



ALIGNMENT CHART

Massachusetts Comprehensive Health and Physical Education Framework

- **Second Step® Early Learning**
- **Second Step® Elementary**
- **Second Step® Middle School**

About Second Step® Programs

Second Step Early Learning and the Second Step Elementary and Middle School digital programs are research-based classroom programs designed to promote social-emotional competence, which can help increase students' school success and decrease problem behaviors.^{1,2} The programs help students learn how to cope with challenges, create positive relationships, and succeed both socially and academically. Skills are reviewed and expanded each year, gradually becoming more complex as students get older. Weekly Themes and lessons provide tools for students to develop the mindsets, knowledge, and skills to handle strong emotions, show kindness and empathy, build and strengthen friendships, make and follow through on good decisions, and solve problems with their peers.

How the Programs Meet the Massachusetts Comprehensive Health and PE Standards

The following tables indicate which specific Second Step grade-band lessons and related materials can help students develop the knowledge, skills, and attitudes needed to meet the Massachusetts Health and PE standards. Boxes are checked to indicate that the Second Step programs meet a given Massachusetts Comprehensive Health and Physical Education Framework standard within the identified grade or grade-band (for instance, Kindergarten–Grade 5) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the standard through discussion, writing, drawing, or other related activities.
2. There are opportunities for teachers to gather evidence of student learning in relation to the standards.

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>



Early Learning

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Early Learning

		Key Skills and Concepts																												
		Skills for Learning						Empathy					Emotion Management				Friendship Skills				Problem-Solving			Executive-Function Skills						
		Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control	
Practice 2: Self-Management and Goal Setting	Mental and Emotional Health	Standard																												
		2.2.MH.1. Demonstrate self-control (e.g., delay gratification, wait your turn) alone or with the support of adults in a variety of typical settings (e.g., on the playground, in the classroom, during physical education, at an assembly).	✓	✓	✓	✓			✓							✓	✓	✓	✓	✓						✓		✓		✓
		2.2.MH.2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, listening to calming music, play, physical activity) alone or with the support of adults.																												
		2.2.MH.3. Identify what it means to be responsible and list personal responsibilities.																												
		2.2.MH.4. Utilize simple positive self-talk for the purpose of self-motivation and behavior modification.			✓																									
Personal Safety	2.2.MH.5. Identify simple goals for health, physical activity, academic success, and classroom behavior.																													
	2.2.PS.1. Apply strategies for staying safe in a variety of situations (e.g., on the playground, during physical education, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, when online, around weapons or in situations of gun violence) and determine when to report unsafe situations to an adult.	✓			✓																							✓		✓
	2.2.PS.2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical education, threats of violence, personal space, and boundaries).																													
	2.2.PS.3. Demonstrate how to respond (e.g., yell, get away, tell an adult, seek help) and get help in a variety of emergency situations including when and how to call 9-1-1.																													
	2.2.PS.4. Identify safe adults to confide in and places to go if feeling personally threatened (e.g., someone says they will hurt or harm you).																													
2.2.PS.5. Demonstrate the ability to ask a trusted adult for help (including for problem-solving) in a variety of situations.				✓	✓	✓	✓							✓																



Early Learning

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Early Learning

		Key Skills and Concepts																										
		Skills for Learning						Empathy					Emotion Management				Friendship Skills				Problem-Solving			Executive-Function Skills				
		Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory
Personal Safety	Standard																											
	2.2.PS.6. Recognize safe, unsafe, and inappropriate touching and demonstrate how to tell a trusted adult if this happens.																											
	2.2.PS.7. Identify and practice behaviors for personal safety: say no, get away, tell a grown-up.																											
Physical Activity and Fitness	2.2.PF.1. Exhibit positive self-concept, self-esteem, and confidence in abilities in a variety of settings, including practicing new movement skills, demonstrating skills to peers, and participating in cooperative and competitive games and activities.				✓					✓	✓	✓	✓															✓
	2.2.PF.2. Recognize body responses, physiological changes in their bodies, and emotions during movement and physical activity.	✓			✓			✓	✓	✓		✓	✓	✓	✓			✓										
	2.2.PF.3. Identify and describe strengths and interests related to physical activity and movement skills, and those for which extra effort and practice is needed to experience success.																											
	2.2.PF.4. Exhibit prosocial behavior and contribute to the creation and maintenance of safe, supportive learning environments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.2.PF.5. Participate safely in a variety of physical education situations, including independent, partner and group activities, with and without equipment.	✓	✓																								✓	✓
	2.2.PF.6. Identify physical activity as a health-promoting habit that contributes to overall health and well-being, and list the benefits of these habits on physical well-being (e.g., activities that strengthen the heart and cardiovascular system, contribute to fitness, muscle-building) and mental health (e.g., stress management).																											
	2.2.PF.7. Identify opportunities, in and out of the school setting, for safe, active play, and physical activity for self-expression, social interaction, personal enjoyment and challenge.																			✓	✓	✓	✓					
	2.2.PF.8. Set a short-term physical activity goal relevant to specific needs and abilities, take meaningful action toward achieving the goal, and identify people at home or at school who can help when assistance is needed to achieve the goal.																											



Early Learning

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Early Learning

		Key Skills and Concepts																													
		Skills for Learning						Empathy					Emotion Management					Friendship Skills				Problem-Solving			Executive-Function Skills						
		Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control		
Practice 3: Social Awareness, Relationship, and Communication Skills	Healthy Relationships	Standard																													
		2.3.HR.1 Define bullying and teasing, explain similarities and differences, and how both can be harmful.																													
		2.3HR.2. Define and demonstrate simple ways to communicate personal boundaries and respect the boundaries of others, including physical, verbal, sexual, and emotional boundaries (e.g., explain why it is important to tell others not to touch their body when they do not want to be touched and why it is important to stop touching someone when they indicate the touch is unwelcome).			✓																	✓									
		2.3HR.3. Explain how no one has a right to violate personal boundaries, and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries.																													
		2.3.HR.4. Identify groups to which one belongs and reflect on similarities and differences with others.																													
		2.3.HR.5. Recognize the benefits of and strategies for cooperation in a variety of settings (including physical education).	✓	✓																		✓	✓	✓	✓	✓	✓	✓			
		2.3.HR.6. Discuss stereotypes, prejudice, discrimination, equality, and inequality and how these can affect relationships and situations.																													
		2.3.HR.7. Discuss gender-role stereotypes and their potential impacts on people of all genders.																													
		2.3.HR.8. Acknowledge diversity, including (but not limited to) racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate respect for others, and demonstrate empathy and ways to treat all people with dignity and respect.										✓	✓	✓	✓																
		2.3.HR.9. Demonstrate awareness of, and ways to show respect for, different family structures (e.g., families with heterosexual parents, families with same-gender parents, single parent families, intergenerational families, adoptive families, foster families).																													
2.3.HR.10. Predict how someone else may feel in a variety of situations and display compassionate and empathetic behaviors.								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										



Early Learning

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Early Learning

		Key Skills and Concepts																												
		Skills for Learning						Empathy					Emotion Management					Friendship Skills				Problem-Solving			Executive-Function Skills					
		Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control	
Practice 3: Social Awareness, Relationship, and Communication Skills.	Mental and Emotional Health	Standard																												
		2.3.MH.1. Identify reasons why it is important to have positive social relationships (e.g., positive emotions, support and help, someone to play with).																												
		2.3.MH.2. Identify and practice strategies to make and keep friends, and develop positive peer relationships (e.g., identify and acknowledge other people's feelings, communicate effectively, ask for help).				✓						✓	✓	✓								✓	✓	✓	✓					
		2.3.MH.3. Identify and practice talking to trusted adults, parents/guardians, and/or family members about feelings.														✓														
		2.3.MH.4. Effectively express needs, wants, and feelings through both verbal and non-verbal actions.	✓							✓	✓	✓				✓		✓		✓				✓	✓	✓	✓			
		2.3.MH.5. Show respect for the feelings, rights, and property of others.	✓	✓		✓				✓			✓	✓							✓		✓				✓	✓		✓
		2.3.MH.6. Demonstrate effective listening and communication skills, including giving and accepting a compliment and feedback, individually and in group settings.	✓	✓		✓				✓			✓	✓						✓							✓			✓
		2.3.MH.7. Recognize and appreciate individual differences in others.										✓		✓																
		2.3.MH.8. Describe positive qualities in self and others.																												
2.3.MH.9. Identify reasons conflict and disagreements may arise in various situations and strategies for resolving misunderstandings and managing conflict.																							✓	✓	✓					
Practice 5: Self-Awareness and Analyzing Influences	Mental and Emotional Health	2.5.MH.1. Recognize and accurately label simple emotions (e.g., happy, sad, mad, worried, lonely).							✓	✓					✓	✓														
		2.5.MH.2. Explain that emotions are information and that personal emotions may be the same or different from the emotions of others.									✓		✓																	
		2.5.MH.3. Demonstrate emotional regulation strategies to support mental and emotional health alone or with support from adults.								✓						✓	✓	✓	✓	✓			✓	✓	✓	✓				
		2.5.MH.4. Accept failure and demonstrate the ability to persevere despite real or perceived failures.			✓																									



Early Learning

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Early Learning

		Key Skills and Concepts																												
		Skills for Learning						Empathy					Emotion Management				Friendship Skills				Problem-Solving			Executive-Function Skills						
		Focus attention	Listen with attention	Use self-talk	Be assertive	Remember directions	Stay on task	Ignore distractions	Identify and understand their own and others' feelings	Build a vocabulary of feelings words	Begin to take others' perspectives	Listen to others	Have empathy	Express compassion	Understand strong feelings	Recognize strong feelings	Calm strong feelings down	Use the Calming-Down Steps	Communication and language skills	Play fair	Invite others to play	Ask to join in play	Choose to have fun over getting their way	Calm down before solving problems	Describe the problem	Think of multiple solutions to a problem	Flexible attention	Working memory	Inhibitory control	
Practice 5: Self-Awareness and Analyzing Influences	Mental and Emotional Health	Standard																												
		2.5.MH.5. Demonstrate growth-oriented practices by attempting, repeating, and experimenting with a variety of experiences and activities.			✓																									
		2.5.MH.6. Describe personal strengths and the ways that those strengths support mental health.																												
		2.5.MH.7. Articulate and celebrate the individual characteristics that make a person unique, and explain that how a person views themselves can be influenced by different factors (e.g., peers, media, culture, family, phase of life).																												
	2.5.MH.8. Demonstrate strategies that help all students feel welcome and valued as a part of the school community (e.g., cooperative playing, listening, showing you care, sharing).	✓	✓								✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Practice 6: Information and Resource Seeking	Physical Health and Hygiene	2.6.PH.1. Identify school and community health helpers and community resources.			✓														✓					✓	✓					
		2.6.PH.2. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, allergic reactions, seizures, concussions).													✓									✓	✓					
		2.6.PH.3. Demonstrate the ability to access help for self or others (e.g., school nurse, counselors, health and physical educators) to support physical health and hygiene.			✓	✓	✓	✓							✓															



Kindergarten-Grade 2

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Elementary Digital Program

		Key Skills and Concepts																		
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving			
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling
Standard																				
Mental and Emotional Health	2.2.MH.1. Demonstrate self-control (e.g., delay gratification, wait your turn) alone or with the support of adults in a variety of typical settings (e.g., on the playground, in the classroom, during physical education, at an assembly).			✓	✓						✓					✓				
	2.2.MH.2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, listening to calming music, play, physical activity) alone or with the support of adults.																			
	2.2.MH.3. Identify what it means to be responsible and list personal responsibilities.																			
	2.2.MH.4. Utilize simple positive self-talk for the purpose of self-motivation and behavior modification.						✓	✓												
	2.2.MH.5. Identify simple goals for health, physical activity, academic success, and classroom behavior.							✓												
Personal Safety	2.2.PS.1. Apply strategies for staying safe in a variety of situations (e.g., on the playground, during physical education, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, when online, around weapons or in situations of gun violence) and determine when to report unsafe situations to an adult.	✓		✓	✓															
	2.2.PS.2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical education, threats of violence, personal space, and boundaries).				✓	✓						✓								
	2.2.PS.3. Demonstrate how to respond (e.g., yell, get away, tell an adult, seek help) and get help in a variety of emergency situations including when and how to call 9-1-1.																			
	2.2.PS.4. Identify safe adults to confide in and places to go if feeling personally threatened (e.g., someone says they will hurt or harm you).								✓											
	2.2.PS.5. Demonstrate the ability to ask a trusted adult for help (including for problem-solving) in a variety of situations.							✓				✓				✓	✓			



Kindergarten-Grade 2

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Elementary Digital Program

		Key Skills and Concepts																			
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem
		Standard																			
Personal Safety	2.2.PS.6. Recognize safe, unsafe, and inappropriate touching and demonstrate how to tell a trusted adult if this happens.																				
	2.2.PS.7. Identify and practice behaviors for personal safety: say no, get away, tell a grown-up.																				
Physical Activity and Fitness	2.2.PF.1. Exhibit positive self-concept, self-esteem, and confidence in abilities in a variety of settings, including practicing new movement skills, demonstrating skills to peers, and participating in cooperative and competitive games and activities.					✓	✓	✓													
	2.2.PF.2. Recognize body responses, physiological changes in their bodies, and emotions during movement and physical activity.								✓		✓	✓	✓								
	2.2.PF.3. Identify and describe strengths and interests related to physical activity and movement skills, and those for which extra effort and practice is needed to experience success.					✓	✓	✓													
	2.2.PF.4. Exhibit prosocial behavior and contribute to the creation and maintenance of safe, supportive learning environments.	✓		✓	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.2.PF.5. Participate safely in a variety of physical education situations, including independent, partner and group activities, with and without equipment.	✓		✓	✓																
	2.2.PF.6. Identify physical activity as a health-promoting habit that contributes to overall health and well-being, and list the benefits of these habits on physical well-being (e.g., activities that strengthen the heart and cardiovascular system, contribute to fitness, muscle-building) and mental health (e.g., stress management).																				
	2.2.PF.7. Identify opportunities, in and out of the school setting, for safe, active play, and physical activity for self-expression, social interaction, personal enjoyment and challenge.																				
	2.2.PF.8. Set a short-term physical activity goal relevant to specific needs and abilities, take meaningful action toward achieving the goal, and identify people at home or at school who can help when assistance is needed to achieve the goal.							✓													



Kindergarten-Grade 2

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Elementary Digital Program

		Key Skills and Concepts																			
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem
		Standard																			
Practice 3: Social Awareness, Relationship, and Communication Skills	Healthy Relationships	2.3.HR.1 Define bullying and teasing, explain similarities and differences, and how both can be harmful.																			
		2.3HR.2. Define and demonstrate simple ways to communicate personal boundaries and respect the boundaries of others, including physical, verbal, sexual, and emotional boundaries (e.g., explain why it is important to tell others not to touch their body when they do not want to be touched and why it is important to stop touching someone when they indicate the touch is unwelcome).																			
		2.3HR.3. Explain how no one has a right to violate personal boundaries, and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries.																			
		2.3.HR.4. Identify groups to which one belongs and reflect on similarities and differences with others.																			
		2.3.HR.5. Recognize the benefits of and strategies for cooperation in a variety of settings (including physical education).																			
		2.3.HR.6. Discuss stereotypes, prejudice, discrimination, equality, and inequality and how these can affect relationships and situations.																			
		2.3.HR.7. Discuss gender-role stereotypes and their potential impacts on people of all genders.																			
		2.3.HR.8. Acknowledge diversity, including (but not limited to) racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate respect for others, and demonstrate empathy and ways to treat all people with dignity and respect.																			
		2.3.HR.9. Demonstrate awareness of, and ways to show respect for, different family structures (e.g., families with heterosexual parents, families with same-gender parents, single parent families, intergenerational families, adoptive families, foster families).																			
		2.3.HR.10. Predict how someone else may feel in a variety of situations and display compassionate and empathetic behaviors.																			



Kindergarten-Grade 2

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Elementary Digital Program

		Key Skills and Concepts																			
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving				
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem
Practice 3: Social Awareness, Relationship, and Communication Skills.	Mental and Emotional Health	Standard																			
		2.3.MH.1. Identify reasons why it is important to have positive social relationships (e.g., positive emotions, support and help, someone to play with).												✓			✓				
2.3.MH.2. Identify and practice strategies to make and keep friends, and develop positive peer relationships (e.g., identify and acknowledge other people's feelings, communicate effectively, ask for help).													✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3.MH.3. Identify and practice talking to trusted adults, parents/guardians, and/or family members about feelings.												✓					✓				
2.3.MH.4. Effectively express needs, wants, and feelings through both verbal and non-verbal actions.												✓	✓		✓	✓	✓		✓	✓	
2.3.MH.5. Show respect for the feelings, rights, and property of others.													✓	✓	✓	✓	✓	✓	✓	✓	✓
2.3.MH.6. Demonstrate effective listening and communication skills, including giving and accepting a compliment and feedback, individually and in group settings.		✓			✓									✓				✓	✓	✓	
2.3.MH.7. Recognize and appreciate individual differences in others.														✓	✓						
2.3.MH.8. Describe positive qualities in self and others.																					
2.3.MH.9. Identify reasons conflict and disagreements may arise in various situations and strategies for resolving misunderstandings and managing conflict.																✓	✓	✓	✓	✓	
Practice 5: Self-Awareness and Analyzing Influences	Mental and Emotional Health	2.5.MH.1. Recognize and accurately label simple emotions (e.g., happy, sad, mad, worried, lonely).							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		2.5.MH.2. Explain that emotions are information and that personal emotions may be the same or different from the emotions of others.								✓				✓							
		2.5.MH.3. Demonstrate emotional regulation strategies to support mental and emotional health alone or with support from adults.										✓					✓				
		2.5.MH.4. Accept failure and demonstrate the ability to persevere despite real or perceived failures.					✓														



Kindergarten-Grade 2

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Elementary Digital Program

		Key Skills and Concepts																				
		Brain Builders (Executive-Function Skills)			Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving					
		Attention	Working memory	Inhibitory control	Focus attention and ignore distractions	Persevere through challenges while recognizing mistakes are part of learning	Recognize unhelpful thoughts and replace with helpful thoughts	Recognize that skills improve with practice and effort	Identify and name one's own emotions	Recognize and identify emotions in others	Recognize strong emotions	Manage strong emotions by using strategies to feel calm	Recognize kindness and act kindly toward others	Take others' perspectives	Develop empathy for others	Recognize that empathy can lead to kind acts	Manage strong emotions to feel calm before solving problems	Apply strategies to solve problems	Recognize accidents and make amends	State the problem without blame or name-calling	Think of many solutions to a problem	
Practice 5: Self-Awareness and Analyzing Influences	Mental and Emotional Health	Standard																				
		2.5.MH.5. Demonstrate growth-oriented practices by attempting, repeating, and experimenting with a variety of experiences and activities.					✓	✓	✓													
2.5.MH.6. Describe personal strengths and the ways that those strengths support mental health.						✓	✓	✓														
2.5.MH.7. Articulate and celebrate the individual characteristics that make a person unique, and explain that how a person views themselves can be influenced by different factors (e.g., peers, media, culture, family, phase of life).																						
	2.5.MH.8. Demonstrate strategies that help all students feel welcome and valued as a part of the school community (e.g., cooperative playing, listening, showing you care, sharing).											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Practice 6: Information and Resource Seeking	Physical Health and Hygiene	2.6.PH.1. Identify school and community health helpers and community resources.																				
		2.6.PH.2. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, allergic reactions, seizures, concussions).																				
		2.6.PH.3. Demonstrate the ability to access help for self or others (e.g., school nurse, counselors, health and physical educators) to support physical health and hygiene.							✓				✓					✓				



Grades 3-5

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Elementary Digital Program

		Key Skills and Concepts																														
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management					Unit 3: Empathy & Kindness					Unit 4: Problem-Solving											
		Attention	Working memory	Inhibitory control	Cognitive Flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem				
Practice 1: Decision-Making and Problem-Solving	Physical Activity and Fitness	Standard																														
		5.1.PF.6. Demonstrate effective decision-making skills while engaged in emerging and maturing skill performance settings (including dance and gymnastics), games, and activities.	✓	✓	✓	✓																✓	✓	✓	✓	✓	✓	✓	✓			
		5.1.PF.7. Engage in independent and cooperative problem-solving activities while participating in physical activities.	✓	✓	✓	✓																✓	✓	✓	✓	✓	✓	✓	✓			
Practice 2: Self-Management and Goal Setting	Mental and Emotional Health	5.2.MH.1. Identify different feelings and emotions (e.g., anger, fear, grief, sadness, anxiety, stress, hopelessness, gratitude, love, excitement, contentedness, hope, pride, happiness) that people may experience and how people might express those emotions (including individual and cultural differences in expression).										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		5.2.MH.2. Discuss how feelings and emotions can impact behavior.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		5.2.MH.3. Recognize that all feelings and emotions are information that individuals can use to support mental and emotional health.										✓	✓	✓	✓	✓							✓									
		5.2.MH.4. Identify how a person's brain and body influence mental and emotional well-being.																														
		5.2.MH.5. Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways.													✓	✓	✓						✓									
		5.2.MH.6. Identify characteristics of and practices to support mental and emotional well-being within various cultures and diverse perspectives.																														
		5.2.MH.7. Set a goal to use one or more health-promoting practices or behaviors (e.g., being aware of your own feelings and the feelings of others, safe online behaviors, engaging in physical activity, limiting screen time) and track progress towards its achievement in order to maintain or improve mental and emotional well-being.								✓	✓	✓	✓																			
		5.2.MH.8. Apply self-monitoring strategies, alone or with support, to regulate emotions (e.g., breathing techniques, appropriate sleep, proper nutrition) in varied settings.			✓												✓	✓					✓									



Grades 3-5

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Elementary Digital Program

		Key Skills and Concepts																												
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting				Unit 2: Emotion Management				Unit 3: Empathy & Kindness				Unit 4: Problem-Solving												
		Attention	Working memory	Inhibitory control	Cognitive Flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem		
Practice 2: Self-Management and Goal Setting	Mental and Emotional Health	Standard	5.2.MH.9. Identify personal stressors and demonstrate effective stress management techniques, alone or with support.											✓																
		5.2.MH.10. Demonstrate strategies and behaviors (which may include getting help) to help meet personal responsibilities and identify strategies to overcome barriers to meeting personal responsibilities.	✓		✓	✓		✓	✓	✓																				
		5.2.MH.11. Identify strategies for planning, prioritizing, and managing time.																												
		5.2.MH.12. Demonstrate strategies that support a growth mindset in and out of school.						✓	✓	✓	✓																			
Practice 2: Self-Management and Goal Setting	Personal Safety	5.2.PS.9. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	✓		✓																✓	✓	✓	✓	✓	✓	✓	✓	✓	
		Practice 2: Self-Management and Goal Setting	Physical Activity and Fitness	5.2.PF.1. Demonstrate respect for self and responsible, safe interpersonal behavior (i.e., peer to peer, student to teacher) that contributes to positive social interaction in a variety of physical activity contexts.																	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Practice 3: Social Awareness, Relationship, and Communication Skills	Healthy Relationships			5.3.HR.1. Identify characteristics of healthy and unhealthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers).														✓	✓	✓	✓									
		5.3.HR.2. Define and demonstrate ways to determine and respect the boundaries of self and others.			✓													✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
		5.3.HR.3. Demonstrate strategies for addressing one's own feelings and the feelings and perspectives of others in order to support positive relationships.													✓	✓				✓	✓	✓			✓	✓	✓	✓	✓	
		5.3.HR.4. Differentiate between conflict and bullying and articulate the importance of the difference to avoid escalating conflicts into bullying or violence.																												
		5.3.HR.5. Identify and respond to bullying situations in a variety of settings.																												



Grades 3-5

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Elementary Digital Program

		Key Skills and Concepts																																																								
		Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management					Unit 3: Empathy & Kindness				Unit 4: Problem-Solving																																						
		Attention	Working memory	Inhibitory control	Cognitive Flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem																														
		Standard																																																								
Practice 3: Social Awareness, Relationship, and Communication Skills	Healthy Relationships	5.3.HR.6. Identify and practice non-violent communication skills.																										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
		5.3.HR.7. Identify and practice conflict prevention, management and resolution strategies.																										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		5.3.HR.8. Describe how personal experiences, peers, family, media, society, community, and culture influence ways people interact in relationships and social situations.																																																								
		5.3.HR.9. Describe the differences between assigned sex at birth and gender identity and explain how one's outward appearance and behavior does not define one's gender identity or sexual orientation.																																																								
		5.3.HR.10. Describe a range of ways people may express their gender and that some people's gender identity (how they think about themselves) matches others' expectations about what their bodies look like on the outside and others do not.																																																								
		5.3.HR.11. Describe ways that stereotypes, perceived stereotypes, prejudice, discrimination, inequality and injustice can impact relationships, and demonstrate strategies to address these factors.																																																								
	Mental and Emotional Health	5.3.MH.1. Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures.																										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
		5.3.MH.2. Explain the importance of talking with friends, parents, guardians or other trusted adults about feelings and emotions.																																																								
		5.3.MH.3. Demonstrate how to ask for assistance with mental health questions, issues or concerns (e.g., challenges with friends, feeling anxious).																																																								
		5.3.MH.4. Demonstrate how to discuss mental health and mental health conditions in culturally responsive ways and in ways that reduce stigma.																																																								
		5.3.MH.5. Identify signs and symptoms of mental distress in self and others, and how to get help for self or others.																										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Grades 3-5

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Elementary Digital Program

			Key Skills and Concepts																													
			Brain Builders (Executive-Function Skills)				Unit 1: Growth Mindset & Goal-Setting					Unit 2: Emotion Management					Unit 3: Empathy & Kindness				Unit 4: Problem-Solving											
			Attention	Working memory	Inhibitory control	Cognitive Flexibility	Understand that the brain can grow and change	Recognize that skills improve with practice, effort, help from others, and trying a new way	Set goals	Make plans	Monitor progress toward goals	Reflect to inform future goals	Recognize that strong emotions make it hard to think clearly	Identify and label similar emotions with different intensity levels	Recognize that regulating emotions is necessary to make decisions	Apply reappraisal as an emotion management strategy	Apply planning ahead to manage recurring strong emotions	Recognize kindness helps them make friends and strengthen relationships	Recognize that people can have different points of view about the same thing	Recognize that empathy and perspective-taking can help them get along with others	Apply perspective-taking strategies to empathize with others	Apply perspective-taking strategies to make their community a better place	Explain the importance of being calm before problem-solving	Explain the importance of speaking up for one's self when solving a problem	State the problem without blaming and from all points of view	Generate solutions to take all points of view into consideration	Evaluate possible outcomes of solutions to a problem based on all points of view	Pick a solution that is safe, respectful, and could work for everyone	Identify when, where, and with whom they think it would be best to work on the problem			
Practice 3: Social Awareness, Relationship, and Communication Skills	Physical Activity and Fitness	Standard	5.3.PF1. Recognizes the role of respectful interactions with others when participating in physical activity.														✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			
		5.3.PF7. Effectively manage emotions (e.g., anger, frustration, excitement) in a manner respectful to self and others during physical education and in other physical activity settings.			✓											✓	✓						✓									
		5.3.PF8. Demonstrate strategies for collaborating, working and playing safely and effectively with others, including perspective taking, in physical education and other physical activity settings.			✓				✓	✓	✓											✓	✓		✓	✓	✓	✓	✓	✓		
Practice 5: Self-Awareness and Analyzing Influences	Mental and Emotional Health	5.5.MH.1. Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health.																														
		5.5.MH.2. Describe personal interests and the skills needed to pursue those interests in ways that support personal growth.						✓	✓	✓																						
		5.5.MH.3. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity).							✓	✓	✓																					
		5.5.MH.4. Describe supports needed to achieve success for a difficult activity or task in varied contexts.						✓	✓	✓	✓																					
		5.5.MH.5. Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors.																														
		5.5.MH.6. Demonstrate how media, including social media, and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood).																														
Practice 7: Self-Advocacy and Health Promotion	Public, Community, and Environmental Health	5.7.CE.7. Demonstrate ways to treat people – including other students, their family members, and members of the school community – with dignity, respect, and empathy without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or personal characteristics such as body shape or weight.																			✓	✓		✓	✓	✓	✓	✓	✓			
		5.7.CE.8. Propose and support classroom policies and behaviors that promote dignity and respect.																					✓									



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals				Unit 2: Developing a Positive Sense of Self				Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict								
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships		
		Standard																				
Practice 1: Decision-Making and Problem-Solving	Healthy Relationships	8.1HR.1. Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships and discuss various ways to show affection within different relationships (e.g., holding hands, hugging, kind words, acts of kindness, kissing, sexual behaviors).																				
		8.1HR.2. Compare and contrast the continuum of relationship behaviors (including identifying healthier and less healthy behaviors, and the potential impacts of power differences such as age, gender, status or position within relationships) and how these impact health and well-being.																			✓	
		8.1HR.3. Identify warning signs of potential danger in a relationship and strategies to get help.																				✓
		8.1HR.4. Evaluate options and strategies a person might use to end an unhealthy relationship, including involving a trusted adult who can help.																				✓
		8.1HR.5. Define consent and describe factors, including drugs and alcohol, that may influence one's capacity to request consent, and to give and receive consent, including sexual consent, in a variety of situations.																				
		8.1HR.6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent.																		✓		
		8.1HR.7. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships).																	✓			✓
Personal Safety	8.1PS.1. Describe the role of individual versus shared responsibility in staying safe in a variety of situations (e.g., outdoor recreation, motor vehicle safety, digital safety, threats of violence).																					
	8.1PS.2. Discuss how systemic and other factors (e.g., home rules, school connectedness, environment, available supports, available equipment, weather, gender-based violence, racism, and discrimination) help or hinder an individual's ability to remain safe in a variety of situations.																					



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																			
		Unit 1: Mindsets & Goals				Unit 2: Developing a Positive Sense of Self				Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict							
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships	
		Standard																			
Practice 1: Decision-Making and Problem-Solving	Personal Safety	8.1.PS.3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse).																✓		✓	
		8.1.PS.4. Describe laws (e.g., age of consent laws, child abuse, including sexual abuse, and sexual exploitation laws, parental notification laws) that relate to young people's sexual health and the rights of adolescents to maintain their own health, and how these might impact decisions related to sexual health.																			
		8.1.PS.5. Define exploitation, human trafficking and sex trafficking, and describe strategies used for and warning sign behaviors of exploitation and recruitment of youth.																			
		8.1.PS.6. Demonstrate strategies for avoiding situations that may lead to human trafficking and sexual exploitation and for getting help if concerned about self or others.																			✓
		8.1.PS.7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces.																			
		8.1.PS.8. Demonstrate strategies for keeping oneself safe online and in digital spaces (including situations that could lead to exploitation or trafficking, and online sexual harassment).																			
		8.1.PS.9. Describe the characteristics of various forms of abuse (i.e., physical abuse, emotional abuse, psychological abuse, financial abuse, sexual abuse and exploitation), provide examples of how abuse is used to control an individual, and demonstrate strategies for getting help.																			
8.1.PS.10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions.																	✓	✓			



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Developing a Positive Sense of Self					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict						
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships		
		Standard																				
Practice 1: Decision-Making and Problem-Solving	Personal Safety	8.1.PS.11. Analyze barriers that may prevent someone from reporting unsafe situations and child maltreatment to adults and identify strategies to overcome these barriers.																				
		8.1.PS.12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations.						✓											✓			
	Physical Activity and Fitness	8.1.PF.1. Effectively apply team building and problem-solving strategies, in varied contexts, during various physical activities (e.g., outdoor adventure, cooperative games, team sports, net/wall games).								✓	✓					✓	✓	✓	✓			
		8.1.PF.2. Apply strategies for overcoming individual or group challenges or problems in a physical activity setting.							✓	✓	✓							✓	✓	✓		
Practice 2: Self-Management and Goal Setting	Mental and Emotional Health	8.2.MH.1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being.					✓	✓	✓	✓	✓											
		8.2.MH.2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence.						✓		✓	✓		✓		✓			✓				
		8.2.MH.3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.											✓	✓	✓	✓	✓	✓	✓	✓		
		8.2.MH.4. Demonstrate techniques to independently manage emotions in a variety of settings.												✓		✓			✓			
		8.2.MH.5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.	✓	✓	✓	✓	✓		✓	✓		✓		✓		✓		✓	✓	✓	✓	✓
		8.2.MH.6. Explain possible outcomes of expressing or repressing emotions.											✓	✓	✓	✓	✓	✓	✓	✓		
		8.2.MH.7. Examine how various coping strategies may help or harm health.														✓						
		8.2.MH.8. Apply health-promoting coping and stress management strategies.												✓		✓			✓			



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Developing a Positive Sense of Self					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict						
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships		
Practice 2: Self-Management and Goal Setting	Mental and Emotional Health	Standard																				
		8.2.MH.9. Demonstrate strategies to persevere when facing adversity.	✓		✓	✓	✓		✓			✓				✓						
		8.2.MH.10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals.			✓		✓		✓	✓	✓	✓										
		8.2.MH.11. Analyze and demonstrate strategies for planning, prioritizing, and managing time.			✓		✓			✓												
Practice 3: Social Awareness, Relationship, and Communication Skills	Healthy Relationships	8.3.HR.1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.																		✓		
		8.3.HR.2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).																	✓			
		8.3.HR.3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.																				
		8.3.HR.4. Explain why consent and respecting a person's boundaries are important.																				
		8.3.HR.5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical).																		✓	✓	✓
		8.3.HR.6. Recognizing when boundaries are being violated and identify tactics used to coerce or pressure someone to change a personal boundary (e.g., to have sex, to share a password, to send an explicit photo, break a rule).																				✓
		8.3.HR.7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries.																		✓		✓



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Developing a Positive Sense of Self					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict						
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships		
		Standard																				
Practice 3: Social Awareness, Relationship, and Communication Skills	Healthy Relationships	8.3.HR.8. Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships).																				
		8.3.HR.9. Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking).																				
		8.3.HR.10. Describe potential impacts of power and privilege (e.g., associated with age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability, position of authority) within a variety of relationships and in various settings.																				
		8.3.HR.11. Analyze ways that prejudice, discrimination (e.g., sexism), and injustice can impact relationship health and describe ways to address these issues to support health of self and others.																				
		8.3.HR.12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup).																	✓	✓	✓	
		8.3.HR.13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).																	✓	✓		
		8.3.HR.14. Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors.																				
Mental and Emotional Health	8.3.MH.1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma.						✓		✓	✓												



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Developing a Positive Sense of Self					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict						
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships		
		Standard																				
Practice 3: Social Awareness, Relationship, and Communication Skills	Mental and Emotional Health	8.3.MH.2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.														✓		✓	✓			
		8.3.MH.3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.					✓	✓	✓	✓	✓						✓	✓	✓	✓		
		8.3.MH.4. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being.																				
		8.3.MH.5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks.																	✓		✓	
		8.3.MH.6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.																				
		8.3.MH.7. Identify signs and symptoms of mental and emotional distress, in self and others, that may require assistance from adults.														✓		✓		✓		✓
		8.3.MH.8. Demonstrate how to respond (e.g., calling 9-8-8, telling a trusted adult) when there is a concern about one's own or someone else's mental well-being or where someone is considering harming or killing themselves.																				
		8.3.MH.9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.						✓	✓	✓	✓	✓		✓		✓				✓		
		8.3.PF1. Understand and accept others' differences during a variety of physical activities.								✓	✓							✓				
8.3.PF2. Describe how social interaction impacts individual engagement in physical activity.																						
8.3.PF3. Use communication skills to negotiate strategies and tactics in a physical activity setting.																						



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																			
		Unit 1: Mindsets & Goals					Unit 2: Developing a Positive Sense of Self					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict					
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships	
		Standard																			
Practice 3: Social Awareness, Relationship, and Communication Skills	Physical Activity and Fitness	8.3.PF4. Exhibit responsible social behaviors by respectfully interacting with others, including and cooperating with classmates, asking for help when needed for self and others, maintaining positive relationships, and collaborating productively on problem-solving initiatives during adventure activities, large-group initiatives, and/or game play.	✓					✓			✓					✓	✓	✓	✓	✓	
		8.3.PF5. Provide constructive feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language).																	✓		
		8.3.PF6. Collaboratively establish norms and guidelines for resolving conflicts and use those rules/guidelines/agreements to resolve conflict or respond to participants' ethical and unethical behavior during physical activity.	✓																		
Practice 5: Self-Awareness and Analyzing Influences	Personal Safety	8.5.PS.1. Analyze how various influences (e.g., peers, family, culture, society, school, and community policies) impact the safety of adolescents in a varied of situations (including during physical activity).						✓	✓												
		8.5.PS.2. Analyze laws related to sexual harassment, sexual abuse, sexual assault, and domestic violence and how the laws impact individual safety.																			
		8.5.PS.3. Analyze how sharing or posting personal information electronically about self or others (e.g., chat groups, email, texting, sexting, websites, social media, phone and tablet applications) can impact the safety of self or others.																			
Practice 6: Information and resource seeking	Physical Health and Hygiene	8.6.PH.5. Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited.																			



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																			
		Unit 1: Mindsets & Goals				Unit 2: Developing a Positive Sense of Self				Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict							
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships	
		Standard																			
Practice 7: Self-Advocacy and Health Promotion	Mental and Emotional Health	8.7.MH.1. Analyze how stereotyping, bias, prejudice, and discrimination can impact mental and emotional health.									✓										
		8.7.MH.2. Analyze influences on body image and the relationship between body image, disordered eating, and mental health.									✓										
		8.7.MH.3. Analyze the effects of social media on mental and emotional health.									✓										
		8.7.MH.4. Demonstrate strategies for supporting healthy body image in youth and adolescents.									✓										
		8.7.MH.5. Demonstrate strategies for reducing stigma related to mental health.																			
		8.7.MH.6. Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms.																			
		8.7.MH.7. Evaluate strategies for opposing, reducing, or eliminating stereotyping, prejudice, discrimination, and injustice.																			
		8.7.MH.8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs.																			
Personal Safety	8.7.PS.1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety.																				
	8.7.PS.2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety.																				
	8.7.PS.3. Work cooperatively to support the safety of individuals, families, and communities.																				
	8.7.PS.4. Identify reasons that harassment is harmful and illegal along with warning signs for when to report it and seek help from a safe/trusted adult or health professional.																				



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School Digital Program

		Key Skills and Concepts																				
		Unit 1: Mindsets & Goals					Unit 2: Developing a Positive Sense of Self					Unit 3: Thoughts, Emotions & Decisions				Unit 4: Managing Relationships & Social Conflict						
		Recognize that social challenges are common and get better in time	Understand that the brain can grow and change	Set personal goals and create plans to achieve them	Determine how to adjust and persist after making a mistake	Apply personal strengths to develop an interest or get better at something new	Identifying one's guiding principles	Applying guiding principles to decision making process	Reflecting on multiple aspects of self-concept and identifying strengths and areas for growth	Understanding factors influencing self-concept and confidence building	Making an actionable plan to build confidence and work towards future self	Understand how emotions influence decision-making in positive and negative ways	Recognize and reframe unhelpful thoughts	Recognize the signs of stress and anxiety	Apply stress- and emotion-management strategies	Recognize how conflicts escalate	Describe the different perspectives of the people involved in a conflict	Apply the four-step conflict resolution process	Identify ways to make amends	Recognize the signs of healthy and unhealthy relationships		
Practice 7: Self-Advocacy and Health Promotion	Sexual Health	Standard																				
		8.7.SH.1. Demonstrate ways to show courtesy and respect for others when aspects of their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity) are different from one's own.																				
		8.7.SH.2. Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity).																				
		8.7.SH.3. Identify behaviors, policies and practices in the school community that promote or hinder dignity and respect for all individuals, including those of different sexual orientations, gender identities, and gender expression.																				



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School
Recognizing Bullying & Harassment

Key Skills and Concepts

Recognizing Bullying & Harassment					
Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school

Practice 1: Decision-Making and Problem-Solving	Healthy Relationships	Standard	Key Skills and Concepts					
		8.1HR.1. Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships and discuss various ways to show affection within different relationships (e.g., holding hands, hugging, kind words, acts of kindness, kissing, sexual behaviors).						
		8.1HR.2. Compare and contrast the continuum of relationship behaviors (including identifying healthier and less healthy behaviors, and the potential impacts of power differences such as age, gender, status or position within relationships) and how these impact health and well-being.						
		8.1HR.3. Identify warning signs of potential danger in a relationship and strategies to get help.						
		8.1HR.4. Evaluate options and strategies a person might use to end an unhealthy relationship, including involving a trusted adult who can help.						
		8.1HR.5. Define consent and describe factors, including drugs and alcohol, that may influence one's capacity to request consent, and to give and receive consent, including sexual consent, in a variety of situations.						
		8.1HR.6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent.						
		8.1HR.7. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships).						



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School
Recognizing Bullying & Harassment

Key Skills and Concepts					
Recognizing Bullying & Harassment					
Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school

		Standard						
Practice 1: Decision-Making and Problem-Solving	Personal Safety	8.1.PS.1. Describe the role of individual versus shared responsibility in staying safe in a variety of situations (e.g., outdoor recreation, motor vehicle safety, digital safety, threats of violence).				✓		
		8.1.PS.2. Discuss how systemic and other factors (e.g., home rules, school connectedness, environment, available supports, available equipment, weather, gender-based violence, racism, and discrimination) help or hinder an individual's ability to remain safe in a variety of situations.					✓	✓
		8.1.PS.3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse).			✓			
		8.1.PS.4. Describe laws (e.g., age of consent laws, child abuse, including sexual abuse, and sexual exploitation laws, parental notification laws) that relate to young people's sexual health and the rights of adolescents to maintain their own health, and how these might impact decisions related to sexual health.						
		8.1.PS.5. Define exploitation, human trafficking and sex trafficking, and describe strategies used for and warning sign behaviors of exploitation and recruitment of youth.						
		8.1.PS.6. Demonstrate strategies for avoiding situations that may lead to human trafficking and sexual exploitation and for getting help if concerned about self or others.			✓			✓
		8.1.PS.7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces.						
		8.1.PS.8. Demonstrate strategies for keeping oneself safe online and in digital spaces (including situations that could lead to exploitation or trafficking, and online sexual harassment).			✓			



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School
Recognizing Bullying & Harassment

		Key Skills and Concepts					
		Recognizing Bullying & Harassment					
		Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school
		Standard					
Practice 1: Decision-Making and Problem-Solving	Personal Safety	8.1.PS.9. Describe the characteristics of various forms of abuse (i.e., physical abuse, emotional abuse, psychological abuse, financial abuse, sexual abuse and exploitation), provide examples of how abuse is used to control an individual, and demonstrate strategies for getting help.					
		8.1.PS.10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions.					
		8.1.PS.11. Analyze barriers that may prevent someone from reporting unsafe situations and child maltreatment to adults and identify strategies to overcome these barriers.					
		8.1.PS.12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations.					
Practice 1: Decision-Making and Problem-Solving	Physical Activity and Fitness	8.1.PF.1. Effectively apply team building and problem-solving strategies, in varied contexts, during various physical activities (e.g., outdoor adventure, cooperative games, team sports, net/wall games).					
		8.1.PF.2. Apply strategies for overcoming individual or group challenges or problems in a physical activity setting.					
Practice 2: Self-Management and Goal Setting	Mental and Emotional Health	8.2.MH.1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being.				✓	✓
		8.2.MH.2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence.					
		8.2.MH.3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts.					
		8.2.MH.4. Demonstrate techniques to independently manage emotions in a variety of settings.					



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School
Recognizing Bullying & Harassment

Key Skills and Concepts					
Recognizing Bullying & Harassment					
Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school

		Standard						
Practice 2: Self-Management and Goal Setting	Mental and Emotional Health	8.2.MH.5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.			✓			✓
		8.2.MH.6. Explain possible outcomes of expressing or repressing emotions.						
		8.2.MH.7. Examine how various coping strategies may help or harm health.						
		8.2.MH.8. Apply health-promoting coping and stress management strategies.						
		8.2.MH.9. Demonstrate strategies to persevere when facing adversity.						
		8.2.MH.10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals.						
Practice 3: Social Awareness, Relationship, and Communication Skills	Healthy Relationships	8.3.HR.1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.						
		8.3.HR.2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships).						
		8.3.HR.3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.						
		8.3.HR.4. Explain why consent and respecting a person's boundaries are important.						
		8.3.HR.5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical).						



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School
Recognizing Bullying & Harassment

Key Skills and Concepts					
Recognizing Bullying & Harassment					
Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school

Practice 3: Social Awareness, Relationship, and Communication Skills	Healthy Relationships	Standard	Key Skills and Concepts						
			Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	
		8.3.HR.6. Recognizing when boundaries are being violated and identify tactics used to coerce or pressure someone to change a personal boundary (e.g., to have sex, to share a password, to send an explicit photo, break a rule).							
		8.3.HR.7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries.							
		8.3.HR.8. Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships).							
		8.3.HR.9. Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking).							
		8.3.HR.10. Describe potential impacts of power and privilege (e.g., associated with age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability, position of authority) within a variety of relationships and in various settings.						✓	
		8.3.HR.11. Analyze ways that prejudice, discrimination (e.g., sexism), and injustice can impact relationship health and describe ways to address these issues to support health of self and others.		✓	✓	✓	✓	✓	✓
		8.3.HR.12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup).							
		8.3.HR.13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).							
		8.3.HR.14. Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors.	✓	✓	✓				✓



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School
Recognizing Bullying & Harassment

Key Skills and Concepts					
Recognizing Bullying & Harassment					
Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school

		Standard					
Practice 3: Social Awareness, Relationship, and Communication Skills	Mental and Emotional Health	8.3.MH.1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma.					
		8.3.MH.2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations.					
		8.3.MH.3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts.					
		8.3.MH.4. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being.					
		8.3.MH.5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks.					
		8.3.MH.6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways.					
		8.3.MH.7. Identify signs and symptoms of mental and emotional distress, in self and others, that may require assistance from adults.	✓	✓	✓		
		8.3.MH.8. Demonstrate how to respond (e.g., calling 9-8-8, telling a trusted adult) when there is a concern about one's own or someone else's mental well-being or where someone is considering harming or killing themselves.					
		8.3.MH.9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.					



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School
Recognizing Bullying & Harassment

		Key Skills and Concepts					
		Recognizing Bullying & Harassment					
		Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school
		Standard					
Practice 3: Social Awareness, Relationship, and Communication Skills	Physical Activity and Fitness	8.3.PF.1. Understand and accept others' differences during a variety of physical activities.					
		8.3.PF.2. Describe how social interaction impacts individual engagement in physical activity.					
		8.3.PF.3. Use communication skills to negotiate strategies and tactics in a physical activity setting.					
		8.3.PF.4. Exhibit responsible social behaviors by respectfully interacting with others, including and cooperating with classmates, asking for help when needed for self and others, maintaining positive relationships, and collaborating productively on problem-solving initiatives during adventure activities, large-group initiatives, and/or game play.			✓	✓	✓
		8.3.PF.5. Provide constructive feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language).					
		8.3.PF.6. Collaboratively establish norms and guidelines for resolving conflicts and use those rules/guidelines/agreements to resolve conflict or respond to participants' ethical and unethical behavior during physical activity.					
Practice 5: Self-Awareness and Analyzing Influences	Personal Safety	8.5.PS.1. Analyze how various influences (e.g., peers, family, culture, society, school, and community policies) impact the safety of adolescents in a varied of situations (including during physical activity).				✓	
		8.5.PS.2. Analyze laws related to sexual harassment, sexual abuse, sexual assault, and domestic violence and how the laws impact individual safety.					
		8.5.PS.3. Analyze how sharing or posting personal information electronically about self or others (e.g., chat groups, email, texting, sexting, websites, social media, phone and tablet applications) can impact the safety of self or others.					



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School
Recognizing Bullying & Harassment

		Key Skills and Concepts						
		Recognizing Bullying & Harassment						
		Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school	
Practice 6: Information and resource seeking	Physical Health and Hygiene	8.6.PH.5. Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited.						✓
	Practice 7: Self-Advocacy and Health Promotion	Mental and Emotional Health	8.7.MH.1. Analyze how stereotyping, bias, prejudice, and discrimination can impact mental and emotional health.	✓				
8.7.MH.2. Analyze influences on body image and the relationship between body image, disordered eating, and mental health.								
8.7.MH.3. Analyze the effects of social media on mental and emotional health.								
8.7.MH.4. Demonstrate strategies for supporting healthy body image in youth and adolescents.								
8.7.MH.5. Demonstrate strategies for reducing stigma related to mental health.								
8.7.MH.6. Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms.								✓
8.7.MH.7. Evaluate strategies for opposing, reducing, or eliminating stereotyping, prejudice, discrimination, and injustice.				✓		✓	✓	
8.7.MH.8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs.				✓			✓	
Personal Safety	8.7.PS.1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety.			✓			✓	
	8.7.PS.2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety.			✓			✓	



Grades 6-8

Massachusetts Comprehensive Health and Physical Education Framework

Second Step® Middle School
Recognizing Bullying & Harassment

Key Skills and Concepts					
Recognizing Bullying & Harassment					
Recognize common types of bullying and harassment	Understand the negative impacts of bullying and harassment	Determine the best upstander strategy for a situation	Understand students' responsibility to create a positive school climate	Recognize how social and environmental factors contribute to bullying and harassment in their school	Prepare to take action to disrupt factors that contribute to bullying and harassment at school

Practice 7: Self-Advocacy and Health Promotion	Standard							
	Personal Safety	Sexual Health						
	8.7.PS.3. Work cooperatively to support the safety of individuals, families, and communities.							✓
	8.7.PS.4. Identify reasons that harassment is harmful and illegal along with warning signs for when to report it and seek help from a safe/trusted adult or health professional.		✓					
	8.7.SH.1. Demonstrate ways to show courtesy and respect for others when aspects of their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity) are different from one's own.							
	8.7.SH.2. Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity).			✓				✓
	8.7.SH.3. Identify behaviors, policies and practices in the school community that promote or hinder dignity and respect for all individuals, including those of different sexual orientations, gender identities, and gender expression.					✓		✓