



## ALIGNMENT CHART:

### Wisconsin Social-Emotional Learning Competencies Alignment with Second Step SEL

## Early Learning-Grade 8

This alignment chart illustrates how the Second Step program and Wisconsin Social-Emotional Learning Competencies complement and support each other across key social-emotional concepts.

## The Importance of Social-Emotional Learning

Social-emotional learning (SEL) is recognized as a key ingredient for school and life success. A 2011 meta-analysis found that students participating in SEL programs showed significant gains in social-emotional skills, attitudes, and behaviors, as well as academic achievement.

Specific gains include:

- 11 percentile-point gain in overall academic achievement
- 23 percent improvement in social-emotional skills
- 9 percent improvement in attitudes about self, others, and school
- 9 percent improvement in school and classroom behavior
- 9 percent decrease in conduct problems, such as classroom behavior and aggression

Educators across the nation acknowledge the benefits of SEL in schools and agree that teaching students social-emotional skills is a necessary and valuable component of their education.

## About the Second Step Program

Evidence-based Second Step is the premier SEL program in the United States, reaching more than 15 million school children every year. The universal, classroom-based program promotes development of students' social-emotional competence and self-regulation skills. Students with these skills are better able to maintain healthy relationships with peers and adults and have more coping strategies to manage stressful situations. They're also more likely to benefit from academic instruction.

### Second Step Key Concepts

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

### Core Learning Strategies

- Brain Builders
- Story and Discussion
- Activity/Skill Practice
- Reinforcing Skills

Teaching the social-emotional and self-regulation skills in the Second Step program need not be confined to the lessons! Students can practice their Second Step skills while learning about literature, math, science, health, and more. In fact, while applying their Second Step skills to academics, students can also boost their academic achievement!

BROUGHT TO YOU BY





## Alignment with Second Step SEL for Early Learning

		Wisconsin Social-Emotional Learning Competencies									
Key Concepts		I.1. Learners will be able to demonstrate awareness of own emotions and how they may be the same or different from others. <b>WMELS Domain II A EL.1</b>	I.2. Learners will be able to use verbal and nonverbal language to demonstrate a variety of emotions. <b>WMELS Domain II A EL.1</b>	I.3. Learners will be able to display age-appropriate self-control. <b>WMELS Domain II A EL.1</b>	I.4. Learners will be able to attend for longer periods of time and show preference for some activities. <b>WMELS IV A EL.1</b>	I.5. Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. <b>WMELS Domain II A EL.2</b>	I.6. Learners will be able to associate words and gestures with a variety of emotions expressed by others. <b>WMELS Domain II A EL.2</b>	II.7. Learners will be able to exhibit positive self-concept and confidence in their abilities. <b>WMELS Domain II B EL.1</b>	II.8. Learners will be able to recognize and share independent thoughts. <b>WMELS Domain II B EL.1</b>	II.9. Learners will be able to show awareness of being part of a family and a larger community. <b>WMELS Domain II B EL.2</b>	II.10. Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. <b>WMELS Domain IV A EL.1</b>
Skills for Learning	Focus Attention	✓		✓							✓
	Listen with Attention										✓
	Use Self-Talk			✓							✓
	Be Assertive							✓	✓	✓	✓
	Remember Directions										✓
	Stay on Task										✓
	Ignore Distractions			✓							✓
Empathy	Identify and Understand Their Own, Others' Feelings	✓			✓	✓		✓	✓	✓	
	Build a Vocabulary of Feelings Words	✓	✓			✓	✓				
	Begin to Take Others' Perspectives					✓					
	Listen to Others				✓	✓					
	Have Empathy	✓			✓	✓		✓	✓	✓	
Express Compassion				✓	✓						
Emotion Management	Understand Strong Feelings	✓				✓					
	Recognize Strong Feelings	✓				✓					
	Calm Strong Feelings Down				✓						
	Use the Calming-Down Steps				✓						
	Build Communication/Language Skills	✓				✓		✓	✓	✓	
Problem Solving	Calm Down Before Solving Problems				✓						
	Describe the Problem										
	Think of Multiple Solutions to a Problem										
Friendship Skills	Play Fair					✓					
	Invite Others to Play										
	Ask to Join in Play										
	Choose to Have Fun over Getting Their Way										
Executive-Function Skills	Flexible Attention			✓							
	Working Memory			✓							
	Inhibitory Control			✓							

		Wisconsin Social-Emotional Learning Competencies (cont.)														
Key Concepts		II.11. Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. <b>WMELS Domain IV A EL.2</b>	III.12. Learners will be able to demonstrate awareness of self as a unique individual. <b>WMELS Domain II B EL.2</b>	III.13. Learners will be able to reflect their family, culture, and community when engaged in play and learning. <b>WMELS Domain IV C EL.2</b>	III.14. Learners will be able to begin to notice that other children and families do things differently. <b>WMELS Domain IV C EL.2</b>	III.15. Learners will be able to engage in healthy and rewarding social interactions and play with peers. <b>WMELS Domain II C EL.2</b>	III.16. Learners will be able to initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). <b>WMELS Domain III B EL.2C</b>	III.17. Learners will be able to adapt behavior based on adult directives.	III.18. Learners will be able to participate in cooperative play with peers. <b>WMELS Domain II C EL.2</b>	III.19. Learners will be able to identify and communicate needs in conflict situations. <b>WMELS Domain II C EL.4</b>	III.20. Learners will be able to, with adult support, recognize that they have choices in how to respond to situations.	III.21. Learners will be able to follow simple group rules. <b>WMELS Domain II C EL.3</b>	III.22. Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. <b>WMELS Domain II C EL.3</b>	III.23. Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. <b>WMELS Domain IV A EL.2</b>	III.24. Learners will be able to show awareness of being part of a family and a larger community. <b>WMELS Domain II A EL.2</b>	
Skills for Learning	Focus Attention	✓							✓							
	Listen with Attention	✓							✓							
	Use Self-Talk	✓														
	Be Assertive	✓	✓								✓					
	Remember Directions	✓									✓		✓			
	Stay on Task	✓														
	Ignore Distractions	✓														
Empathy	Identify and Understand Their Own, Others' Feelings		✓							✓	✓					
	Build a Vocabulary of Feelings Words										✓					
	Begin to Take Others' Perspectives			✓		✓				✓						
	Listen to Others					✓				✓						
	Have Empathy		✓			✓		✓		✓						
Express Compassion								✓							✓	
Emotion Management	Understand Strong Feelings															
	Recognize Strong Feelings															
	Calm Strong Feelings Down															
	Use the Calming-Down Steps															
	Build Communication/Language Skills		✓							✓		✓				
Problem Solving	Calm Down Before Solving Problems															
	Describe the Problem															
	Think of Multiple Solutions to a Problem															
Friendship Skills	Play Fair									✓						
	Invite Others to Play											✓				
	Ask to Join in Play											✓				
	Choose to Have Fun over Getting Their Way									✓		✓				
Executive-Function Skills	Flexible Attention															
	Working Memory											✓	✓			
	Inhibitory Control											✓	✓			✓



## Alignment with Second Step SEL for Kindergarten

		Wisconsin Social-Emotional Learning Competencies									
Key Concepts		I.1. Learners will be able to demonstrate awareness of own emotions and how they may be the same or different from others. <b>WMELS Domain II A EL.1</b>	I.2. Learners will be able to use verbal and nonverbal language to demonstrate a variety of emotions. <b>WMELS Domain II A EL.1</b>	I.3. Learners will be able to display age-appropriate self-control. <b>WMELS Domain II A EL.1</b>	I.4. Learners will be able to attend for longer periods of time and show preference for some activities. <b>WMELS IV A EL.1</b>	I.5. Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. <b>WMELS Domain II A EL.2</b>	I.6. Learners will be able to associate words and gestures with a variety of emotions expressed by others. <b>WMELS Domain II A EL.2</b>	II.7. Learners will be able to exhibit positive self-concept and confidence in their abilities. <b>WMELS Domain II B EL.1</b>	II.8. Learners will be able to recognize and share independent thoughts. <b>WMELS Domain II B EL.1</b>	II.9. Learners will be able to show awareness of being part of a family and a larger community. <b>WMELS Domain II B EL.2</b>	II.10. Learners will be able to display curiosity, risk-taking, and willingness to engage in new experiences. <b>WMELS Domain IV A EL.1</b>
Skills for Learning	Focus Attention	✓				✓		✓	✓	✓	✓
	Listen with Attention	✓				✓		✓	✓	✓	✓
	Use Self-Talk							✓	✓	✓	✓
	Be Assertive				✓	✓		✓	✓	✓	✓
	Remember Directions							✓	✓	✓	✓
	Stay on Task							✓	✓	✓	✓
	Ignore Distractions							✓	✓	✓	✓
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Build a Vocabulary of Feelings Words	✓	✓	✓	✓	✓	✓				
	Begin to Take Others' Perspectives	✓	✓			✓	✓	✓	✓	✓	
	Listen to Others	✓	✓			✓	✓				
	Have Empathy	✓	✓			✓	✓	✓	✓	✓	
	Express Compassion	✓				✓					✓
Emotion Management	Understand Strong Feelings		✓	✓	✓		✓				
	Recognize Strong Feelings		✓	✓	✓		✓				
	Calm Strong Feelings Down			✓	✓						
	Use the Ways to Calm Down			✓	✓						
	Build Communication/Language Skills			✓	✓			✓	✓	✓	
Problem Solving	Calm Down Before Solving Problems			✓	✓	✓					
	Describe the Problem					✓					
	Think of Multiple Solutions to a Problem					✓					
	Explore Consequences of Solutions to Problems					✓					
	Pick the Best Solution to a Problem					✓					
	Develop Friendship Skills					✓		✓	✓	✓	
Executive-Function Skills	Flexible Attention							✓	✓	✓	
	Working Memory							✓	✓	✓	
	Inhibitory Control			✓	✓			✓	✓	✓	

		Wisconsin Social-Emotional Learning Competencies (cont.)													
Key Concepts		II.11. Learners will be able to engage in meaningful learning through attempting, repeating, and experimenting with a variety of experiences and activities. <b>WMELS Domain IV A EL.2</b>	III.12. Learners will be able to demonstrate awareness of self as a unique individual. <b>WMELS Domain II B EL.2</b>	III.13. Learners will be able to reflect their family, culture, and community when engaged in play and learning. <b>WMELS Domain IV C EL.2</b>	III.14. Learners will be able to begin to notice that other children and families do things differently. <b>WMELS Domain IV C EL.2</b>	III.15. Learners will be able to engage in healthy and rewarding social interactions and play with peers. <b>WMELS Domain II C EL.2</b>	III.16. Learners will be able to initiate conversations, listen attentively, respond to conversation, and stay on topic for multiple exchanges (especially with adults). <b>WMELS Domain III B EL.2C</b>	III.17. Learners will be able to adapt behavior based on adult directives.	III.18. Learners will be able to participate in cooperative play with peers. <b>WMELS Domain II C EL.2</b>	III.19. Learners will be able to identify and communicate needs in conflict situations. <b>WMELS Domain II C EL.4</b>	III.20. Learners will be able to, with adult support, recognize that they have choices in how to respond to situations.	III.21. Learners will be able to follow simple group rules. <b>WMELS Domain II C EL.3</b>	III.22. Learners will be able to demonstrate understanding of simple rules related primarily to personal health and safety. <b>WMELS Domain II C EL.3</b>	III.23. Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. <b>WMELS Domain IV A EL.2</b>	III.24. Learners will be able to show awareness of being part of a family and a larger community. <b>WMELS Domain II A EL.2</b>
Skills for Learning	Focus Attention	✓	✓			✓	✓	✓		✓		✓	✓	✓	✓
	Listen with Attention	✓	✓			✓	✓	✓		✓		✓	✓	✓	✓
	Use Self-Talk	✓	✓					✓				✓	✓	✓	✓
	Be Assertive	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓
	Remember Directions	✓	✓					✓		✓		✓	✓	✓	✓
	Stay on Task	✓	✓					✓		✓		✓	✓	✓	✓
	Ignore Distractions	✓	✓				✓	✓		✓		✓	✓	✓	✓
Empathy	Identify and Understand Their Own, Others' Feelings		✓	✓	✓	✓	✓								
	Build a Vocabulary of Feelings Words		✓	✓	✓	✓	✓								
	Begin to Take Others' Perspectives		✓	✓	✓	✓	✓			✓					
	Listen to Others		✓	✓	✓	✓	✓		✓	✓					
	Have Empathy		✓	✓	✓	✓	✓		✓	✓					
	Express Compassion														✓
Emotion Management	Understand Strong Feelings														
	Recognize Strong Feelings														
	Calm Strong Feelings Down														
	Use the Ways to Calm Down														
	Build Communication/Language Skills		✓					✓	✓			✓	✓		
Problem Solving	Calm Down Before Solving Problems												✓	✓	
	Describe the Problem											✓	✓		
	Think of Multiple Solutions to a Problem											✓	✓		
	Explore Consequences of Solutions to Problems											✓	✓		
	Pick the Best Solution to a Problem											✓	✓		
	Develop Friendship Skills		✓	✓				✓	✓			✓	✓		
Executive-Function Skills	Flexible Attention									✓		✓	✓		
	Working Memory									✓		✓	✓		
	Inhibitory Control			✓	✓			✓	✓			✓	✓		



**Alignment with  
Second Step SEL for  
Grades 1-3**

**Wisconsin Social-Emotional Learning Competencies**

Key Concepts		I.1. Learners will be able to recognize and label a variety of their own emotions	I.2. Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions	I.3. Learners will be able to, with adult support, demonstrate a variety of strategies to manage strong emotions	I.4. Learners will begin to be able to, with adult support, focus their attention by demonstrating a variety of strategies to tolerate distractions	I.5. Learners will be able to, with adult support, identify how others are feeling based on their verbal and nonverbal cues and respond with compassion	I.6. Learners will be able to predict how someone else may feel in a variety of situations	II.7. Learners will be able to identify and describe skills and/or activities they do well and those with which they need help	II.8. Learners will be able to identify and explore their own beliefs	II.9. Learners will be able to define the role family and culture play in their identity and beliefs	II.10. Learners will be able to identify simple goals for personal and academic success
Skills for Learning	Focus Attention	✓				✓	✓	✓			✓
	Listen with Attention	✓				✓	✓	✓			✓
	Use Self-Talk							✓			
	Be Assertive			✓		✓	✓	✓			✓
	Remember Directions							✓			✓
	Stay on Task							✓			✓
	Ignore Distractions				✓			✓			✓
Empathy	Identify and Understand Their Own, Others' Feelings	✓	✓	✓		✓	✓	✓	✓		
	Build a Vocabulary of Feelings Words	✓	✓	✓		✓	✓	✓			
	Begin to Take Others' Perspectives	✓	✓			✓	✓	✓			
	Listen to Others	✓	✓			✓	✓	✓			
	Have Empathy	✓	✓			✓	✓	✓			
	Express Compassion	✓				✓	✓				
Emotion Management	Understand Strong Feelings		✓	✓							
	Recognize Strong Feelings		✓	✓							
	Calm Strong Feelings Down			✓							
	Use the Ways to Calm Down			✓							
	Build Communication/Language Skills			✓				✓			✓
Problem Solving	Calm Down Before Solving Problems			✓		✓	✓				
	Describe the Problem					✓	✓				
	Think of Multiple Solutions to a Problem					✓	✓				
	Explore Consequences of Solutions to Problems					✓	✓				
	Pick the Best Solution to a Problem					✓	✓				
	Develop Friendship Skills					✓	✓	✓			
Executive-Function Skills	Flexible Attention							✓			
	Working Memory							✓			
	Inhibitory Control			✓				✓			

**Wisconsin Social-Emotional Learning Competencies (cont.)**

II.11. Learners will be able to, with encouragement, persist toward reaching a goal, despite setbacks	III.12. Learners will be able to present their own points of view	III.13. Learners will be able to identify commonalities they share with peers	III.14. Learners will be able to recognize and respect that individual differences are important to own self and others	III.15. Learners will be able to identify the different relationships they have with others	III.16. Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others	III.17. Learners will be able to, with adult support, adapt behavior based upon peer feedback and environment cues	III.18. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations	III.19. Learners will be able to understand the perspective of others in a conflict situation	III.20. Learners will be able to, with adult support, generate possible choices and actions they could take in a given situation, including positive and negative options	III.21. Learners will be able to demonstrate positive behaviors as established in the classroom expectations	III.22. Learners will be able to describe ways to promote personal safety	III.23. Learners will be able to identify how to get help from a trusted adult in a variety of situations	III.24. Learners will be able to identify classroom, school, and/or community needs
✓		✓			✓	✓	✓	✓		✓			
✓		✓			✓	✓	✓	✓		✓			
✓						✓				✓		✓	
✓	✓			✓	✓	✓	✓						
✓		✓			✓	✓	✓	✓					
✓					✓	✓	✓	✓					✓
✓		✓			✓	✓	✓						
✓					✓	✓	✓	✓	✓	✓			
✓					✓	✓	✓	✓	✓	✓		✓	
✓		✓			✓	✓	✓	✓	✓	✓			
✓					✓	✓	✓	✓	✓	✓			
✓					✓	✓	✓	✓	✓	✓			
✓					✓	✓	✓	✓	✓	✓			



## Alignment with Second Step SEL for Grades 4-5

### Wisconsin Social-Emotional Learning Competencies

I.1. Learners will be able to recognize and label a variety of emotions in own self and others	I.2. Learners will be able to express their emotions to own self and others in respectful ways	I.3. Learners will be able to, with minimal adult support, manage emotions (e.g., stress, impulses, motivation) in a manner sensitive to own self and others	I.4. Learners will be able to, with adult support, use organizational skills and strategies to focus attention in order to work toward personal and/or academic goals	I.5. Learners will be able to identify others' needs for empathy and respond in respectful ways	I.6. Learners will be able to use perspective-taking to predict how their own behavior affects the emotions of others	I.7. Learners will be able to use a "growth mindset" in order to recognize and build on their strengths	I.8. Learners will be able to reflect on similarities and differences between their personal beliefs and those of others	I.9. Learners will be able to identify their role in their family and community and how those roles impact their identity	I.10. Learners will be able to assess their level of engagement in their own learning for the achievement of personal goals
--	--	--	---	---	---	---	--	---	---

### Key Concepts

Key Concepts	I.1	I.2	I.3	I.4	I.5	I.6	I.7	I.8	I.9	I.10
<b>Empathy and Skills for Learning</b>										
Identify and Understand Their Own, Others' Feelings	✓	✓	✓		✓	✓			✓	✓
Take Others' Perspectives	✓		✓		✓	✓			✓	
Listen with Attention	✓				✓	✓				✓
Assertiveness Skills		✓	✓		✓	✓				
Friendship Skills	✓		✓		✓	✓		✓		
Empathy Skills	✓				✓	✓		✓	✓	
Express Compassion	✓	✓			✓	✓			✓	
<b>Emotion Management</b>										
Recognize How Strong Feelings Affect Brain and Body		✓	✓	✓						
Focus Attention			✓	✓						✓
Calm Strong Feelings Down Using Steps		✓	✓							
Use Calming-Down Strategies		✓	✓							
Manage Strong Feelings		✓	✓							
Practice Assertive Communication Skills		✓	✓							
Use Positive Self-Talk			✓	✓						✓
<b>Problem Solving</b>										
Calm Down Before Solving Problems		✓	✓							
State a Problem Using Non-Blaming Language				✓	✓	✓			✓	
Think of Multiple Solutions to a Problem				✓					✓	✓
Explore Consequences of Solutions to Problems				✓					✓	✓
Pick the Best Solution to a Problem				✓					✓	✓
Make a Plan				✓					✓	✓
Apply Problem-Solving Steps to Age-Typical Problems				✓					✓	✓

### Wisconsin Social-Emotional Learning Competencies (cont.)

II.11. Learners will be able to identify strategies for persisting and maintaining motivation when working toward short- and/or long-term goals	III.12. Learners will be able to appreciate diversity by recognizing multiple points of view and perspectives of others across cultural and social groups	III.13. Learners will be able to build relationships between diverse groups or people	III.14. Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others	III.15. Learners will be able to, with adult supervision, recognize, establish, and maintain healthy and rewarding relationships	III.16. Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships	III.17. Learners will be able to, independently, adapt behavior based upon peer feedback and environmental cues	III.18. Learners will be able to work cooperatively and productively in a group to accomplish a set goal	III.19. Learners will be able to identify cause and effect of a conflict	III.20. Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions, with consideration of well-being for oneself and others.	III.21. Learners will be able to demonstrate positive behaviors as established in the classroom and schoolwide expectations	III.22. Learners will be able to honor social norms with respect to safety of oneself and others	III.23. Learners will be able to offer and seek help when needed	III.24. Learners will be able to identify actions that would positively impact change in a classroom, school, and/or community
---	---	---	--	--	---	---	--	--	--	---	--	--	--

Key Concepts	II.11	III.12	III.13	III.14	III.15	III.16	III.17	III.18	III.19	III.20	III.21	III.22	III.23	III.24
<b>Empathy and Skills for Learning</b>														
Identify and Understand Their Own, Others' Feelings	✓					✓	✓	✓	✓		✓		✓	✓
Take Others' Perspectives				✓		✓	✓	✓	✓		✓		✓	✓
Listen with Attention	✓					✓	✓	✓	✓		✓		✓	✓
Assertiveness Skills						✓	✓	✓	✓		✓		✓	✓
Friendship Skills		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓
Empathy Skills		✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
Express Compassion		✓	✓	✓		✓	✓	✓	✓		✓		✓	✓
<b>Emotion Management</b>														
Recognize How Strong Feelings Affect Brain and Body						✓	✓	✓	✓	✓	✓		✓	✓
Focus Attention	✓					✓	✓	✓	✓	✓	✓		✓	✓
Calm Strong Feelings Down Using Steps						✓	✓	✓	✓	✓	✓		✓	✓
Use Calming-Down Strategies						✓	✓	✓	✓	✓	✓		✓	✓
Manage Strong Feelings						✓	✓	✓	✓	✓	✓		✓	✓
Practice Assertive Communication Skills						✓	✓	✓	✓	✓	✓		✓	✓
Use Positive Self-Talk	✓					✓	✓	✓	✓	✓	✓		✓	✓
<b>Problem Solving</b>														
Calm Down Before Solving Problems						✓		✓	✓	✓	✓		✓	✓
State a Problem Using Non-Blaming Language						✓		✓	✓	✓	✓		✓	✓
Think of Multiple Solutions to a Problem	✓					✓		✓	✓	✓	✓		✓	✓
Explore Consequences of Solutions to Problems	✓					✓		✓	✓	✓	✓		✓	✓
Pick the Best Solution to a Problem	✓					✓		✓	✓	✓	✓		✓	✓
Make a Plan	✓					✓		✓	✓	✓	✓		✓	✓
Apply Problem-Solving Steps to Age-Typical Problems	✓					✓		✓	✓	✓	✓		✓	✓



**Alignment with  
Second Step SEL for  
Grades 6-8**

**Wisconsin Social-Emotional Learning Competencies**

I.1. Learners will be able to recognize and label a variety of graded emotions in themselves and others	I.2. Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal)	I.3. Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to defuse the emotional trigger	I.4. Learners will be able to independently use organizational skills and strategies to focus attention in order to work toward short-term personal and/or academic goals	I.5. Learners will be able to provide support and encouragement to others through perspective-taking, empathy, and appreciation for diversity	I.6. Learners will be able to recognize expressions of empathy in society and communities	I.7. Learners will be able to use optimism and "growth mindset" to recognize strengths in themselves in order to describe and prioritize personal skills and interests they want to develop	II.8. Learners will be able to do self-reflection on their values and beliefs and how their behaviors relate to those values and beliefs	II.9. Learners will be able to identify how family and culture impact their thoughts and actions	II.10. Learners will be able to consistently set attainable, realistic goals and persist until their goals are achieved
---	---	---	---	---	---	---	--	--	---

**Wisconsin Social-Emotional Learning Competencies (cont.)**

II.11. Learners will be able to identify successes and challenges and how they can learn from them	III.12. Learners will be able to show respect for other people's perspectives	III.13. Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships	III.14. Learners will be able to identify discrimination of individuals and groups based upon perceived differences	III.15. Learners will be able to recognize the emotional, physical, social, and various other costs of negative relationships	III.16. Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas	III.17. Learners will be able to recognize and respond appropriately to constructive feedback	III.18. Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements	III.19. Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences	III.20. Learners will be able to generate a variety of solutions and outcomes to a problem, with consideration of well-being for oneself and others	III.21. Learners will be able to identify and respect social norms for behavior and safe interactions across different settings	III.22. Learners will be able to identify the impact of their decisions on personal safety and relationships	III.23. Learners will be able to advocate for themselves	III.24. Learners will be able to, with support, create an action plan that addresses a need in the classroom, school, and/or community
--	---	---	---	---	---	---	---	---	---	---	--	--	--

**Key Concepts**

**Second Step: Key Concepts**

Growth Mindset: Your Brain Can Grow and Change				✓			✓			✓
Setting and Achieving Goals				✓			✓			✓
Planning Ahead for Difficult Situations		✓	✓	✓		✓				✓
Identifying Personal Values		✓		✓	✓	✓		✓		✓
Using Personal Values to Make Good Decisions		✓		✓	✓	✓		✓		✓
Making Friends and Strengthening Friendships		✓			✓	✓		✓		✓
Recognizing Negative Relationships										
The Role of Emotions	✓	✓	✓		✓	✓		✓		✓
Handling Unhelpful Thoughts and Strong Emotions	✓	✓	✓	✓		✓		✓		✓
Calming-Down Strategies	✓	✓	✓	✓		✓		✓		✓
Recognizing Different Perspectives	✓	✓			✓	✓				✓
Recognizing and Avoiding Serious Conflicts		✓	✓	✓		✓		✓		✓
Resolving Serious Conflicts				✓	✓			✓		✓
Repairing Relationships				✓	✓			✓		✓
Helping Prevent Bullying and Harassment				✓	✓			✓		✓

✓													
✓											✓		✓
											✓	✓	
	✓						✓						✓
								✓					✓
	✓	✓											✓
									✓	✓			✓
									✓	✓	✓		✓
											✓		
													✓



Second Step, a program rooted in social-emotional learning (SEL), helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive.

By developing Second Step's research-based SEL curriculum for Preschool through Grade 8 in combination with our Bullying Prevention and Child Protection Units, we've formed an integrated, comprehensive program that makes a difference. It's a difference you can feel the moment you open the doors to a Second Step school—a sense of safety and respect grounded in the social-emotional health and well-being of the entire school community.

Learn more at [SecondStep.org](https://SecondStep.org) or call us at 800-634-4449, ext. 1.