



ALIGNMENT CHART

Delaware Mental Health Literacy Competencies

■ **Second Step® High School**

About Second Step® High School

Second Step High School is a research-based program for Grades 9–12. It includes pathways with practices for school leaders and educators that are designed to help create a positive school climate, strengthen human skills, and encourage students to develop adaptive mindsets for navigating adolescence successfully. Supplemental classroom-based student activities reinforce skills students build from the schoolwide and educator practices and offer them further opportunities to learn and apply emerging human skills. The practices in this program involve the entire school community and are intended to produce positive schoolwide change.

How the Program Meets the Delaware Competencies

The following tables indicate which specific Second Step High School practices and activities can help students develop the knowledge, skills, and attitudes needed to meet the Delaware Mental Health Literacy Competencies. Boxes are checked to indicate that Second Step High School meets a given state competency within the identified grade or grade band (for instance, Grades 9–10) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the competency through discussion, writing, drawing, or other related activities
2. There are opportunities for school leaders and educators to gather evidence of student learning in relation to the competencies



Grade 9

Delaware Mental Health Literacy Competencies

Second Step® High School

Key Skills and Concepts																							
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community								
Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Understanding not everyone is paying attention to them	Participating in defining success criteria	Analyzing social media messages using media literacy skills	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when overcoming an obstacle	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and developing strengths	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Analyzing scenarios to understand their digital footprint	Managing difficult emotions and distractions using refocusing strategies	Defining and understanding emotions	Fostering positive emotions through shared experiences	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly	
✓	✓	✓	✓	✓		✓							✓	✓	✓		✓	✓	✓	✓			
	✓	✓	✓	✓													✓	✓	✓	✓	✓	✓	
✓		✓	✓										✓		✓		✓	✓		✓			
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Grade 10

Delaware Mental Health Literacy Competencies

Second Step® High School

Key Skills and Concepts																						
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community							
Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Examining effective ways to communicate digitally by practicing digital citizenship	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly	
	✓	✓							✓				✓			✓		✓	✓			
		✓							✓							✓	✓	✓	✓	✓	✓	
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Grade 11

Delaware Mental Health Literacy Competencies

Second Step® High School

Key Skills and Concepts																								
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity			Pathway 4: Well-Being & Community											
Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Learning and practicing relationship-repair strategies	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Practicing digital citizenship strategies to balance time spent online	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths help build community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using various strategies	Practicing digital citizenship skills by examining emotional responses to online photos	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly

Competency																								
1. Recognize mental health as brain health, an integral component of overall health										✓								✓	✓					
2. Promote social and emotional competence as a protective factor	✓	✓	✓	✓	✓		✓			✓	✓	✓			✓		✓		✓	✓	✓	✓	✓	✓
3. Enhance awareness about mental health challenges	✓	✓	✓	✓	✓													✓	✓		✓	✓	✓	
4. Increase help-seeking behavior	✓		✓		✓		✓			✓								✓				✓	✓	✓
5. Decrease stigma			✓						✓												✓	✓	✓	



Grade 12

Delaware Mental Health Literacy Competencies

Second Step® High School

Key Skills and Concepts																						
Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community					
Co-creating shared expectations that contribute to belonging	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Using voice to make change in the school community	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Expanding and using social networks	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Navigating strong emotions using self-compassion	Demonstrating compassion for self and others	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
✓	✓	✓	✓	✓		✓			✓	✓							✓	✓	✓	✓	✓	
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