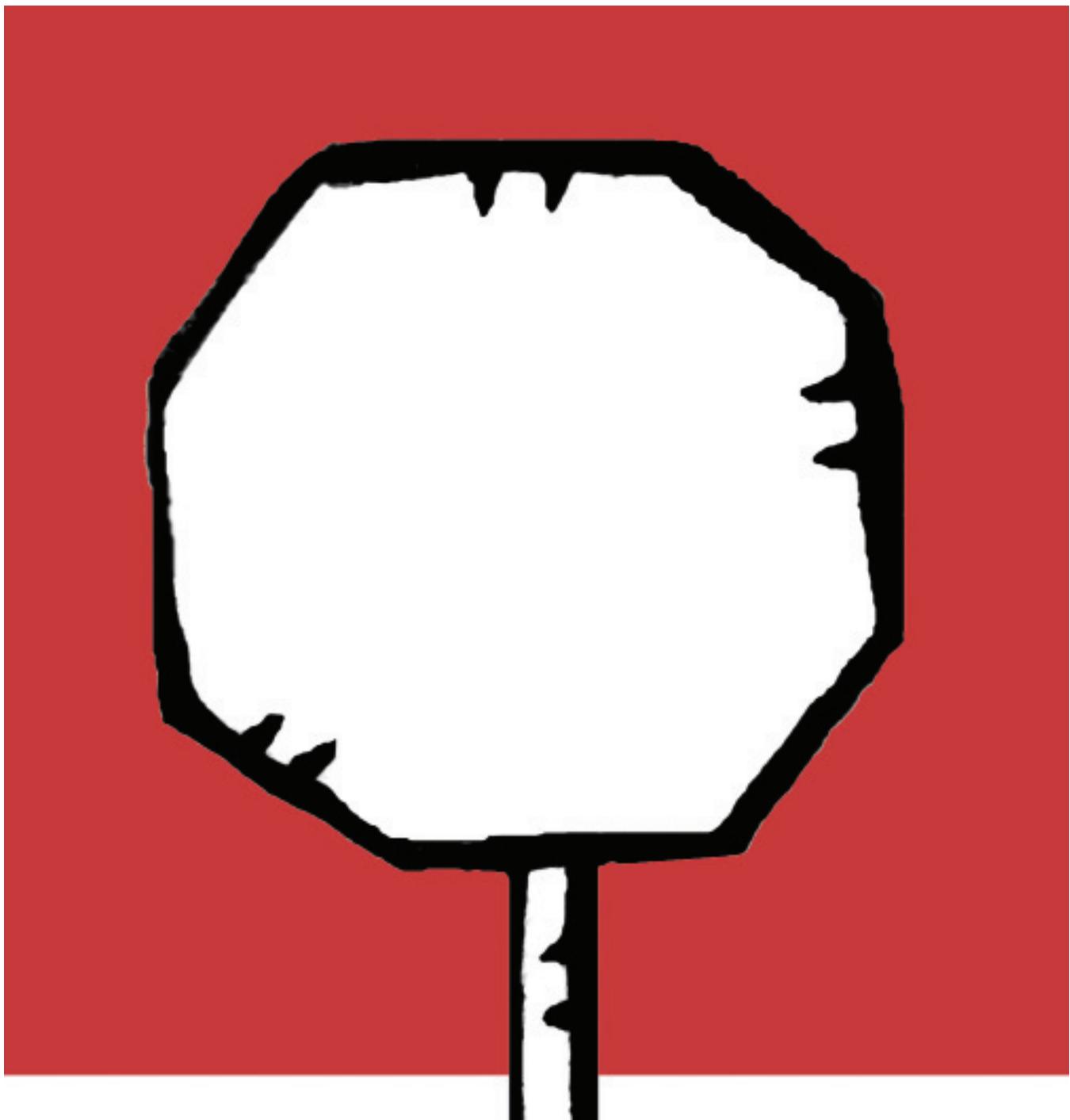
I'm feeling: _____



Your own scenario

I'm feeling: _____

Stop Signal



Name Your Feeling



Directions

1. Read each scenario and the cartoon strip that goes with it.
2. Fill in the blank boxes for the positive self-talk, using your own self-talk for each scenario.

Scenarios**Terrell plays soccer**

Terrell is playing soccer with his friends at recess. His team is winning. Suddenly, someone on the other team yells, "Terrell is cheating!" Terrell is furious. He feels like hitting the other player. He needs to follow the Calming-Down Steps. Fill in the blank box with positive self-talk Terrell could use.

Stop—use your signal	Name your feeling	Calm down	Use positive self-talk
	 What am I feeling? I'm getting really angry.	 I need to calm down. I'm going to try positive self-talk.	

Mei plays tag

Mei is playing freeze tag with some friends after school. Her friend Tara is not staying frozen when she's supposed to. She's not playing by the rules. This makes Mei angry. She wants to yell at Tara. She needs to follow the Calming-Down Steps. Fill in the blank box with positive self-talk Mei could use.

Stop—use your signal	Name your feeling	Calm down	Use positive self-talk
	 What am I feeling? I'm getting really angry.	 I need to calm down. I'm going to try positive self-talk.	

Timed Multiplication Test

3	x	3	=	
4	x	6	=	
9	x	8	=	
0	x	5	=	
3	x	9	=	
8	x	8	=	
5	x	2	=	
5	x	4	=	
1	x	8	=	
3	x	6	=	
5	x	8	=	
6	x	7	=	
4	x	6	=	
7	x	8	=	
2	x	9	=	
2	x	4	=	
0	x	9	=	
4	x	4	=	

3	x	8	=	
4	x	7	=	
3	x	5	=	
4	x	9	=	
9	x	6	=	
7	x	5	=	
6	x	6	=	
7	x	7	=	
8	x	2	=	
5	x	9	=	
9	x	3	=	
8	x	6	=	
8	x	1	=	
7	x	6	=	
3	x	8	=	
5	x	5	=	
4	x	3	=	

Directions

1. Read the scenarios with your partner.
2. Read the three statements below each scenario and check off the best positive self-talk statement the character could say to calm down and avoid jumping to conclusions.
3. After completing each scenario, take turns with your partner so each of you practices taking three deep breaths and repeating the positive self-talk statement you chose for that character.
4. If there is time, write your own scenario and positive self-talk statements to practice with your partner.

Scenarios

The game

A group of kids didn't ask Sarah to join their game. At first, Sarah thinks they left her out on purpose. She feels very upset. Sarah takes three deep breaths. She thinks to herself:

- They left me out on purpose.
- They're making fun of me.
- They don't see that I want to play. I should ask if I can join.



Snooding

Madhu catches his brother looking through his dresser. At first, Madhu thinks his brother is trying to steal money. Madhu feels very angry. Madhu takes three deep breaths. He thinks to himself:

- He's lost something. I should ask him what he's looking for.
- He's trying to steal my money.
- He's always getting into my things.



The haircut

Maddie just got a new haircut. She's worried it is too short. Maddie walks past a group of kids, and they start laughing. At first, she thinks they're laughing at her haircut. She feels very embarrassed. Maddie takes three deep breaths. She thinks to herself:

- My hair looks awful.
- I'm never getting my hair cut again.
- My hair looks just fine.



Your own scenario

Positive self-talk statements

1. _____
2. _____
3. _____

Directions

- Decide who will be Partner A and who will be Partner B. If you are Partner A, read the first scenario out loud, but do not act it out.
- Partner B listens as Partner A practices a Way to Calm Down and an assertive statement.
- Switch parts and repeat the directions above for the next scenario.
- If there is time, write your own scenario and repeat the directions above with your partner.

Scenarios**New shoes**

Someone in your class is insulting your new shoes.

- Choose and practice one or more of the following Ways to Calm Down:
 - Breathe
 - Count
 - Use positive self-talk
- Choose one of the following statements and practice doing or saying it assertively to your partner:
 - Ignore the comment and turn away.
 - Say, "Stop it. I don't like that."
 - Say, "That's your opinion. I like these shoes."
 - Say a different assertive comment: _____

**Wrong answer**

A classmate is making fun of you for answering a question wrong in front of the class.

- Choose and practice one or more of the following Ways to Calm Down:
 - Breathe
 - Count
 - Use positive self-talk
- Choose one of the following statements and practice doing or saying it assertively to your partner:
 - Ignore the comment and turn away.
 - Say, "Stop it. I don't like that."
 - Say, "I made a mistake. That's okay."
 - Say a different assertive comment: _____

**Your own scenario**

- Choose and practice one or more of the following Ways to Calm Down:
 - Breathe
 - Count
 - Use positive self-talk
- Choose one of the following statements and practice doing or saying it assertively to your partner:
 - Ignore the comment and turn away.
 - Say, "Stop it. I don't like that."
 - Say a different assertive comment: _____

Directions

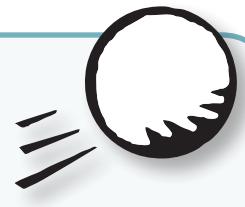
1. With your partner, read each pair of blaming statements in the scenarios below.
2. For each scenario, choose and write the best non-blaming statement from the list at the bottom of this page.
3. Take turns reading each non-blaming statement out loud to your partner.
4. If you have time, write your own scenario with a pair of blaming statements, then a non-blaming statement to go with it.

Scenarios

One class ball

Student 1: "He stole the ball I was playing with!"

Student 2: "She knows I'm supposed to have the ball today."



S: Say the problem without blame: _____

Tag

Student 1: "She's supposed to be 'it' now! She's cheating!"

Student 2: "She didn't tag me. She's lying!"



S: Say the problem without blame: _____

The captain

Student 1: "It's my turn to be captain. He always gets to be captain!"

Student 2: "He can't be captain. He doesn't pick teams fairly!"



S: Say the problem without blame: _____

Your own scenario

Student 1: _____

Student 2: _____

S: Say the problem without blame: _____

Non-blaming statements

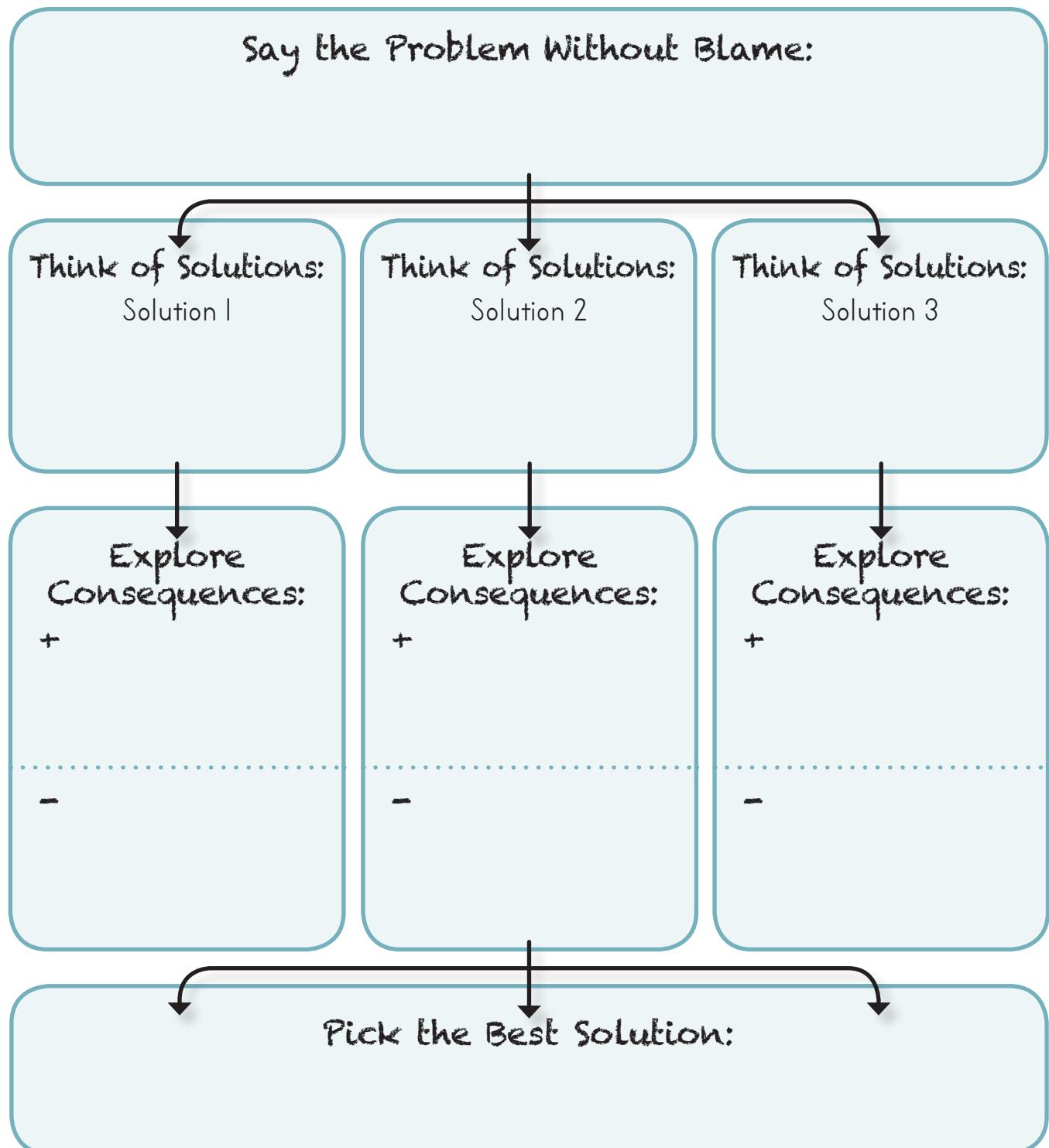
We disagree about who should be captain.

We both want to play with the ball.

We disagree about who is "it."

Directions

1. Select one non-blaming problem statement from Handout 16. Write the name of the scenario and your non-blaming problem statement below.
2. With your partner, write several possible solutions for that problem.
3. Write possible consequences for each solution. If possible, think of both positive and negative consequences.
4. Pick the solution you think is best and write it in the space below.



Directions

1. Read the scenarios and select one.
2. Write a three-step plan to carry out the solution.
3. Trade papers with your partner and read your partner's plan.
4. Use the checklist to see if each plan works.
5. If there is time, try the other scenario.

Scenarios

Spelling test

Problem: You've failed your last three spelling tests. You need to pass the next one.

Solution: You will prepare for the test.



Plan

1. _____
2. _____
3. _____

The new team

Problem: You just joined a new soccer team. You feel left out by your teammates.

Solution: You will try to get to know your teammates better.



Plan

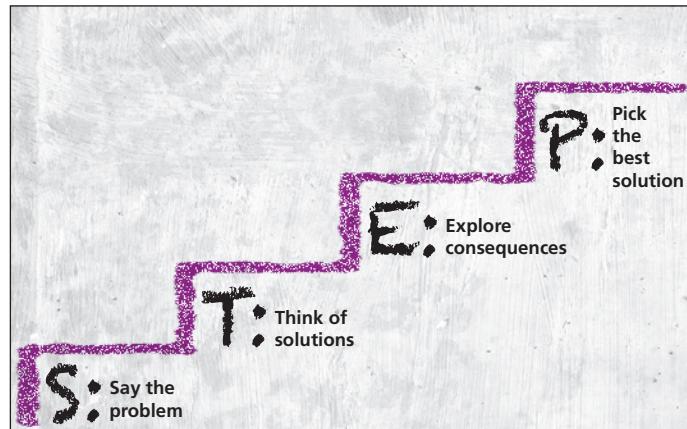
1. _____
2. _____
3. _____



Checklist for Making a Plan	Spelling test	The new team
	Yes	Yes
The order makes sense	<input type="checkbox"/>	<input type="checkbox"/>
There is enough time to do it.	<input type="checkbox"/>	<input type="checkbox"/>
It's not too complicated.	<input type="checkbox"/>	<input type="checkbox"/>
It's realistic, and you're able to do it.	<input type="checkbox"/>	<input type="checkbox"/>

Directions

1. Practice solving the problem with your partner, using the Problem-Solving Steps you just created on the ground.
2. Stand in the first Problem-Solving Step with your partner and begin working on solving the problem.
3. When you've completed a step, check it off the checklist below, then move to the next step, until you've completed all steps.

**Problem**

Write the description of the playground problem here:

**Problem-Solving Skills Checklist**

Problem-Solving Skills	Yes
S: Say the problem without blame	<input type="checkbox"/>
T: Think of solutions	<input type="checkbox"/>
Is it safe?	<input type="checkbox"/>
Is it respectful?	<input type="checkbox"/>
E: Explore consequences	<input type="checkbox"/>
What could happen?	<input type="checkbox"/>
P: Pick the best solution	<input type="checkbox"/>
Make a plan	<input type="checkbox"/>



**Say the
problem
without blame**



**Think of
solutions**



Explore consequences



**Pick the
best solution**

Directions

1. Choose a scenario and read it together with your partner.
2. Practice the Steps for Taking Responsibility while the other person checks off the steps you used.
3. Switch parts, choose a different scenario, and repeat.

Scenarios**The borrowed book**

You borrowed your friend's favorite book, just for the weekend. You were reading it on the bus, and you accidentally left it behind. You called lost and found, but it's gone. What do you do?

**The dessert**

Your friend got up from the lunch table, and you thought he went outside. He left his dessert behind, and since you thought he was gone, you ate it. When he came back, he wanted to have his dessert, but you had already eaten it. What do you do?

**The cartoon**

You drew a cartoon on your friend's notebook because you thought it was funny. Your friend didn't think it was funny at all. She's mad. What do you do?



	The borrowed book	The dessert	The cartoon
--	-------------------	-------------	-------------

Steps for Taking Responsibility	Yes	Yes	Yes
Admit what you did is wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make a sincere apology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Offer to make amends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions

- Decide who will be Partner A and who will be Partner B.
- If you are Partner A, read the first scenario out loud.
- If you are Partner B, listen to your partner and practice saying no assertively.
- Partner A checks the skills on the checklist.
- Switch parts and follow the same directions for the other scenarios.

Scenarios

Taking money

Your older brother wants you to take money out of your mother's purse when she's not looking.



The beer

Your cousins want you to take a drink of a beer they took from their parents' party.



Dangerous dare

Your friends want you to run across a frozen pond to see if you can make it to the other side.



Mean text

A friend wants you to send a mean text message to someone who made your friend mad.



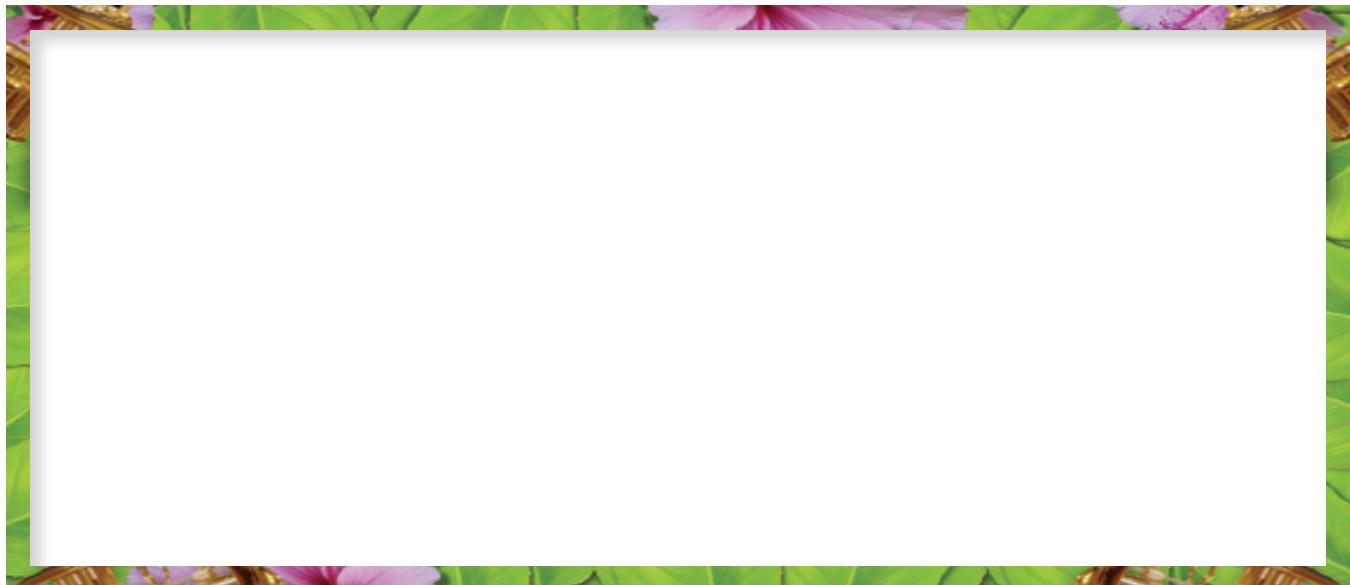
Your own scenario



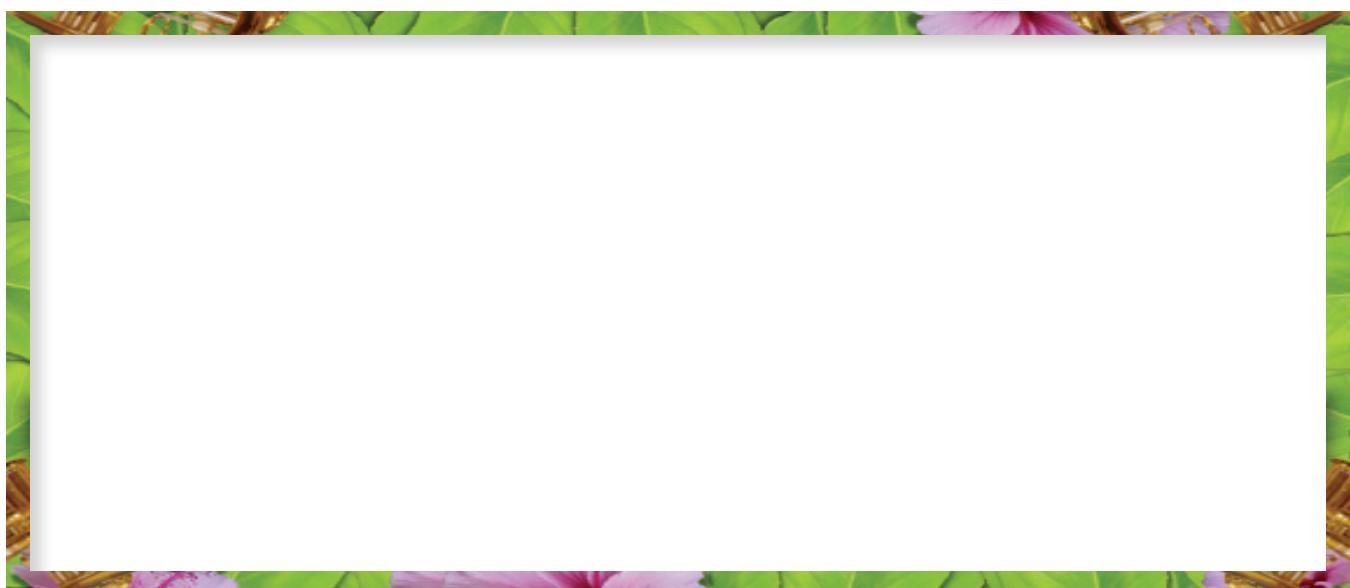
Assertiveness Skills Checklist	Taking money	The beer	Dangerous dare	Mean text	Your own scenario
Face the person you're talking to	<input type="checkbox"/>				
Keep your head up and shoulders back.	<input type="checkbox"/>				
Use a calm, firm voice.	<input type="checkbox"/>				
Use respectful words.	<input type="checkbox"/>				

Directions

1. In the boxes below, draw your own original cartoons that show empathy and compassion.
2. Match each cartoon to the verses below the boxes from the song “Walk, Walk, Walk.”



You see she's getting angry, you've felt that feeling too. Embarrassed, jealous, scared: strong emotions through and through.



Empathy's the pathway to recognize and walk so you can dish out some compassion and really walk the talk. People showing strong feelings—what do you do? Show them that you get it: treat them with kindness through and through!

Directions

1. Read the following *Second Step* Skills and Concepts Checklist.
2. As you see skills being used in the video, check them off.



Second Step Skills and Concepts Checklist

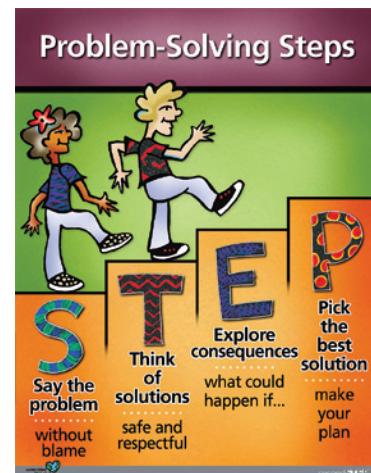
<i>Second Step Skills and Concepts</i>	<i>Yes</i>
Empathy Feeling or understanding what someone else is feeling. Having empathy helps you respond respectfully and/or in a caring way to others.	<input type="checkbox"/>
Respect Treating others the way you want to be treated	<input type="checkbox"/>
Skills for Learning <ul style="list-style-type: none">• Listening with attention• Being assertive	<input type="checkbox"/>
How to Calm Down Stop—use your stop signal. Name your feeling. Calm down: <ul style="list-style-type: none">• Breathe• Count• Use positive self-talk	<input type="checkbox"/>
Taking Responsibility	<input type="checkbox"/>
Problem Solving S: Say the problem (without blame). T: Think of solutions (safe and respectful). E: Explore consequences (what could happen?). P: Pick the best solution (make a plan).	<input type="checkbox"/>
Making a Plan	<input type="checkbox"/>

Directions

Use the form below to help you write a story about a problem between two or more people and how they solve it.

Title: _____

Tell the story: _____



Character 1 feels: _____

Does Character 1 need to calm down? _____

If so, what does Character 1 need to do? _____

Character 2 feels: _____

Does Character 2 need to calm down? _____

If so, what does Character 2 need to do? _____

S Say the problem without blame: _____

T Think of solutions: _____

E Explore consequences: _____

P Pick the best solution: _____

Story conclusion: _____
